

Education and Training Committee – 29 July 2009

Emergency Response Services Group International Ltd (ERS) -
Award in Paramedic Practice

Executive summary and recommendations

This paper relates to a new programme currently seeking approval from the HPC. An approval visit to the Award in Paramedic Practice programme (part time) offered by Emergency Response Services Group International Ltd (ERS) was held on 4-5 February 2009. This paper follows on from the visitors' report agreed by the Education and Training Panel (ETP) in May 2009. Since the visit and ETP, information has been received from ERS which raises questions around whether the post visit part of the approval process can continue in its standard format. This paper seeks to agree a way forward.

Introduction

At the approval visit in February 2009, ERS presented a programme which had been developed and designed for delivery in partnership with Yorkshire and Humberside Strategic Health Authority (SHA). Yorkshire and Humberside SHA were primarily involved with providing students with placements and learning resources, but were also involved with admissions and assessment.

At the meeting of the ETP in May 2009, the panel received the visitors' recommended outcome that a number of conditions should be set on the programme, all of which must be met before the programme can be approved. It was recommended that they redraft and resubmit documentary evidence in response to these conditions by 29 May 2009. The panel agreed with these recommendations. The visitors' report can be found in appendix 1. The decision record from ETP can be found in appendix 2.

ERS submitted documentary evidence in response to their conditions on 11 June 2009. In a covering email, ERS explained that they had now formed a partnership with Birmingham City University and that they intend to deliver the programme with Birmingham City University, rather than Yorkshire and Humberside Strategic Health Authority.

A representative from Birmingham City University had been in attendance at the approval visit. Representatives from ERS had explained that whilst they had long term plans to work with Birmingham City University, the programme seeking approval (and anticipated to run from November 2009) did not involve them.

The visitor has reviewed the documentary evidence in response to their conditions, including the correspondence about the partnership with Birmingham

City University. The visitor has recommended that five of the conditions have met. This represents the education provider's first attempt to meet the conditions. As the approval process allows each education provider two attempts to meet their conditions, ERS is entitled to a second attempt to meet the outstanding conditions. However, due to the information about the new partnership with Birmingham City University, the visitor has questioned whether the post visit part of the approval process should proceed in its standard format. The visitor has stated: 'in my opinion, due to the change in partnership arrangements I believe that this programme is verging on major change prior to approval. Therefore I would suggest that we re-visit this programme'. The feedback from the visitor can be found in appendices 3 and 4.

To allow the Committee to consider the visitors feedback, the following information has been provided by the Executive, following further correspondence with the visitor. This information aims to contextualise and substantiate the reasons why the visitor has made the above statement.

Visitor's recommended outcome

The documentation received prior to the visit and discussions at the visit formed the evidence base which the visitor used to determine which standards of education and training (SETs) had been met and which had not. The discussions at the visit about the partnership agreement with the senior and programme teams and practice placement providers from the Yorkshire and Humberside SHA were key pieces of the evidence to reach this decision for many SETs.

In some cases, this evidence led to conditions being placed on the programme when the visitor felt that the SET had not been met. These SETs were primarily in SET 3 (programme management and resource standards) and SET 5 (practice placements standards). In other cases, this evidence led the visitor to feel that the SET had been met.

It is clear from the documentary evidence submitted by the education provider in response to their conditions that the partnership arrangements have changed. The visitor is therefore concerned that the evidence received at the visit about the partnership agreement is no longer accurate. As this evidence helped the visitor reach their recommended outcome, the visitor is no longer confident that their original recommended outcome to set a number of conditions on the programme, all of which must be met before the programme continues to be appropriate. The visitor is also no longer confident in stating that all the previously agreed SETs continue to be met.

Follow up visit

A follow up visit is an option available to visitors when producing the visitors' report as a way of assessing whether the conditions have been met. This would normally equate to one documentary attempt to meet the conditions. A follow up visit was not originally recommended by the visitor for this programme; nor did ETP insist that one was required.

After reviewing the documentary evidence in response to their conditions, the visitor now recommends that another visit is the most appropriate way of establishing the implications of the change in partnership arrangements.

A follow up visit is normally recommended when conditions have been set and the face-to-face discussions at the visit are deemed the most appropriate way of gathering evidence of how the conditions have been addressed.

If Committee should agree that another visit is required, the remit and scope of the visit must be considered. This should include whether the visit will look only at the conditions already agreed or at the entire programme again to ensure that all the SETs are met; whether a new visitors' report should be produced; the status of the existing visitors' report and the post visit process.

Major change

The visitor likened the change in partnership arrangements to a major change. Therefore, it may be valuable for the Committee to consider what would have happened if this change had occurred to an already approved programme.

If a similar change had been received as part of the major change notification stage, the Executive would have made a decision that this was a significant change to how the programme meets the SETs and that the best way of gathering the evidence to show how the programme continues to meet the SETs, was through the approval process.

The Committee is advised to consider the following points in their discussion;

- the appropriateness of the visitors' report agreed on 20 May 2009;
- the appropriateness of asking ERS to continue with the standard documentary post visit process;
- the appropriateness of undertaking a follow up visit;
- the remit and scope of any follow up visit;
- the appropriateness of a decision to not approve the programme; and
- the reasons for their decision so that they may be communicated to ERS and the visitor.

Decision

The Committee is asked to discuss and agree how this programme should proceed through the approval process.

Background information

The Education and Training Committee has agreed a number of guidance documents which provide useful background information. The key documents listed below can be downloaded from www.hpc-uk.org/education/providers/download/

- Supplementary information for education providers – Approval process
- Guidance for non approval or withdrawal of approval from programmes

Resource implications

The resource implications will vary depending on the decision taken by this Committee. If the approval process continues in the standard format, there will be no additional resource implications. The 2009-2010 budget and work plan covers standard approval visits. If a decision is taken to hold a follow-up visit the programme, then there will be additional resource implications for the Education Department. The 2009-2010 budget and work plan has capacity to cover a small

number of follow-up visit. If the decision is made express an intention to not approve the programme, there will be no additional resource implications, simply a change in focus of the resources already allocated.

Financial implications

The financial implications will vary depending on the decision taken by this Committee. The 2009-2010 departmental budget can cover the costs of a re-visit if required. The estimated costs of a follow-up visit would be £1605.

Visitor fees (x2)	£720
Visitor subsistence (x2)	£590
Executive subsistence (x1)	£295

Appendices

- 1 – Visitors' report for the Award in Paramedic Practice, ERS.
- 2 – ETP decision record dated 20 May 2009
- 3 – Feedback on documentation from visitor
- 4 – Email from visitor dated 22 June 2009.

Date of paper

20 July 2009

Visitors' report

Name of education provider	Emergency Response Services (ERS) Group International LTD
Programme name	Award in Paramedic Practice
Mode of delivery	Part time
Relevant part of HPC Register	Paramedic
Date of visit	4 – 5 February 2009

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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 agreed by the Education and Training Committee (Committee) on the approval of the programme. This report was approved by the Committee on 20 May 2009. The Committee accepted the visitors' recommended outcome, including the conditions. The education provider is currently in the process of meeting their conditions. They were due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 29 May 2009.

