

Education and Training Committee, 18 January 2018

Approval process visitors' recommendation  
University of Hull - BSc (Hons) Paramedic Science - Full time

Executive summary and recommendations

### **Introduction**

The above programme was visited on 16 and 17 May 2017. The programme was visited because it is a new programme. Conditions were placed on the approval of this programme and these are documented in section 4 of the visitors' report in appendix one. The visitors' report was agreed by the Committee at its meeting on 6 July 2017. At that meeting, the Committee agree that all conditions must be met in order for the programme to be approved. The decision notice from this meeting can be found in appendix two.

The education provider was provided with two attempts to meet the conditions placed on the approval of the programme. The first conditions deadline was negotiated for 26 July 2017, and subsequently extended to 31 July 2017 at the education provider's request. The second conditions deadline was negotiated for 20 September 2017, and subsequently extended to 20 October 2017 at the education provider's request.

After reviewing the additional evidence provided by the education provider through both conditions responses, the visitors have identified 14 conditions, which remain unmet. Accordingly, the visitors consider the programme has not met thirteen standards of education and training (SETs) across the following SET areas:

SET 3: Programme management and resources

SET 5: Practice placements

SET 6: Assessment

The visitors identified a number of outstanding issues in determining these standard were not met, broadly summarised as follows:

#### Programme staffing

- A lack of clarity regarding the number, roles, responsibilities, experience and qualifications of academic teaching staff and the staffing strategy for the duration of the programme (relates to conditions for SETs 3.1, 3.2, 3.5);

#### Programme Resources

- A lack of clarity regarding the suitability of the online resources to support assessment of learners on this programme (SETs 3.8, 5.11, 6.5);

#### Attendance

- A lack of clarity regarding the attendance requirements, consequences for non-attendance and monitoring of learners' attendance (SETs 3.15);

### Practice placements

- A lack of clarity regarding what qualifications, knowledge, skills, experience and registration status is required of staff, by the education provider, in the practice placement setting and how compliance with this requirement is ensured (SETs 5.6, 5.7, 5.9);
- A lack of clarity about how practice educators are prepared for their role in this programme, specifically the appropriate, mandatory training that they must undertake to support learners (SET 5.8);

### Assessment regulations

- A lack of information about exit awards not conferring eligibility to apply to the HCPC Register
- A lack of information demonstrating that the assessment regulations specify the requirement for an external examiner from the relevant part of the Register, or other agreed arrangements.

Based on these findings, the visitors have recommended that the programme should not be approved. The visitors' recommendation and reasons are detailed in the section six of the visitors' report.

### **Education provider observations**

The education provider submitted detailed observations regarding the visitors' recommended outcome for consideration by the Committee. The observation document contains challenges to the visitors' reasoning for recommending that the conditions are not met. The observation document also includes an appendix containing new information regarding the staff on the programme team. This new information has not been reviewed by the visitors.

The Committee are invited review the documentation by focussing on each condition in turn from the visitors' report (Sections four, five and six) to the observations provided. The aim is to provide the Committee with an understanding of the process:

- From the ratification of the condition by the Committee (Appendix 1, section four,);
- to the first response to the conditions; (Appendix 1, section five)
- to the second conditions response resulting in the visitor's final recommendation (Appendix 1, section six); and
- to the education provider's observation (Appendix 4).

### **Decision**

The Committee is invited to consider the visitors' report and the observations on that report submitted by the education provider. The Committee is asked to determine whether proceedings for the considerations of non-approval of the programme should be commenced in accordance with Article 18(4) of the Health and Care Professions Order 2001.

The Committee is asked to provide reasons for any decision reached and to provide the Executive with any necessary instructions to give effect to the Committee's decision.

### **Appendices**

- Appendix 1 Visitors' report (contains the Visitors' recommended outcome of non approval).
- Appendix 2 Decision notice from 06 July 2017.

Appendix 3 Approval timeline.

Appendix 4 Education provider's observations

(Titled: Observations on HCPC visitors' comments and recommendations  
(BSc (Hons) Paramedic Science – University of Hull))

**Date of paper**

5 January 2018

## HCPC approval process report

Education provider	University of Hull
Name of programme(s)	BSc (Hons) Paramedic Science, (Full time)
Approval visit date	16 May 2017
Case reference	CAS-11729-G5Y8J4

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### Executive Summary

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

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

## Section 1: Our regulatory approach

### Our standards

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

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

### How we make our decisions

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

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

### HCPC panel

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

Ian Prince	Lay
Susan Boardman	Paramedic
Vincent Clarke	Paramedic
Tamara Wasylec	HCPC executive

### Other groups involved in the approval visit

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

Ian Smallwood	Independent chair	University of Hull
Cathy Hughes	Secretary	University of Hull

## Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
Proposed first intake	18 September 2017
Maximum student cohort	Up to 40
Intakes per year	1
Assessment reference	APP01667

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

## Section 3: Requirements to commence assessment

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

Required documentation	Submitted	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	No	The HCPC did not review the student handbook or the practice placement handbook prior to the visit, as the education provider did not submit them. However, at the visit, they delivered a presentation of the virtual learning environment where the visitors saw the programme handbook for a different programme.
Handbook for practice based learning	No	
Completed education standards mapping document	Yes	
Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	Not Required	

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

<b>Group</b>	<b>Met</b>
Learners	Yes
Senior staff	Yes
Practice education providers and educators	Yes
Service users and carers (and / or their representatives)	Yes
Programme team	Yes
Facilities and resources	Yes

## Section 4: Outcome from first review

### **Recommendation of the visitors**

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

### **Conditions**

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that 28 of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following 30 standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 26 July 2017.