Introduction

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

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

Visit details

Name of HPC visitors and profession	Jane Topham (Paramedic)
HPC executive officer(s) (in attendance)	Tracey Samuel-Smith
Proposed student numbers	Approximately 14 students, with between 2 and 4 cohorts per year
Proposed start date of programme approval	2 November 2009
Chair	Richard Brownhill (ERS)
Secretary	Heather Atkinson (ERS)

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not review a programme specification because this documentation does not exist.

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

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

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

The HPC met with students from the IHCD Technician award, as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be assured that the programme meets all of the 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 19 of the SETs have been met and that conditions should be set on the remaining 44 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 have also made a recommendation for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for 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 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 submit documentation that clearly articulates the admission procedures which apply to all applicants.

Reason: From the documentation and discussion with the programme team, the visitor discovered that the admissions procedures and supporting documentation was primarily aimed at current employees or those wishing to gain employment with the education provider. An example of this was the requirement for applicants to hold a valid driving licence. In discussions with the programme team it was confirmed that this was required for employment with the education provider but for not entry onto the programme. The visitor would therefore like to receive documentation that clearly articulates the admissions procedures for all applicants to the programme.

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

Condition: The education provider must submit documentation that clearly articulates the academic support features which applicants can expect once on the programme.

Reason: From the student handbook and discussion with the programme team, it was apparent that there are academic support mechanisms in place for applicants with dyslexia and dyspraxia. However, this information was not made available to applicants as part of the admissions procedures and the visitor felt that this could deter some applicants from applying. Therefore to allow applicants to make an informed choice about whether to take up a place on the programme, the visitor would like to receive updated information.

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

Condition: The education provider must ensure that the admissions procedures clearly articulate the criminal conviction checks in place for all applicants.

Reason: From the documentation and discussion with the programme team, the visitor discovered that the admissions procedures and supporting documentation was primarily aimed at current employees or those wishing to gain employment with the education provider. In discussions with the programme team it was confirmed that the entry requirements for the programme were different to the requirements for employment. The visitor would therefore like to receive documentation that clearly articulates the criminal conviction checks required for admission to the programme.

2.2.3 The admission procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must ensure that the admissions procedures clearly articulate the health requirements in place for all applicants.

Reason: From the documentation and discussion with the programme team, the visitor discovered that the admissions procedures and supporting documentation was primarily aimed at current employees or those wishing to gain employment with the education provider. In discussions with the programme team it was confirmed that the entry requirements for the programme were different to the requirements for employment. The visitor would therefore like to receive documentation that clearly articulates the health requirements for admission to the programme.

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 ensure that the admissions procedures clearly articulate appropriate academic and/or professional entry standards for all applicants.

Reason: From the documentation and discussion with the programme team, the visitor discovered that the admissions procedures and supporting documentation was primarily aimed at current employees or those wishing to gain employment with the education provider. In discussions with the programme team it was confirmed that the entry requirements for the programme were different to the requirements for employment. The visitor would therefore like to receive documentation that clearly articulates the academic and/or professional entry standards required for admission to the programme.

2.3 The admission procedures must ensure that the education provider has an equal opportunities 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 clearly articulate how the equal opportunity and anti-discriminatory policies are monitored.

Reason: From the documentation and discussions with the programme team, it was clear that the education provider has equal opportunity and anti-discriminatory policies in place. However, the visitor was unable to determine how the education provider monitored these policies for both successful and unsuccessful applicants. The visitor would therefore like to receive clearly articulated monitoring mechanisms to ensure that this standard is met.

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

Condition: The education provider must submit confirmation of the agreement reached with the local Strategic Health Authority (SHA) regarding service levels, student numbers and placements opportunities.

Reason: From the discussion with the senior team, the visitor learnt that the education provider was in discussions with the local SHA but no agreement had been reached. The education provider was therefore unable to confirm how many students they would expect on the programme (through commissioned numbers); the proposed placement structure for the programme; or what they expected of placements. In addition, during the placement provider meeting, the representative from the local SHA discussed the possibility of sharing processes and resources with the education provider, such as the online placement profiles. The visitor therefore felt that the ability of the programme to start running was dependent on the relationship with the local SHA. The visitor would like to receive confirmation of the agreement reached with the local SHA regarding service levels, student numbers and placement opportunities in order to determine whether this programme is secure.

3.2 The programme must be managed effectively.

Condition: The education provider must clearly articulate the mechanisms which ensure that students, regardless of location, receive a comparable learning experience while on placement.

Reason: In discussions with the practice placement providers it was clear that the local SHA had well established policies and procedures and that they were willing to share these with the education provider eg mentor training and sharing of information about placement sites. In discussions with the programme team, it was confirmed that the education provider is looking to incorporate these areas into the programme.

It was also apparent from the programme and senior team meetings that the education provider was very keen to work with SHA's outside of the immediate area and has entered into discussions with some. The visitor was concerned that there was a reliance on the local SHA to provide aspects of the programme, and they felt that other SHA's might not be able to provide the same levels of assistance. The visitor therefore wondered how the education provider ensured that, regardless of location, students would receive a comparable learning experience.

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

Condition: The education provider must submit evidence that there is an adequate number of appropriately qualified and experience staff in place to deliver an effective programme.

Reason: In addition to the documentation received prior to the visit, additional curriculum vitae's were received during the event. From the discussions with the senior and programme teams, it was clear that there was a core programme team of four individuals plus the programme leader. Added to this, the education provider plans to employ tutors on an as needed basis from a bank of available tutors. Currently the education provider could not say how many or who (in terms of qualifications and experience) would be required as they did not have a clear indication of how many students would be completing the programme in each cohort or the number of cohorts. Due to the uncertainty surrounding student

numbers the visitor was unable to determine whether the core team and bank of available tutors was an adequate number of appropriately qualified and experienced staff.

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider must submit evidence that subject areas are taught by staff with relevant specialist expertise and knowledge.

Reason: In addition to the documentation received prior to the visit, additional curriculum vitae's were received at the visit. From the discussions with the senior and programme teams, it was clear that there was a core programme team of four individuals plus the programme leader. Added to this, the education provider plans to employ tutors on an as needed basis from a bank of available tutors. Currently the education provider could not say how many or who (in terms of qualifications and experience) would be required as they did not have a clear indication of how many students would be completing the programme in each cohort or the number of cohorts. The visitor was unsure who would be teaching each subject and due to the uncertainty surrounding student numbers was unable to say whether the core team and bank of available tutors had the relevant experience and knowledge to teach the subject areas.

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

Condition: The education provider must ensure that the resources to support student learning are effectively used on placements.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what resources they expected to be available to students at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess whether the resources to support student learning are effectively used while on placement. However, the visitor was unsure of the processes to inform placements about what is expected of them or the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the resources to support student learning are effectively used while on placements and would like to receive appropriate documentation.

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 ensure that the facilities for the welfare and well-being of students while on placement are adequate and accessible.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was

unable to confirm the proposed placement structure or what facilities they expected to be available to students at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess whether the facilities for the welfare and well-being of students are adequate and accessible. However, the visitor was unsure of the processes to inform placements about what is expected of them or the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the facilities for the welfare and well-being of students are adequate and accessible on placements and would like to receive appropriate documentation.

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 clearly articulate the protocols used to gain consent from students when they are participating in practical or clinical teaching as a patient or client.

Reason: From the discussion with the programme team, it was clarified that students are asked to complete a student informed consent form and that this allows them to choose not to participate as a patient or client. Upon reviewing the informed student consent form, the visitor felt that it did not specifically address when a student was being used as a patient or client. Rather it concentrated on when a student would be practising on another student. Due to the lack of clarity in the documentation, the visitor felt that it must be updated to clearly articulate the protocols used to gain consent from students when they are participating in practical or clinical teaching as a patient or client.

3.10 A system of academic and pastoral student support must be in place.

Condition: The education provider must ensure that there is a system of academic and pastoral student support while on placement.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what support they expected to be available to students at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess the system of academic and pastoral student support while on placement. However, the visitor was unsure of the processes to inform placements about what is expected of them or the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that there is a system of academic and pastoral student support while on placements and would like to receive appropriate documentation.

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 clearly articulate the attendance policy for the programme and associated monitoring mechanisms.

Reason: During discussions with the programme team, the visitor learnt that attendance is 100% mandatory for both the academic and placement elements of the programme. While students are on placement they must complete a time sheet which is checked at the end of the month to ensure that they have completed the required number of hours. The visitor was unsure how attendance was monitored for the academic element. The visitor was also unsure how any lack of attendance was followed up to make sure that students gained the appropriate knowledge before they completed the programme. To ensure that students can meet all the standards of proficiency to be able to practice safely and effectively, the visitor would like to receive documentation which clearly articulates the attendance policy and associated monitoring mechanisms for the whole programme.

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Condition: The education provider must ensure that the resources provided while on placement adequately support the learning and teaching activities of the programme.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what resources they expected to be available to students at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess whether the resources while on placement adequately support the learning and teaching activities. However, the visitor was unsure of the processes to inform placements about what is expected of them or the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the resources while on placement adequately support the learning and teaching activities of the programme and would like to receive appropriate documentation.

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

Condition: The education provider must ensure that the learning resources are appropriate to the curriculum and readily available.

Reason: From the documentation and discussion with the programme team, the visitor learnt that many of the learning resources for the programme were on

order or were due to be ordered; this included core text books and paramedic specific equipment. The visitor was unsure of the timings for delivery or the range and extent of the resources which would be available once the text books and equipment had been received. The visitor also learnt that students would have access to the local university library but was unsure of the agreement which had been reached regarding student access and borrowing rights. The visitor would like to receive appropriate documentation to illustrate that the learning resources are appropriate to the curriculum and readily available.

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 which clearly articulates how students who successfully complete the programme will meet the standards of proficiency.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine whether the learning outcomes for the programme would enable someone to meet the standards of proficiency. The visitor would like to receive clearly articulated information in order to assess whether this standard has been 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 ensure the programme reflects the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine whether the programme reflected the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession. The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

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

Condition: The education provider must ensure the programme clearly articulates how theory and practice are integrated to ensure safe and effective practice.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine how theory and practice related to each other and whether the integration of theory and practice was central to the curriculum to enable safe and effective practice. The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must ensure the programme remains relevant to current practice.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine whether the programme remains relevant to current practice.

The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

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

Condition: The education provider must ensure the delivery of the programme assists autonomous and reflective thinking, and evidence-based practice.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine whether the programme assisted autonomous and reflective thinking, and evidence-based practice. The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Condition: The education provider must ensure the range of learning and teaching approaches used are appropriate to the subjects in the curriculum.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare' and this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine whether the range of learning and teaching approaches used was appropriate to the subjects in the curriculum. The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must demonstrate that practice placements are integral to the programme.

Reason: From the discussion with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements. From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess practice placements. However, the visitor was unsure of the processes to inform placements about what is expected of them or the timeframes for visiting placements prior to use. The visitor would therefore like to receive further evidence to ensure that practice placements are integral to the programme.

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

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

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements. For example, what the education provider would accept to be an adequate number of appropriately qualified and experienced staff at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to ensure that there is an adequate number of appropriately qualified and experienced staff at the placements. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not sure how the education provider ensures that there is an adequate number of appropriately qualified and experienced staff on placements and would like to receive appropriate documentation.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must ensure that practice placement settings provide a safe environment.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements. For example, what the education provider would accept to be a safe environment at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to ensure that the practice placement settings provide a safe environment. However, the visitor was unsure of the

processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not sure how the education provider ensures that the practice placement settings provide a safe environment and would like to receive appropriate documentation.

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

Condition: The education provider must ensure that practice placement settings provide safe and effective practice.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements. For example, what the education provider would accept to be safe and effective practice at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to ensure that the practice placement settings provide safe and effective practice. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not sure how the education provider ensures that the practice placement settings provide safe and effective practice and would like to receive appropriate documentation.

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 ensure that the learning, teaching and supervision encourage safe and effective practice, independent learning and professional conduct.

Reason: From the documentation and discussions with the programme leader and the programme team, the visitor was unable to clearly identify the learning outcomes and associated assessment methods for the placements. The visitor was therefore unable to determine how students learn about the behaviour expected of them on their placement and that the placements prepare students for entry into the profession. The visitor would like to receive documentation which illustrates how the learning, teaching and supervision encourage safe and effective practice, independent learning and professional conduct.

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

Condition: The education provider must ensure that the number, duration and range of placements are appropriate to the achievement of the learning outcomes.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was

unable to confirm that the proposed placement structure for the programme. For example, one of the proposed placements was with the air ambulance and without the agreement of the local SHA; this placement will not be possible. In addition, from the documentation and discussions with the programme leader and the programme team, the visitor was unable to clearly identify the learning outcomes and associated assessment methods for the proposed placements.

The visitor would like to receive information which confirms the number, duration and range of placements and clearly articulates how these are appropriate to the learning outcomes of the programme.

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

Condition: The education provider must ensure that there is a thorough and effective system for approving and monitoring all placements.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to approve and monitor placements. However, the visitor was unsure about the processes which the education provider will use to make sure that practice placement providers complete the audit documentation within set timeframes and how the action plan will be implemented and followed up, if it identified areas for improvement.

The visitor was also unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor would therefore like to receive information which illustrates a thorough and effective system for approving and monitoring all placements.

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 ensure the learning outcomes during placement are clearly articulated to students and practice placement educators.

Reason: From the documentation and discussion with the programme team, the visitor learnt that students and practice placement educators will be provided with the practice placement diary. This was discussed in detail as the documentation did not clearly articulate the learning outcomes or assessment methods. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information for students and practice placement educators to be

able to determine the specific learning outcomes to be taught and assessed in each placement.

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 ensure that the timings of any placement experience and associated records to be maintained are clearly articulated to students and practice placement educators.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure. For example, one of the proposed placements was with the air ambulance and without the agreement of the local SHA; this placement will not be possible.

As the placement structure had not been confirmed, the education provider was unable to provide the visitor with confirmation of how students and practice placement providers will know about the placements which need to happen, when they need to happen and the associated records that need to be maintained. The visitor would therefore like to receive appropriate information to determine whether this standard has been 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 ensure students and practice placement educators are provided with detailed information about the assessment procedures, including the implications of, and any action to be taken in the case of failure.