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

**Condition:** The education provider must provide further evidence as to how they ensure that there is accurate, consistent and up-to-date information about the programme available for applicants.

**Reason:** In reviewing the evidence provided prior to the approval visit, the visitors were aware of some of the information that an applicant would have access to. However, in their review of the documentation, the visitors could not see where students could access information about certain requirements for the programme. In particular they could not see information about whether or not students would be responsible for payment for Disclosure and Barring Service (DBS) and occupational health (OH) checks or the way in which students would access this information prior to application. The visitors also could not see information about how students would be made aware of any other costs they may incur whilst on the programme, such as cost of travel to placements or where those placements might take place. The visitors heard that applicants would be sent a document with information about the:

- requirement for students to travel to placements;
- timing and duration of placements;
- cost implications of being on the programme;
- requirement to bring a completed DBS check to the induction day; and
- what to expect at the occupational health screening.
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However, the visitors did not have sight of this or evidence of how this process is maintained. As such, the visitors were unclear, from the evidence provided, how the information about the checks and any costs students may incur whilst on the programme, is made available to applicants prior to applying to the programme. In addition to this, the visitors read on page one of appendix 22 entitled, 'Recruiting and selecting student Paramedic Role Specification', that students are required to hold a class B UK driving licence. However, in discussion with the programme team the visitors heard that students on the programme will not be required to have this. Due to the inconsistency in the information provided to the visitors, they could not determine how applicants are informed about the requirements to apply to the programme. As such, the visitors require further evidence demonstrating how the education provider ensures that applicants and the education provider have all of the information they require to make an informed choice about whether to take up or make an offer of a place on this programme.

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

**Condition:** The education provider must revisit admissions documentation to ensure that the information provided to applicants and the education provider regarding academic requirements is consistent and accurate throughout.

In review of the documentation, the visitors noted on page ten of Annexe 7 entitled, 'Application for programme development consent', that the entry requirements for the programme are '5 GCSE subjects including a minimum of C grade in English Language, Mathematics, Double Science and another'. However, on page 16 of the programme specification the visitors read that the academic entry requirements are 'GCSE C/ 4 or above in Maths, English and Science'. The visitors also read on page eleven of the submission document, that it is a desirable rather than an essential requirement to 'have English, Maths and Science GCSE (or equivalent) at grade C or above', which equates to three GCSEs. However, in discussion with the programme team it was highlighted that the documentation the visitors had received was inaccurate and the team confirmed that the requirement is five GCSEs including Math, English and Science. Due to the disparity in the information provided, the visitors could not determine how an applicant or the education provider would be able to determine the academic requirements for the programme. As such, the visitors require further evidence as to how the education provider ensures that applicants and the education provider have all of the information they require to make an informed choice about whether to taking up or make an offer of a place on this programme.

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

**Condition:** The education provider must submit appropriate and up to date programme documentation to clearly articulate the entry requirements relating to academic and / or professional entry standards for this programme.

**Reason:** In review of the documentation, the visitors noted on page ten of Annexe seven entitled, 'Application for programme development consent', that the entry requirements for the programme are '5 GCSE subjects including a minimum of C grade in English Language, Mathematics, Double Science and another'. However, on page 16 of the programme specification the visitors read that the academic entry requirements are 'GCSE C/ 4 or above in Maths, English and Science'. The visitors also read on page eleven of the submission document, that it is a desirable rather than an essential requirement to 'have English, Maths and Science GCSE (or equivalent) at grade C or above', which equates to three GCSEs. However, in discussion with the programme team it was highlighted that the documentation the visitors had received was inaccurate and the team confirmed that the requirement is five GCSEs including Math, English and Science. Due to the disparity in the information provided, the visitors could not determine the academic entry requirements for applicants to this programme. As such, the visitors require further evidence as to the academic entry standards for the programme and how these selection and entry criteria are applied in admission procedures.

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

**Condition:** The education provider must clarify whether accreditation of prior (experiential) learning will be permitted on this programme and, if it is, that it is appropriate to exempt students from elements of learning and / or assessment and how this is communicated to potential applicants and students.

**Reason:** From a review of page eleven of the submission document and appendix 3 university code of practice accreditation of prior certificated and experiential learning, the visitors read that the education provider will consider applicants with both prior certificated learning (ACPL) and experiential learning (APEL) via the education provider's accreditation of prior learning (APL) process. However in discussion with the programme team, the visitors heard that APEL would not be accepted on this programme. Due to the disparity in the information provided the visitors were unclear about whether APEL would be accepted on this programme and if it is, how the APEL process would be used to appropriately exempt students from having to attain certain learning outcomes. The visitors also could not see how applicants to the programme would be informed about the process, or whether any amount of credit could be considered through APEL, and whether practice learning could be transferred or not. The visitors therefore require further evidence to clarify whether accreditation of prior (experiential) learning will be permitted in this programme and, if it is, that it is appropriate to exempt students from elements of the learning and / or assessment and how it is communicated to applicants and students.