Reason: From the documentation and discussion with the programme team, the visitor learnt that students and practice placement educators will be provided with the practice placement diary. This was discussed in detail with the programme leader and during the programme team meeting as the documentation did not clearly articulate the learning outcomes or assessment methods. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'. The practice mentor and student were then required to comment on this.

The visitor felt that the learning outcomes and assessment of the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine whether specific learning outcomes had been achieved in each placement. The visitor was concerned that without specific learning outcomes and associated assessment methods, there was a risk that assessments could be interpreted and applied differently depending on the mentor. The visitor would therefore like to receive documentation which provides students and practice

placement educators which detailed information about the assessment procedures, including the implications of, and any action to be taken in the case of failure.

5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of communication and lines of responsibility.

Condition: The education provider must ensure that practice placement educators are provided with information about and understanding of the lines of communication and responsibility.

Reason: From the discussion with the senior team, the visitor learnt that students and practice placement educators will be provided with the practice placement diary. The visitor felt that the practice placement diary clearly provided students with information about and understanding of the lines of communication and responsibility. However, the visitor felt that practice placement diary did not provide practice placement educators with sufficient information, such as what to do when a student called in sick or took unauthorised absence. The visitor would therefore like to receive information which provides practice placement educators with information about and understanding of the lines of communication and responsibility.

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

Condition: The education provider must ensure that practice placement educators have relevant qualifications and experience.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what qualifications and experience they expected practice placement educators to hold.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to determine whether practice placement educators have relevant qualifications and experience. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not sure how the education provider ensures that practice placement educators have the relevant qualifications and experience and would like to receive appropriate documentation.

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

Condition: The education provider must ensure that practice placement educators are appropriately registered.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was

unable to confirm the proposed placement structure or what they expected of placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to determine whether practice placement educators have relevant qualifications and experience. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that practice placement educators are appropriately registered and would like to receive appropriate documentation.

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

Condition: The education provider must ensure that practice placement educators undertake appropriate training.

Reason: From the documentation and discussion with the programme team, the visitor learnt that the practice placement educators will hold an appropriate mentor qualification. From the discussions with the senior team and practice placement providers, the visitor learnt that the local SHA may be able to provide the mentor training required for the programme. However, as the education provider had not reached an agreement with the local SHA, the process for ensuring practice placement educators undertook mentor training could not be confirmed.

The visitor was also unsure how the education provider ensured that practice placement educators received training in education provider specific processes, such as assessment regulations. The visitor would therefore like to receive confirmation of how the education provider will ensure that all practice placement educators undertake appropriate training.

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

Condition: The education provider must ensure that clearly articulated learning outcomes and assessment methods are supplied to practice placement providers.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted did not clearly articulate the learning outcomes or assessment methods. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'. The practice mentor and student were then required to comment on this.

The visitor felt that the learning outcomes and assessment methods were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor felt that this was necessary information which must be provided to practice placement providers and would therefore like to receive updated information which clearly articulates the learning outcomes and assessment methods.

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 confirm the mechanisms which ensure that practice placement providers make the necessary information available at an appropriate time for the education provider and students.

Reason: From the documentation the visitor noted that the practice placement providers are required, through the proposed partnership agreement, to provide the education provider and student with appropriate information in a timely manner. However, from the discussions with the programme and senior teams, the visitor learnt that the education provider has not yet signed a partnership agreement with the local SHA. The visitor therefore felt that there was a chance that the partnership agreement could be changed prior to signing, and therefore should be considered to be draft. The visitor would like to receive further information which confirms the mechanisms in place to ensure that practice placement providers make available the necessary information at an appropriate time for the education provider and students.

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 ensure that the range of learning and teaching methods respect the rights and needs of patients/clients and colleagues.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to ensure that the range of learning and teaching methods respect the rights and needs of patients/clients and colleagues. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the range of learning and teaching methods used respect the rights and needs of patients/clients and colleagues and would like to receive appropriate documentation.

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

Condition: The education provider must ensure that the placement providers' equal opportunity and anti-discriminatory policies are in place, and monitored.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what policies they expected to be applicable to students on placement.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to determine whether there is an equal opportunity and anti-discriminatory policy in place. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the equal opportunity and anti-discriminatory policies are in place and monitored at placements and would like to receive appropriate documentation.

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 which measure the learning outcomes and skills required to practice safely and effectively.

Reason: The conditions which are attached to SETs 4 and 5 require the education provider to submit clearly articulated learning outcomes and assessment methods. In addition the education provider may be required to revise their proposed placement structure depending on the agreement reached with the local SHA. If this happens, it is possible that amended learning outcomes and assessment procedures will be proposed. The visitor will therefore need to receive evidence that the assessment procedures and methods test the academic and theoretical learning, as well as the practical application of skills, leading to safe and effective practice.

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

Condition: The education provider must ensure the assessment design; procedures and methods provide a rigorous and effective process.

Reason: The conditions which are attached to SETs 4 and 5 require the education provider to submit clearly articulated learning outcomes and assessment methods. In addition the education provider may be required to revise their proposed placement structure depending on the agreement reached with the local SHA. If this happens, it is possible that amended learning outcomes and assessment procedures will be proposed. The visitor will need to receive evidence that the assessment procedures and methods provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Condition: The education provider must ensure the assessment regulations clearly specify the requirements for the measurement of student performance and progression.

Reason: The conditions which are attached to SETs 4 and 5 require the education provider to submit clearly articulated learning outcomes and assessment methods. In addition the education provider may be required to revise their proposed placement structure depending on the agreement reached with the local SHA. If this happens, it is possible that amended learning outcomes and assessment procedures will be proposed. The visitor will need to receive evidence that the assessment procedures and methods measure student performance and progression through the use of objective criteria.

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 ensure that professional aspects of practice are integral to the assessment procedures.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted did not clearly articulate the learning outcomes or assessment methods. The visitor was therefore unable to determine how students were made aware of and assessed on professional aspects of practice, such as responsibility for their own actions or the responsibilities involved with professional regulation. The visitor would like to receive documentation which illustrates how professional aspects of practice are assessed.

Recommendations

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

Recommendation: The education provider should consider the appointment criteria for the role of external examiner.

Reason: From the documentation and the meetings with the programme and senior team, it was clear that there was a requirement for an external examiner and that one had been appointed. It was however clear that the current external examiner has had involvement in the establishment of the programme and has a long running relationship with the education provider. The visitor wondered whether this prior knowledge might impact on their ability to review the programme impartially. The visitor therefore recommends that the education provider considers its appointment criteria to take account of independence from the programme.

Jane Topham

**Health Professions Council
Education and Training Committee Panel
Programmes in respect of which approval is recommended subject to
conditions**

Name of programme	Award in Paramedic Practice
Name of education provider	Emergency Responses Services (ERS) Group International LTD
Mode of delivery	Part time
Date of decision	20 May 2009

Panel :
Neil Willis, Chair
Karen Bryan
Helen Davis
John Donaghy
Gill Pearson

Guidance for Panel Chairs

In determining whether to accept a Visitors' report (including the conditions and recommendations in the report), the Panel must reach its decision on the basis of the evidence put before it, in the form of the HPC Visitors' report and any observations on the report made by the education provider.