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

**Condition:** The education provider must provide evidence to show the partnership agreements in place and the strategy for staffing this programme to demonstrate that the programme has a secure place in the business plan.

**Reason:** From the documentation provided, the visitors understood that this programme will be delivered in accordance with a partnership arrangement between the education provider and the practice placement provider Yorkshire Ambulance Service (YAS), whereby YAS will provide ambulance placements for all students on the programme. From the documentation and in the programme team meeting, the visitors heard YAS also intend to have a role in the formal teaching on the programme. Although the visitors heard about the informal arrangements between the education provider and YAS, they could not see the formal agreements detailing the provision arrangements between the education provider and practice placement provider. The visitors could not see evidence to show where YAS staff would be teaching on the programme or how this arrangement will work in practice from the start of the programme. The visitors also could not see evidence showing details of the practice placement provision arrangements. The visitors noted that without evidence of any formal agreements in place between the practice placement providers and the education provider they cannot be sure how the education provider can be certain of the practice placement providers' commitment to delivering placements and teaching staff for this programme or the details of that commitment. Therefore the visitors cannot see the evidence to show that this programme has a secure place in the education providers' business plan. As such, the visitors require evidence detailing the formal agreements in place between the practice placement provider and education provider demonstrating that the practice placement provider YAS will provide all of the ambulance placements for students on this programme and the required teaching staff, from the start of the programme and the plans for continued involvement as the programme reaches capacity with students on all three years of the programme.

In addition to this, the visitors noted from the documentation that there were no staff with paramedic experience on the staff team. However in discussion with the programme team, the visitors noted that a programme leader from the paramedic profession had been appointed and was present at the visit. The visitors could not see evidence, however, of the strategy for resourcing the programme with enough staff with the appropriate expertise and knowledge to deliver the programme or the plan of support for the new programme leader in their role. As such, the visitors require further evidence of the strategy for staffing the programme and supporting the new programme leader at the start of the programme and as the student numbers increase in subsequent years. In this way, the visitors can determine how the programme can meet this standard.

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

**Condition:** The education provider must provide further evidence which clearly articulate areas of responsibility across all areas of the programme and which demonstrates that there are effective systems in place to manage the staffing structure.

**Reason:** In their reading of the documentation, the visitors noted that there were no staff on the teaching team from the paramedic profession. At the visit and in discussion with the programme team, the visitors heard that a programme leader from the paramedic profession had been appointed and he was present at the visit. However, the visitors did not have sight of the programme leader's curriculum vitae because he was

not yet in post. The visitors also could not see evidence of the strategy for resourcing the programme with enough staff who have the appropriate expertise and knowledge to deliver the programme or the plan of support for the new programme leader in their role. As such, the visitors could not see evidence to demonstrate that there is an appropriate staffing structure in place for this programme. Therefore, the visitors require further evidence of the strategy for staffing the programme and for supporting the new programme leader at the start of the programme and as the student numbers increase in subsequent years. In this way the visitors can determine how the programme would be effectively managed.

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

**Condition:** The education provider must provide evidence of the named person who will have overall responsibility for the programme, and ensure that named person is appropriately qualified and experienced.

**Reason:** In their reading of the documentation, the visitors noted that there were no staff on the teaching team from the paramedic profession. At the visit and in discussion with the programme team, the visitors heard that a programme leader from the paramedic profession had been appointed and he was present at the visit. However, the visitors did not have sight of the programme leader's curriculum vitae because he was not yet in post. As such the visitors could not determine whether the programme leader is appropriately qualified and experienced and is on the relevant part of the register. The visitors also could not see evidence of the strategy for supporting the new programme leader in their role. As such, the visitors could not see evidence to demonstrate that there is an appropriate staffing structure in place for this programme. Therefore, the visitors require further evidence demonstrating that the new programme leader is appropriately qualified, experienced, registered and supported at the start of the programme. In this way the visitors the visitors can determine whether this standard is met.

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

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

**Reason:** In their reading of the documentation, the visitors noted that there were no staff on the teaching team from the paramedic profession. At the visit and in discussion with the programme team, the visitors heard that a programme leader from the paramedic profession had been appointed and he was present at the visit. However, the visitors did not have sight of the programme leader's curriculum vitae because he was not yet in post. The visitors also did not see evidence of his roles and responsibilities within the programme. From the documentation and in the programme team meeting, the visitors heard YAS intend to have a role in the formal teaching on the programme. Although the visitors heard about the informal arrangements between the education provider and YAS, they could not see the formal agreements detailing the provision arrangements between the education provider and practice placement provider with

regards to the provision of teaching staff on the programme. From the evidence provided, the visitors also could not see where YAS staff would be teaching on the programme or how this arrangement will work in practice from the start of the programme. As such, the visitors could not determine the strategy for resourcing the programme with enough staff who have the appropriate qualifications and experience to deliver the paramedic specific aspects of the programme at the start of the programme. In particular they could not identify how the education provider was going to ensure that the number of appropriately experience and qualified staff would increase as the programme reached capacity with students on all three years of the programme. As such, the visitors require further evidence of the strategy for staffing the programme with appropriately qualified and experienced staff to deliver an effective programme for the student numbers.