The Visitors' report is only a recommendation and the Panel may depart from that recommendation where it is satisfied that it is appropriate to do so.

The Panel must reach its own decision and give reasons for that decision. If the Panel wishes to amend the report, it should give reasons for each amendment.

Decision:
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
Reasons
The Panel is satisfied that the conditions in the Visitors' report must be met before the programme can be approved or before the ongoing approval of the programme can be confirmed.

Signed: Neil Willis (Chairman of the Panel)

Additional Documentation Request Form - approval

Conditions

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

Condition: The education provider must submit documentation that clearly articulates the admission procedures which apply to all applicants.

Reason: From the documentation and discussion with the programme team, the visitor discovered that the admissions procedures and supporting documentation was primarily aimed at current employees or those wishing to gain employment with the education provider. An example of this was the requirement for applicants to hold a valid driving licence. In discussions with the programme team it was confirmed that this was required for employment with the education provider but for not entry onto the programme. The visitor would therefore like to receive documentation that clearly articulates the admissions procedures for all applicants to the programme.

Partly met - student information booklet and removal of any reference to employee. Although there are other areas of the documentation that imply that students will be employed (summary of responses 3.11 a timesheet is mentioned and within the practice placement documentation students e-mail hours to accounts@ers999.com)

Can not find information about where places for the programme will be advertised. It is now suggested in response to 3.1 that ERS will take responsibility for recruitment. Presumably this includes advertising.

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

Condition: The education provider must submit documentation that clearly articulates the academic support features which students can expect once on the programme.

Reason: From the student handbook and discussion with the programme team, it was apparent that there are academic support mechanisms in place for students with dyslexia and dyspraxia. However, this information was not made available to applicants as part of the admissions procedures and the visitor felt that this could deter some applicants from applying. Therefore to

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allow students to make an informed choice about whether to take up a place on the programme, the visitor would like to receive updated information.

This part of the condition is met with information in the student information leaflet.

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

Condition: The education provider must ensure that the admissions procedures clearly articulate the criminal conviction checks in place for all applicants.

Reason: From the documentation and discussion with the programme team, the visitor discovered that the admissions procedures and supporting documentation was primarily aimed at current employees or those wishing to gain employment with the education provider. In discussions with the programme team it was confirmed that the entry requirements for the programme were different to the requirements for employment. The visitor would therefore like to receive documentation that clearly articulates the criminal conviction checks required for admission to the programme.

Condition met

2.2.3 The admission procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must ensure that the admissions procedures clearly articulate the health requirements in place for all applicants.

Reason: From the documentation and discussion with the programme team, the visitor discovered that the admissions procedures and supporting documentation was primarily aimed at current employees or those wishing to gain employment with the education provider. In discussions with the programme team it was confirmed that the entry requirements for the programme were different to the requirements for employment. The visitor would therefore like to receive documentation that clearly articulates the health requirements for admission to the programme.

Condition met

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

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Condition: The education provider must ensure that the admissions procedures clearly articulate appropriate academic and/or professional entry standards for all applicants.

Reason: From the documentation and discussion with the programme team, the visitor discovered that the admissions procedures and supporting documentation was primarily aimed at current employees or those wishing to gain employment with the education provider. In discussions with the programme team it was confirmed that the entry requirements for the programme were different to the requirements for employment. The visitor would therefore like to receive documentation that clearly articulates the academic and/or professional entry standards required for admission to the programme.

Need to seek clarity to determine if the academic criteria required is one of the listed or all of the listed in the student information leaflet.

Who makes the APL assessment, this procedure is still not clear.

2.3 The admission procedures must ensure that the education provider has an equal opportunities 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 clearly articulate how the equal opportunity and anti-discriminatory policies are monitored.

Reason: From the documentation and discussions with the programme team, it was clear that the education provider has equal opportunity and anti-discriminatory policies in place. However, the visitor was unable to determine how the education provider monitored these policies for both successful and unsuccessful applicants. The visitor would therefore like to receive clearly articulated monitoring mechanisms to ensure that this standard is met.

Appendix 12 in the QA policy and document, I am not sure if this is what we require?

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

Condition: The education provider must submit confirmation of the agreement reached with the local Strategic Health Authority (SHA) regarding service levels, student numbers and placements opportunities.

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Reason: From the discussion with the senior team, the visitor learnt that the education provider was in discussions with the local SHA but no agreement had been reached. The education provider was therefore unable to confirm how many students they would expect on the programme (through commissioned numbers); the proposed placement structure for the programme; or what they expected of placements. In addition, during the placement provider meeting, the representative from the local SHA discussed the possibility of sharing processes and resources with the education provider, such as the online placement profiles. The visitor therefore felt that the ability of the programme to start running was dependent on the relationship with the local SHA. The visitor would like to receive confirmation of the agreement reached with the local SHA regarding service levels, student numbers and placement opportunities in order to determine whether this programme is secure.

This has now completely changed from the time of the visit and is impossible to understand within the documentation. No partner agreement has been seen, this has been delivered in the form of an agreement letter. Page 14 of the student handbook suggests BCU partnership agreements still need signing? This brings into question the security of this partnership. The response to conditions document 3.1 also suggests that students will come from NHS, Military and University? Is this an ambition? No partner agreements in place with any of these organisations.

3.2 The programme must be managed effectively.

Condition: The education provider must clearly articulate the mechanisms which ensure that students, regardless of location, receive a comparable learning experience while on placement.

Reason: In discussions with the practice placement providers it was clear that the local SHA had well established policies and procedures and that they were willing to share these with the education provider eg mentor training and sharing of information about placement sites. In discussions with the programme team, it was confirmed that the education provider is looking to incorporate these areas into the programme.

It was also apparent from the programme and senior team meetings that the education provider was very keen to work with SHA's outside of the immediate area and has entered into discussions with some. The visitor was concerned that there was a reliance on the local SHA to provide aspects of the programme, and they felt that other SHA's might not be able to provide the same levels of assistance. The visitor therefore wondered how the education provider ensured that, regardless of location, students would receive a comparable learning experience.

See 3.1, these are now reliant on mechanisms at BCU.

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This raises new concern regarding the viability of University resources geographical removed from the student or vice versa when in practice placement.

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

Condition: The education provider must submit evidence that there is an adequate number of appropriately qualified and experience staff in place to deliver an effective programme.

Reason: In addition to the documentation received prior to the visit, additional curriculum vitae's were received during the event. From the discussions with the senior and programme teams, it was clear that there was a core programme team of four individuals plus the programme leader. Added to this, the education provider plans to employ tutors on an as needed basis from a bank of available tutors. Currently the education provider could not say how many or who (in terms of qualifications and experience) would be required as they did not have a clear indication of how many students would be completing the programme in each cohort or the number of cohorts. Due to the uncertainty surrounding student numbers the visitor was unable to determine whether the core team and bank of available tutors was an adequate number of appropriately qualified and experienced staff.

The response documentation suggests that 4 tutors and 1 programme leader will be dedicated to courses. The term of employment of these individuals remains unclear. Are they part-time/full-time, do they have other work commitments.