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

**Condition:** The education provider must provide further evidence to demonstrate that subject areas are taught by staff with relevant specialist expertise and knowledge.

**Reason:** In a review of the documentation, the visitors understood that a number of the modules in the programme are not yet assigned a module leader or a teaching team. In discussion with the programme team, the visitors heard that all paramedic profession-specific modules will be taught by paramedics. However, without sight of this information the visitors were unclear who will be teaching all of the modules on the programme. As such the visitors could not determine if the subject areas will be taught by staff with relevant specialist expertise and knowledge. Therefore the visitors require evidence to show the teaching arrangements for each module on the programme and the rationale for those arrangements to determine whether this standard is met.

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

**Condition:** The education provider must review the programme documentation to ensure the terminology used is accurate, consistent and reflective of the language associated with statutory regulation and the HCPC.

**Reason:** Prior to the visit, the education provider provided the visitors with a set of documentation for the programme. The visitors noted a number of inaccuracies throughout the documentation, some of which include:

- several references to outdated versions of HCPC publications;
- several inaccuracies in referencing HCPC regulatory language and periods of approval;
- inaccurate information about a student's ability to register, rather than apply for registration, with the HCPC upon successful completion for the programme;
- inaccurate information about the credit value of the mentorship in professional practice module;
- inaccurate information stating the HCPC and the education provider require students to hold a class B driving license

As such the visitors could not determine how the documentary resources of the programme were being effectively used. Therefore the education provider must provide

further evidence as to how the programme documentation is accurate and up-to-date in order to support the delivery of this programme effectively.

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

**Condition:** The education provider must provide further evidence as to how the information and resources that will be available to students through the virtual learning environment will support the effective delivery of the programme

**Reason:** At the visit the education provider delivered a presentation of the virtual learning environment (VLE). The visitors saw the information contained on the VLE for a different programme. Although the visitors heard that the students will have access to pertinent programme information including the competencies they will be required to meet, they did not have sight of the information that students would have access to within the VLE whilst studying on this programme. Therefore the visitors were unable to comment on these resources to support student learning, or how they will be effectively used to support the delivery of the programme. Specifically, the visitors note that until they can see the information, content and competencies that will be contained within the VLE in order to support student learning they cannot determine this standard is met. The visitors therefore require the education provider to provide the information that will be contained within the VLE to support student learning so they can determine if the resources are effectively used.

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

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

**Reason:** From a tour of the facilities the visitors noted that there was a limited number of clinical resources specific to the paramedic profession for the number of students on the programme. The programme team stated that they had a list of resources that they will purchase in readiness for the start of the programme and that some of these items have already been purchased. However the visitors did not see evidence of the type and the quantity of those resources. The visitors also note that without confirmation of which specific resources the education provider will have by the start of the programme they cannot be certain that the resources will be adequate to support the required learning and teaching activities of the programme. Therefore the visitors were unable to determine whether the resources to support student learning effectively support the required learning and teaching activities of the programme. The visitors therefore require further evidence to demonstrate that there are adequate resources to support the required learning and teaching activities of this programme, or, a clear outline and commitment to acquiring appropriate resources before the intended start of the programme.

### **3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.**

**Condition:** The education provider must provide further information about how they ensure that the resources including IT facilities are appropriate to the curriculum and are readily available to students and staff.

**Reason:** The education provider delivered a presentation of the virtual learning environment (VLE). The visitors saw the information contained on the VLE for a different programme. Although the visitors heard that the students will have access to pertinent programme information, they did not have sight of the information that students would have access to within the VLE whilst studying on this programme. The visitors noted that because the content specific to this programme was not available for the visitors to see within this resource, they could not determine if it is appropriate to the curriculum. Therefore the visitors require the education provider to provide the information that will be contained within the VLE to determine if the learning resources are appropriate to the curriculum and readily available to staff and students at the start of the programme.

### **3.12 There must be a system of academic and pastoral student support in place.**

**Condition:** The education provider must provide further information about the student support systems in place when on placement.

**Reason:** In a review of the documentation, the visitors were satisfied that there is a clear system of academic and pastoral support in place for students when at the education provider. In discussion with the programme team, the visitors heard that support would be provided to students on placement, but they were unclear, from the evidence provided, what this support would look like. As such the visitors could not determine the clear support systems in place to support students when on placement or how practice providers and students are aware of them. Because of this the visitors could not determine how students would access support when on placement. The visitors therefore require evidence to demonstrate the system of academic and pastoral support in place to students on placement including roles and responsibilities and how this is communicated to students, practice placement educators and students.

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

**Condition:** The education provider is required to provide further evidence to demonstrate how students are made aware of the process of obtaining the consent of students when they participate as service users in practical and clinical teaching.

**Reason:** For this standard the visitors were directed to appendices two and six of the programme documentation. From their review of the documentation, the visitors could not see evidence of the protocols used to obtain consent, when students are to participate as a service user in practical and clinical teaching. In discussion with the programme team, the visitors heard that students from other programmes are asked for their consent at the beginning of clinical skills sessions and that there is a consent form that the students are expected to complete. However the visitors noted that there was no formal process in place for this programme. As such the visitors are unclear, from the evidence provided, what policies and processes the programme team use to ensure

that students' consent is always obtained where they participate as service users in practical and clinical teaching on this programme. The visitors therefore require the programme team to provide further evidence of the policies and processes they will enact to obtain students consent and how they will ensure that these processes are used in all settings where students are acting as service users.