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider must submit evidence that subject areas are taught by staff with relevant specialist expertise and knowledge.

Reason: In addition to the documentation received prior to the visit, additional curriculum vitae's were received at the visit. From the discussions with the senior and programme teams, it was clear that there was a core programme team of four individuals plus the programme leader. Added to this, the education provider plans to employ tutors on an as needed basis from a bank of available tutors. Currently the education provider could not say how many or who (in terms of qualifications and experience) would be required as they did not have a clear indication of how many students would be completing the programme in each cohort or the number of cohorts. The visitor was unsure who would be teaching each subject and due to the uncertainty surrounding student numbers was unable to say whether the core team and bank of

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available tutors had the relevant experience and knowledge to teach the subject areas.

See 3.4, this still requires clarity.

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

Condition: The education provider must ensure that the resources to support student learning are effectively used on placements.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what resources they expected to be available to students at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess whether the resources to support student learning are effectively used while on placement. However, the visitor was unsure of the processes to inform placements about what is expected of them or the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the resources to support student learning are effectively used while on placements and would like to receive appropriate documentation.

No partnership agreement with BCU. Ambulance placements rely heavily on ambulance trusts, no evidence of partnership agreements with any of these trusts.

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 ensure that the facilities for the welfare and well-being of students while on placement are adequate and accessible.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what facilities they expected to be available to students at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess whether the facilities for the welfare and well-being of students are adequate and accessible. However, the visitor was unsure of the processes to inform placements about what is

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expected of them or the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the facilities for the welfare and well-being of students are adequate and accessible on placements and would like to receive appropriate documentation.

Although intended partners have changed since the visit to ERS, the condition remains.

No example of completed ERS audit.

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 clearly articulate the protocols used to gain consent from students when they are participating in practical or clinical teaching as a patient or client.

Reason: From the discussion with the programme team, it was clarified that students are asked to complete a student informed consent form and that this allows them to choose not to participate as a patient or client. Upon reviewing the informed student consent form, the visitor felt that it did not specifically address when a student was being used as a patient or client. Rather it concentrated on when a student would be practising on another student. Due to the lack of clarity in the documentation, the visitor felt that it must be updated to clearly articulate the protocols used to gain consent from students when they are participating in practical or clinical teaching as a patient or client.

The statement within the document suggests that this is a compulsory element with no option not to consent.

3.10 A system of academic and pastoral student support must be in place.

Condition: The education provider must ensure that there is a system of academic and pastoral student support while on placement.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what support they expected to be available to students at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess the system of academic and

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pastoral student support while on placement. However, the visitor was unsure of the processes to inform placements about what is expected of them or the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that there is a system of academic and pastoral student support while on placements and would like to receive appropriate documentation.

Since the introduction of BCU it is not clear how academic support will be accessed from/on ALL sites.

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

Condition: The education provider must clearly articulate the attendance policy for the programme and associated monitoring mechanisms.

Reason: During discussions with the programme team, the visitor learnt that attendance is 100% mandatory for both the academic and placement elements of the programme. While students are on placement they must complete a time sheet which is checked at the end of the month to ensure that they have completed the required number of hours. The visitor was unsure how attendance was monitored for the academic element. The visitor was also unsure how any lack of attendance was followed up to make sure that students gained the appropriate knowledge before they completed the programme. To ensure that students can meet all the standards of proficiency to be able to practice safely and effectively, the visitor would like to receive documentation which clearly articulates the attendance policy and associated monitoring mechanisms for the whole programme.

Condition met

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Condition: The education provider must ensure that the resources provided while on placement adequately support the learning and teaching activities of the programme.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what resources they expected to be available to students at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess whether the resources while on placement adequately support the learning and teaching activities. However, the visitor was unsure of the processes to inform placements about what is expected of them or the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the resources while on placement adequately support the learning and teaching activities of the programme and would like to receive appropriate documentation.

Condition met

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3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

Condition: The education provider must ensure that the learning resources are appropriate to the curriculum and readily available.

Reason: From the documentation and discussion with the programme team, the visitor learnt that many of the learning resources for the programme were on order or were due to be ordered; this included core text books and paramedic specific equipment. The visitor was unsure of the timings for delivery or the range and extent of the resources which would be available once the text books and equipment had been received. The visitor also learnt that students would have access to the local university library but was unsure of the agreement which had been reached regarding student access and borrowing rights. The visitor would like to receive appropriate documentation to illustrate that the learning resources are appropriate to the curriculum and readily available.

STILL no evidence of agreement reached regarding learning resources, my assumption is that Huddersfield University are involved? However no evidence of agreement and no mention of them in the new documentation.

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 which clearly articulates how students who successfully complete the programme will meet the standards of proficiency.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine whether the learning outcomes for the programme would enable someone to meet the standards of proficiency. The

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visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

SoP's mapping remains heavily reliant on practice placements. No partnership agreement nor any information as to where the ambulance placement will take place. The learning outcomes remain wide reaching especially within the practice placement where competencies are based around a students understanding? There is no suggestion of a measure for these learning outcomes.

The assignments that support the learning outcomes are also wide reaching. For example assignment specification ERSOAP1 should achieve 3 learning outcomes each of which do not appear to link to another and result in a very short 1500 word assignment.

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 ensure the programme reflects the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine whether the programme reflected the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession. The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

As 4.1

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

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Condition: The education provider must ensure the programme clearly articulates how theory and practice are integrated to ensure safe and effective practice.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine how theory and practice related to each other and whether the integration of theory and practice was central to the curriculum to enable safe and effective practice. The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

As 4.1 and 3.1

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must ensure the programme remains relevant to current practice.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine whether the programme remains relevant to current practice. The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

As 4.1 and 3.1

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

Condition: The education provider must ensure the delivery of the programme assists autonomous and reflective thinking, and evidence-based practice.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare'; this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was therefore unable to determine whether the programme assisted autonomous and reflective thinking, and evidence-based practice. The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

As 4.1 and 3.1

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Condition: The education provider must ensure the range of learning and teaching approaches used are appropriate to the subjects in the curriculum.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted (student handbook and practice placement diary) did not clearly articulate the learning outcomes or assessment methods. For example, a learning outcome in the student handbook was 'Understand the legal and ethical factors that are associated with healthcare' and this was assessed in 'modules 1, 4 and assignments 1 & 2'. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor was

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therefore unable to determine whether the range of learning and teaching approaches used was appropriate to the subjects in the curriculum. The visitor would like to receive clearly articulated information in order to assess whether this standard has been met.

As 4.1 and 3.1

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5.1 Practice placements must be integral to the programme.

Condition: The education provider must demonstrate that practice placements are integral to the programme.

Reason: From the discussion with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements. From the documentation it was clear that the education provider will use the practice placement annual audit tool to assess practice placements. However, the visitor was unsure of the processes to inform placements about what is expected of them or the timeframes for visiting placements prior to use. The visitor would therefore like to receive further evidence to ensure that practice placements are integral to the programme.

Processes appear clearer however the placement issue has been made more confusing with the introduction of BCU.

No evidence that the ERS audit is in use; or who the provider is of ambulance based placements. No evidence of ERS being able to access the BCU audit i.e. in hard copy or on database.

I have a question about BCU having capacity for all the students in the response from Louise Toner, 5.1.

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

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

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements. For example, what the education provider would accept to be an adequate number of appropriately qualified and experienced staff at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to ensure that there is an adequate number of appropriately qualified and experienced staff at the placements. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not sure how the education provider ensures

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that there is an adequate number of appropriately qualified and experienced staff on placements and would like to receive appropriate documentation.

As 5.1

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must ensure that practice placement settings provide a safe environment.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements. For example, what the education provider would accept to be a safe environment at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to ensure that the practice placement settings provide a safe environment. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not sure how the education provider ensures that the practice placement settings provide a safe environment and would like to receive appropriate documentation.

As 5.1

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

Condition: The education provider must ensure that practice placement settings provide safe and effective practice.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements. For example, what the education provider would accept to be safe and effective practice at placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to ensure that the practice placement settings provide safe and effective practice. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not sure how the education provider ensures that the practice placement

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settings provide safe and effective practice and would like to receive appropriate documentation.

As 5.1

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 ensure that the learning, teaching and supervision encourage safe and effective practice, independent learning and professional conduct.

Reason: From the documentation and discussions with the programme leader and the programme team, the visitor was unable to clearly identify the learning outcomes and associated assessment methods for the placements. The visitor was therefore unable to determine how students learn about the behaviour expected of them on their placement and that the placements prepare students for entry into the profession. The visitor would like to receive documentation which illustrates how the learning, teaching and supervision encourage safe and effective practice, independent learning and professional conduct.

As 3.1, 4.1 and 5.1

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

Condition: The education provider must ensure that the number, duration and range of placements are appropriate to the achievement of the learning outcomes.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm that the proposed placement structure for the programme. **For example, one of the proposed placements was with the air ambulance and without the agreement of the local SHA;** this placement will not be possible. In addition, from the documentation and discussions with the programme leader and the programme team, the visitor was unable to clearly identify the learning outcomes and associated assessment methods for the proposed placements.

The visitor would like to receive information which confirms the number, duration and range of placements and clearly articulates how these are appropriate to the learning outcomes of the programme.

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No partnership agreement in place between ERS and BCU.

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

Condition: The education provider must ensure that there is a thorough and effective system for approving and monitoring all placements.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to approve and monitor placements. However, the visitor was unsure about the processes which the education provider will use to make sure that practice placement providers complete the audit documentation within set timeframes and how the action plan will be implemented and followed up, if it identified areas for improvement.

The visitor was also unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor would therefore like to receive information which illustrates a thorough and effective system for approving and monitoring all placements.

No partnership agreement evidenced

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 ensure the learning outcomes during placement are clearly articulated to students and practice placement educators.

Reason: From the documentation and discussion with the programme team, the visitor learnt that students and practice placement educators will be provided with the practice placement diary. This was discussed in detail as the documentation did not clearly articulate the learning outcomes or assessment methods. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'.

The visitor felt that the learning outcomes were too wide reaching and did not provide sufficient information for students and practice placement educators

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to be able to determine the specific learning outcomes to be taught and assessed in each placement.

Learning outcomes for practice placements are still limited specifics for example how can the student be signed as competent in having an understanding of the role of the air ambulance in providing emergency care? Assessment methods are still not clear?

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 ensure that the timings of any placement experience and associated records to be maintained are clearly articulated to students and practice placement educators.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure. For example, one of the proposed placements was with the air ambulance and without the agreement of the local SHA; this placement will not be possible.

As the placement structure had not been confirmed, the education provider was unable to provide the visitor with confirmation of how students and practice placement providers will know about the placements which need to happen, when they need to happen and the associated records that need to be maintained. The visitor would therefore like to receive appropriate information to determine whether this standard has been met.

See 5.1

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 ensure students and practice placement educators are provided with detailed information about the assessment procedures, including the implications of, and any action to be taken in the case of failure.

Reason: From the documentation and discussion with the programme team, the visitor learnt that students and practice placement educators will be provided with the practice placement diary. This was discussed in detail with the programme leader and during the programme team meeting as the documentation did not clearly articulate the learning outcomes or assessment

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methods. An example from the practice placement diary was the objective of the Coronary Care Unit placement ‘to gain experience in the care and management of the patient suffering from acute coronary syndromes’. The practice mentor and student were then required to comment on this.

The visitor felt that the learning outcomes and assessment of the learning outcomes were too wide reaching and did not provide sufficient information to be able to determine whether specific learning outcomes had been achieved in each placement. The visitor was concerned that without specific learning outcomes and associated assessment methods, there was a risk that assessments could be interpreted and applied differently depending on the mentor. The visitor would therefore like to receive documentation which provides students and practice placement educators which detailed information about the assessment procedures, including the implications of, and any action to be taken in the case of failure.

Associated assessment methods are still not clear. I can not understand how the learning outcomes presented can be achieved as a competency unless they have an assessment tool.

5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of communication and lines of responsibility.

Condition: The education provider must ensure that practice placement educators are provided with information about and understanding of the lines of communication and responsibility.

Reason: From the discussion with the senior team, the visitor learnt that students and practice placement educators will be provided with the practice placement diary. The visitor felt that the practice placement diary clearly provided students with information about and understanding of the lines of communication and responsibility. However, the visitor felt that practice placement diary did not provide practice placement educators with sufficient information, such as what to do when a student called in sick or took unauthorised absence. The visitor would therefore like to receive information which provides practice placement educators with information about and understanding of the lines of communication and responsibility.

Partly met with mentor induction course, however it is not clear how they ensure mentors attend.

The induction course does not demonstrate/suggest assessment strategies to ensure the student meets competency

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

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Condition: The education provider must ensure that practice placement educators have relevant qualifications and experience.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what qualifications and experience they expected practice placement educators to hold.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to determine whether practice placement educators have relevant qualifications and experience. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not sure how the education provider ensures that practice placement educators have the relevant qualifications and experience and would like to receive appropriate documentation.

As 5.1

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

Condition: The education provider must ensure that practice placement educators are appropriately registered.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to determine whether practice placement educators have relevant qualifications and experience. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that practice placement educators are appropriately registered and would like to receive appropriate documentation.

As 5.1

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

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Condition: The education provider must ensure that practice placement educators undertake appropriate training.

Reason: From the documentation and discussion with the programme team, the visitor learnt that the practice placement educators will hold an appropriate mentor qualification. From the discussions with the senior team and practice placement providers, the visitor learnt that the local SHA may be able to provide the mentor training required for the programme. However, as the education provider had not reached an agreement with the local SHA, the process for ensuring practice placement educators undertook mentor training could not be confirmed.

The visitor was also unsure how the education provider ensured that practice placement educators received training in education provider specific processes, such as assessment regulations. The visitor would therefore like to receive confirmation of how the education provider will ensure that all practice placement educators undertake appropriate training.

As 5.1

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

Condition: The education provider must ensure that clearly articulated learning outcomes and assessment methods are supplied to practice placement providers.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted did not clearly articulate the learning outcomes or assessment methods. An example from the practice placement diary was the objective of the Coronary Care Unit placement 'to gain experience in the care and management of the patient suffering from acute coronary syndromes'. The practice mentor and student were then required to comment on this.