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

**Condition:** The education provider must provide further evidence of the attendance requirements for the programme, how attendance is monitored, what consequences there are for poor attendance and how this information is communicated to students.

**Reason:** For this standard, the visitors were directed to the curriculum submission document, pages 20, 21 and 22. In their review of the documentation, the visitors could not determine the mandatory attendance requirement for students across the programme. In discussion with the programme team, the visitors heard that student are expected to achieve 90 per cent attendance in both clinical and non-clinical settings. The visitors also heard that all academic sessions are mandatory. Due to the disparity in the information provided the visitors require evidence which clearly articulates the following:

- the attendance requirement across the programme;
- consequences for not meeting the attendance requirement; and
- the processes and procedures for monitoring attendance across the programme.

The visitors also require evidence to show how the above information is communicated to students and practice placement providers.

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

**Condition:** The education provider must provide evidence to demonstrate that there are formal arrangements in place to secure practice placements for all students on the programme.

**Reason:** The visitors heard that the education provider has had informal discussions with Yorkshire Ambulance Service (YAS) who approached them to work in partnership to deliver this paramedic programme. The visitors heard in the practice placement provider meeting, that YAS have made verbal commitments to provide ambulance based placements to all 120 students on the programme. However, from the evidence provided, the visitors could not see any indication of a formal arrangement or agreement which is in place to ensure that there will be placements available for students. The visitors note that without seeing any information, such as formal agreements, they are unable to make a judgment about whether placements are available and will form an integral part of the programme for all students. As such, the visitors require evidence to demonstrate that there are formal agreements in place between YAS and the education provider to demonstrate that all students on the programme will be provided with ambulance placements. In this way the visitors can determine if placements will be integral to this programme and can determine if the programme can meet this standard.

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

**Condition:** Further evidence is required to demonstrate the number and range of placements available to all students on this programme and how they are appropriate to the delivery of the programme and the achievement of the learning outcomes.

**Reason:** In discussion with the programme team the visitors heard that 50 per cent of the placements would be provided by YAS and the other 50 per cent would be provided by alternative health care providers. The visitors heard that students would be matched with placements that related to the learning outcomes they were expected to achieve whilst on that placement. The visitors also heard that the online portfolio software, PebblePad, will contain information about the learning outcomes the students are expected to meet on each placement. However the visitors did not have sight of a completed version of this resource for this programme. The visitors also did not see any information, beyond the discussions at the visit, which related to the number and range of placements that will be available to students. As such, the visitors could not determine how the number and range of placements are appropriate to support the delivery of the programme and the achievement of the learning outcomes for all students. Consequently, the visitors require further evidence of the number and range of placements available to students on this programme and how the education provider ensures that the placements are appropriate to the delivery of the programme and the achievement of the learning outcomes.

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

**Condition:** The education provider must demonstrate how they ensure that staff at practice placements are appropriately qualified and experienced to supervise students from this programme.

**Reason:** The visitors were able to discuss with the programme team and placement educators how they intend to ensure that there will be adequate numbers of appropriately qualified and experienced staff in place at practice settings. In discussions with Yorkshire Ambulance Service (YAS) staff, the visitors were informed that YAS had their own arrangements for ensuring that an adequate number of qualified and experienced staff will be available to support the students from this programme. However, the visitors were not able to see evidence of the systems in place which demonstrate how the education provider will ensure that there are adequate numbers of staff in place at placement providers. The visitors could also not see any evidence as to what the education provider considered an adequate number of staff or what they would consider appropriate qualifications and experience to ensure that staff could supervise students from this programme. Without this evidence, the visitors were unable to determine how the programme can meet this standard. They therefore require the education provider to submit evidence demonstrating how they ensure that there is an adequate number of staff at all practice placements who are appropriately qualified and experienced to supervise students from this programme.

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

**Condition:** The education provider must demonstrate how they ensure that practice placement educators are appropriately knowledgeable, skilled and experienced to supervise students from this programme.

**Reasons:** In discussion with the programme team and the ambulance placement provider, the Yorkshire Ambulance Service (YAS) representatives stated that they had their own procedures for ensuring the appropriateness of the skills, knowledge and experience of their placement educators. The education provider also stated that they rely on YAS to ensure that the ambulance placement staff have the relevant knowledge, skills and experience to supervise students on this programme. However, the visitors were not able to see evidence of the systems in place which demonstrate how the education provider will ensure that practice placement educators will have the required knowledge skills and experience. The visitors could also not see any evidence as to what knowledge, skills and ability the education provider considers necessary to ensure that practice placement educators can supervise students from this programme. Without this evidence, the visitors were unable to determine how the programme can meet this standard. They therefore require the education provider to submit evidence demonstrating how they ensure that practice placement educators, in all settings, have the knowledge, skills and ability to supervise students from this programme.

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

**Conditions:** The education provider must demonstrate that they have an effective system in place for ensuring that all practice placement educators have undertaken appropriate training.

**Reason:** At the visit, the visitors discussed training of practice placement educators (PPEds) with the programme team and representatives from the ambulance trust, Yorkshire Ambulance Service (YAS). In discussions with staff from YAS, the visitors were informed that PPEds would have access to online training but the education provider confirmed that this was not yet in place. As this was not in place the visitors could not determine the appropriateness of the practice placement educator training. The visitors also noted that there was no formal agreement between the education provider and any practice placement provider (including YAS) and as such there was no requirement for PPEds to have undertaken any relevant training, as yet. They were also unclear as to what any requirement would be for PPEds to attend appropriate training, how often the PPEds must undertake the training and whether that training is appropriate. Because of this the visitors could not determine what systems were in place for the education provider to satisfy themselves that all PPEds attended the required training to enable them to supervise students from this programme. Without such evidence, the visitors are unable to determine how this the standard can be met by the programme. They therefore require the education provider to submit evidence demonstrating how they will ensure that all practice placement educators, at all settings, have had appropriate training to supervise students from this programme.

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

**Conditions:** The education provider must provide further evidence as to how they will ensure that ambulance practice placement educators are appropriately registered.

**Reason:** From a review of the documentation the visitors noted that Associate Practice Placement Educators (APPEds) may be working with students on practice placements, particularly on placement at Yorkshire Ambulance Service (YAS). In discussions at the visit it was clarified that APPEds are ambulance staff, such as emergency medical technicians, who are not registered paramedics. It was further clarified that APPEds would not be responsible for assessing students, but that they may play a role in supervising, educating or mentoring students from this programme. However, the visitors could not see, from the evidence provided, what requirements the education provider would have for APPEds if they are playing a role in educating students while they are at a placement with YAS. Because there was no formal agreements in place which may clarify the education provider's expectations of the role of a practice placement educator, the visitors could not determine if APPEds need to be appropriately registered. The visitors were also unable to see how the education provider will ensure appropriate registration of PPEs in non-ambulance placements. Without such evidence, the visitors are unable to determine that this programme can meet this standard. They therefore require the education provider to submit evidence demonstrating that they have a mechanism in place for ensuring that practice placement educators on all placements, both ambulance and non-ambulance, are appropriately registered.

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

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

**Reason:** The visitors were able to discuss collaboration between the education provider and practice placement providers with the senior team and with representatives from the ambulance placement provider, Yorkshire Ambulance Service (YAS). They were made aware that meetings between the education provider and YAS had been taking place during the last year. However, the visitors were not able to see evidence of these meetings, or evidence of the processes in place which demonstrate how this regular collaboration will take place going forward. As there was no formal agreement between the education provider and YAS the visitors could not determine how the education provider ensures that regular collaboration takes place or how this is reviewed to ensure that it is effective. The visitors were also unable to see any evidence as to how the education provider would effectively collaborate with other, non-ambulance, practice placement providers. The visitors were therefore unable to determine that the standard can be met by the programme. They require the education provider to submit evidence showing that they have, and will continue to have, regular contact with placement providers, and that effective collaboration has been enabled.

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

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

**Condition:** The education provider must demonstrate that they have an effective system in place for ensuring that practice placement educators and students are fully prepared for placement.

**Reason:** The visitors were able to discuss placements with the programme team and with practice placement educators. In discussions with staff from YAS, the visitors were given verbal reassurances that YAS had experience of providing placements. As such, the organisation was experienced in ensuring that their practice placement educators, and any students, were prepared for placement. The education provider noted that the YAS placement handbook would provide that guidance in preparing students, placement educator and placement providers for placement. However, based on this evidence the visitors were unclear how it could provide the information that all three groups would require to be fully prepared for placement. For example, they were not able to see any paperwork, such as placement specific information (or a handbook) for students. The education provider highlighted that the online portfolio software, PebblePad, was in development and would be used by students as the placement handbook. However, as PebblePad is contained within the programmes virtual learning environment (VLE), the information and 'student handbook' wasn't ready for the visitors to look at. Because of this and without seeing what was contained within the PebblePad for this programme, the visitors could not determine how it would effectively prepare students for placement. The visitors also could not see how non-ambulance staff are prepared for working with students on this programme and how they would be made aware of any expectations of their role within the programme. The visitors therefore require the education provider to submit evidence demonstrating that they have a mechanism in place to ensure that on all practice placements all parties are appropriately prepared for practice placements, in all settings.

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

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

**Condition:** The education provider must demonstrate how they make students and practice placement educators aware of the learning outcomes to be achieved, timing and duration of placements and communications and lines of responsibility.

**Reason:** From their reading of the programme documentation the visitors were unclear as to what the education provider's expectation would be regarding the level of supervision a student would receive while on placement. The visitors also could not see how the education provider ensures that the students and practice educators know which learning outcomes are to be achieved when on placement. In discussion with the ambulance practice placement provider (YAS) and the education provider, the visitors were informed that students would spend 40 to 60 per cent of their time on placement with a named practice placement educator (PPEd). They were also informed that information about learning outcomes (which would need to be met on placement) would be provided in the practice assessment document part of the online portfolio software, PebblePad. However, from the evidence provided, the visitors could not establish who the student would be mentored or supervised by during the 60-40 per cent of time when they were not being supported by their named PPEd. Also, because PebblePad is situated on the VLE the visitors could not see the information contained in it and as such they could not see how this would provide students PPEd's or other staff with the information about the learning outcomes that they would need. Because of this the visitors could not determine how the programme can meet this standard. As such, the visitors could not determine how both practice educator and students would be aware of the provision and arrangements in place regarding supervision. As such the visitors require further evidence to demonstrate how the education provider ensures all parties are made aware of lines of responsibility, timing of placements and learning outcomes to be achieved.