The visitor felt that the learning outcomes and assessment methods were too wide reaching and did not provide sufficient information to be able to determine the specific learning outcomes to be taught and assessed in each module. The visitor felt that this was necessary information which must be provided to practice placement providers and would therefore like to receive updated information which clearly articulates the learning outcomes and assessment methods.

As 5.7.5

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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 confirm the mechanisms which ensure that practice placement providers make the necessary information available at an appropriate time for the education provider and students.

Reason: From the documentation the visitor noted that the practice placement providers are required, through the proposed partnership agreement, to provide the education provider and student with appropriate information in a timely manner. However, from the discussions with the programme and senior teams, the visitor learnt that the education provider has not yet signed a partnership agreement with the local SHA. The visitor therefore felt that there was a chance that the partnership agreement could be changed prior to signing, and therefore should be considered to be draft. The visitor would like to receive further information which confirms the mechanisms in place to ensure that practice placement providers make available the necessary information at an appropriate time for the education provider and students.

As 5.1 and 5.7.5

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 ensure that the range of learning and teaching methods respect the rights and needs of patients/clients and colleagues.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what they expected of placements.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to ensure that the range of learning and teaching methods respect the rights and needs of patients/clients and colleagues. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the range of learning and teaching methods used respect the rights and needs of patients/clients and colleagues and would like to receive appropriate documentation.

As 5.1 and 5.7.5

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

Condition: The education provider must ensure that the placement providers' equal opportunity and anti-discriminatory policies are in place, and monitored.

Reason: From the discussions with the senior team, the visitor learnt that the education provider was in discussions with the local SHA about placements but no agreement had been reached. This meant that the education provider was unable to confirm the proposed placement structure or what policies they expected to be applicable to students on placement.

From the documentation it was clear that the education provider will use the practice placement annual audit tool to determine whether there is an equal opportunity and anti-discriminatory policy in place. However, the visitor was unsure of the processes to inform placements about what is expected of them and the timeframes for visiting placements prior to use. The visitor was therefore not clear how the education provider ensures that the equal opportunity and anti-discriminatory policies are in place and monitored at placements and would like to receive appropriate documentation.

As 5.1

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 which measure the learning outcomes and skills required to practice safely and effectively.

Reason: The conditions which are attached to SETs 4 and 5 require the education provider to submit clearly articulated learning outcomes and assessment methods. In addition the education provider may be required to revise their proposed placement structure depending on the agreement reached with the local SHA. If this happens, it is possible that amended learning outcomes and assessment procedures will be proposed. The visitor will therefore need to receive evidence that the assessment procedures and methods test the academic and theoretical learning, as well and the practical application of skills, leading to safe and effective practice.

Partly met with evidence of summative assessment papers and assignments.

Practice placement assessment methods are not clear as 5.7.4

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

Condition: The education provider must ensure the assessment design; procedures and methods provide a rigorous and effective process.

Reason: The conditions which are attached to SETs 4 and 5 require the education provider to submit clearly articulated learning outcomes and assessment methods. In addition the education provider may be required to revise their proposed placement structure depending on the agreement reached with the local SHA. If this happens, it is possible that amended learning outcomes and assessment procedures will be proposed. The visitor will need to receive evidence that the assessment procedures and methods provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

This condition still remains due to lack of evidence of partnership agreement.

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6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Condition: The education provider must ensure the assessment regulations clearly specify the requirements for the measurement of student performance and progression.

Reason: The conditions which are attached to SETs 4 and 5 require the education provider to submit clearly articulated learning outcomes and assessment methods. In addition the education provider may be required to revise their proposed placement structure depending on the agreement reached with the local SHA. If this happens, it is possible that amended learning outcomes and assessment procedures will be proposed. The visitor will need to receive evidence that the assessment procedures and methods measure student performance and progression through the use of objective criteria.

No evidence of assessment strategies to meet learning outcomes.

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 ensure that professional aspects of practice are integral to the assessment procedures.

Reason: This was discussed in detail with the programme leader and during the programme team meeting as the documentation submitted did not clearly articulate the learning outcomes or assessment methods. The visitor was therefore unable to determine how students were made aware of and assessed on professional aspects of practice, such as responsibility for their own actions or the responsibilities involved with professional regulation. The visitor would like to receive documentation which illustrates how professional aspects of practice are assessed.

As 6.4

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2009-06-08	a	EDU	APV	ERS Add Doc Req Form	Final	Internal
					DD: None	RD: None

Email correspondence between visitor and executive

From: "Topham Jane (North West Ambulance Service NHS Trust)"
<[REDACTED]>
To: "tracey.Samuel-smith@hpc-uk.org" <[REDACTED]>
Date: 22/06/2009 17:23
cc
bcc
Subject RE: ERS documentation

Hi Tracey,

Just had a quick look as I might not get much more of an opportunity - sorry !

I think 2.2.1, 2.2.5, 5.9 and 3.6 are brought into question.

In my opinion, due to the change in partnership arrangements I believe this programme is verging on major change prior to approval. Therefore I would suggest that we re-visit this programme.

Thanks speak soon

Jane

From: [REDACTED]
Date: Mon, 22 Jun 2009 14:33:06
To: <[REDACTED]>
Subject: RE: ERS documentation

Hello Jane

Many thanks for your email and the chat earlier.

As discussed, please find below a list of the standards of education and training (SETs) which were met at the visit. Please can you let me know if you feel that the changes to the programme, and evidence received in response to the conditions, mean that you have other questions which you would like answered in relation to these SETs.

SET 1

1 - The Council normally expects that the threshold entry routes to the Register will be the following: 1.1.4 Equivalent to Certificate of Higher Education for paramedics

SET 2

2.2.1 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English. 2.2.5 The admission procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.

SET 3

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. 3.6 A programme for staff development must be in place to ensure continuing professional and research development.

SET 4

4.7 Where there is inter-professional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

SET 5

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.

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

SET 6

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

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

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

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.

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

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

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.

Please can you also provide me with your thoughts on what the next step should be?

I look forward to hearing from you.

With kind regards
Tracey

Tracey Samuel-Smith

Education Manager
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Jane Topham
To [REDACTED]
21/06/2009 11:40
cc

Subject
RE: ERS documentation

Hi Tracey,

Please find attached the feedback on the ERS documentation. This is a very very heavy workload and I have done the best I can in the time I have had.

They have met few of the conditions set. The remaining conditions centre around their partner changes. I feel as though we had some valuable discussion with the Yorkshire and Humber SHA and a partnership agreement would have met some of the conditions. However although I knew they were in talks with BCU I'm concerned about this rapid turnaround. I have still found no evidence of partnership agreements and this now brings into question the ambulance placements which I understood to be with Yorkshire Ambulance Service?

As you will remember we had some very long discussions with Tony rearding the learning outcomes. These appear to have been over complicated rather than simplified. What concerns me most is that mentors are expected to sign students competent in their understanding with no particular tools for measuring these outcomes.

I'm on holiday from Tuesday, please call me before 16.00 on Monday (sorry) to discuss.

Thanks, hope you had a good weekend

Jane