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

**Condition:** The education provider must demonstrate how students on placement are being appropriately assessed, in order to ensure that upon completing the programme they meet the standards of proficiency for paramedics.

**Reason:** The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. The visitors were satisfied that the learning outcomes contained within all of the modules in the programme allow opportunity for the students to meet the SOPs for paramedics. However, the visitors could not determine where some of the learning outcomes and, in turn some of the SOPs are assessed within each module. The visitors heard that the practice assessment document (PAD), which forms part of the online portfolio software PebblePad, will contain this information. However, the visitors did not have sight of the PAD document or the information which will be contained within PebblePad. Therefore, they could not determine how the education provider can be satisfied that students will meet all of the learning outcomes, and therefore SOPs, on completion of the programme. The visitors therefore require further evidence to show where and how SOPs are assessed within the programme to determine whether students can meet the SOPs for paramedics on completing the programme.

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

**Condition:** The education provider is required to provide further evidence to demonstrate that professional aspects of practice are integral to the assessment procedures in the practice placement setting.

**Reason:** From discussions with the education provider at the visit, the visitors heard that the practice assessment document (PAD), which is included in the online portfolio software PebblePad, would be used to assess students on placement. However as the information on the VLE was not ready at the visit, the visitors could not see what it contains. Without seeing the relevant information to be contained in the PebblePad the visitors could not determine how professional aspects of practice are integral to the assessment procedures in the practice placement setting. Therefore they require the education provider to submit evidence showing how they will ensure that professional aspects of practice are integral to the assessment procedures in a practice placement setting to ensure this standards is met.

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

**Condition:** The education provider must demonstrate how the assessments methods ensure that the learning outcomes are measured.

**Reason:** From discussions with the education provider at the visit, the visitors heard that the practice assessment document (PAD), which is included in the online portfolio software PebblePad, would be used to assess students on placement. However as the information on the VLE was not ready at the visit, the visitors could not see what it contains. Without seeing the relevant information to be contained in the PebblePad the visitors could not determine what assessment methods are employed to measure the learning outcomes. Therefore the visitors require the education provider to submit evidence demonstrating what assessment methods are used to measure the learning outcomes which students must achieved on the programme. In this way, the visitors can determine how this standard is met.

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

**Condition:** The education provider must provide further evidence to demonstrate how the measurement of student performance is objective and ensures fitness to practise.

**Reason:** From discussions with the education provider at the visit, the visitors heard that the practice assessment document (PAD), which is included in the online portfolio software PebblePad, would be used to assess students on placement. However as the information on the VLE was not ready at the visit, the visitors could not see what it contains. Without seeing the relevant information to be contained in the PebblePad the visitors could not determine the nature of the assessments or whether they are objective. As such, the visitors require the education provider to submit evidence to show how they ensure that the measurement of student performance is objective and ensures fitness to practice. In this way, the visitors can determine how this standard is met.

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

**Condition:** The education provider must provide further evidence to demonstrate that there are effective monitoring and evaluation mechanisms in place to ensure that all students are assessed fairly and to the same standard at placement.

**Reason:** From discussions with the education provider at the visit, the visitors heard that the practice assessment document (PAD), which is included in the online portfolio software PebblePad, would be used to assess students on placement. However as the information on the VLE was not ready at the visit, the visitors could not see what it contains. Without seeing evidence of how practice educators are trained and prepared to assess students on placement or details of the assessments they cannot determine how this standard is met (see conditions on standards 5.11, 6.1 and 6.4). The visitors also note that without seeing the relevant information contained in the PebblePad or details of what assessment will take place they cannot make a determination about whether the monitoring and evaluation mechanisms in place ensure the appropriate standards in the assessment. As such, the visitors require the education provider to submit evidence to show the effective monitoring and evaluation mechanism in place to ensure appropriate standard in the assessment.

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

**Condition:** The education provider must revisit the programme documentation to clearly articulate what awards confer eligibility to apply to the HCPC Register and those exit awards which do not.

**Reason:** From discussions with the programme team the visitors were satisfied that anyone successfully completing this programme would be eligible to apply for registration with the HCPC. It was also clear that anyone who received an exit award would not be eligible to apply to the HCPC Register. However, in the documentation submitted by the education provider the visitors could not determine how students were informed about what impact exiting the programme before completion, and receiving an exit award would have on their ability to apply to the Register. Therefore the visitors require further evidence of how the programme team ensure that students understand which awards confer eligibility to apply to the HCPC Register and which do not.

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

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

**Reason:** From the documentation provided the visitors could not determine, where in the assessment regulations, there is a clear statement regarding aegrotat awards. The visitors could not determine whether aegrotat awards would be awarded on this programme or how students are informed about the policy on aegrotat awards. The visitors therefore require further evidence to ensure that there is a clear statement

included in the programme documentation regarding the presence or absence of an aegrotat award for this programme and that an aegrotat awards will not provide eligibility for admission on the HCPC Register.

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

**Condition:** The education provider must include a clear statement in the assessment regulations which states that at least one external examiner for the programme will be from the relevant part of the Register, unless other arrangements are agreed.

**Reason:** In the documentation submitted by the education provider, the visitors were unable to see where in the assessment regulations it was stated that external examiners must be from the relevant part of the Register unless other arrangements are agreed. The visitors were directed to the university wide assessment regulations however they were not able to see such a statement. The visitors therefore need to see evidence that HCPC requirements regarding the external examiner on the programme have been included in the assessment regulations, or relevant exemption, to demonstrate that this standard is met.

**Recommendations**

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

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

**Recommendation:** The visitors recommend that the programme documentation be amended to reflect the education provider's policy that any 'Fitness to practice board' membership will include a paramedic.

**Reason:** In discussion with the programme team, the visitors heard that the education provider's fitness to practice board membership for dealing with issues that arise regarding students on this programme will include a paramedic. As such, the visitors recommend that this is reflected in the programme documentation.

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

**Recommendation:** The visitors recommend that the education provider increases involvement of service users and carers and documents the strategy for future service user involvement in this programme.

**Reason:** At the visit, the visitors met a service user who was involved in interviewing applicants and reviewing programme documentation. The visitors were therefore satisfied that this standard was met at threshold. The visitors also noted that the education provider has plans in place for service user involvement in relation to further development of the programme. In addition, in meetings at the visit, it was confirmed that there will be opportunities to involve service users further in the programme. The

visitors would encourage the education provider to document their strategy and implementation of these plans to involve service users further in the programme and to keep service user involvement under review.

## Section 5: Outcome from second review

### **Second response to conditions required**

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

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

**Condition:** The education provider must provide evidence to show the partnership agreements in place and the strategy for staffing this programme to demonstrate that the programme has a secure place in the business plan.

**Reason condition not met at this time:** The visitors received additional documentation which included "Appendix 40 - YAS teaching agreement" which states that the Yorkshire ambulance service (YAS) are "firmly committed" to supporting the programme by ensuring "staff have the academic requirements to provide support in terms of lectures and academic assessments". Although the visitors read the statement, which outlined the provision YAS will commit to the programme, they were unable to see information about the specific provision of staff and practice placements that YAS will provide. They were also unable to see the strategy for staffing this programme. As such, the visitors require further evidence that demonstrates the details of the partnership agreements in place and the strategy for staffing this programme to meet the teaching demands of the programme, to ensure this condition is met.

**Suggested Documentation:** Evidence that demonstrates that partnership agreements will ensure that the programme will be resourced appropriately.

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

**Condition:** The education provider must provide further evidence that clearly articulates areas of responsibility across all areas of the programme and which demonstrates that there are effective systems in place to manage the staffing structure.

**Reason condition not met at this time:** From the evidence provided, the visitors noted that there is one paramedic lecturer on the staff team and there are plans to advertise for two 0.5 (FTE) staff members. In phone discussions with the education provider stated that Stephen Johnson will no longer be the programme lead. The education provider stated that Nicki Credland is now the programme lead and will be supported in the role by Kirsty Lowery-Richardson, who will be seconded from YAS to the education provider for a time. The education provider also noted that they are in the process of offering positions to two additional staff members recruited from YAS. This number would be in addition to plans to recruit two other staff members to support the programme. However, without seeing the information which demonstrates the roles and responsibilities of the whole staff team and the plan for recruitment of the new roles, the

visitors were unable to see that there are effective systems in place to manage the programme. As such, the visitors require further evidence, which demonstrates the plan for recruitment of staff, the roles and responsibilities of the team including those who will be recruited. The staffing plan should include a timeline for recruitment and details of how this supports the delivery of the programme going forward. In this way, the visitors can determine whether this condition is met.

**Suggested Documentation:** Documentation showing the plan for recruitment of the new roles, the roles and responsibilities of the staff team including those to be recruited and a time line for recruitment.

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

**Condition:** The education provider must provide evidence of the named person who will have overall responsibility for the programme, and ensure that named person is appropriately qualified and experienced.

**Reason condition not met at this time:** The visitors received curriculum vitae for the programme leader that showed their experience and qualifications. However, from a review of the additional documentation, the visitors were unable to see what aspects of the curriculum vitae are job roles, courses or formal qualifications. The visitors also could not see any information detailing the programme leader's educational experience or experience of teaching or mentoring students. As such, the visitors could not determine whether the programme leader has the appropriate qualifications and experience. Additionally, the education provider has since stated that Stephen Johnson will no longer be the programme lead. The education provider stated that Nicki Credland is now the programme lead and will be supported in the role by Kirsty Lowery-Richardson, who will be seconded from YAS to the education provider for a time. The visitors therefore require further evidence, which demonstrates that the programme leader is appropriately qualified and experienced and that there are support systems in place to ensure that the programme leader is supported in their role, to ensure that this condition is met.

**Suggested Documentation:** Documentation which demonstrates that the programme leader has the appropriate qualifications and experience pertinent to the role and that there is sufficient support in place to ensure that the programme leader can perform their role effectively.

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

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

**Reason condition not met at this time:** This relates to the conditions placed on SETs 3.1, 3.2 and 3.4. From the information provided, the visitors noted that the YAS agreement document did not contain any details of what would be provided with respect to teaching staff numbers or how this might work in practice. The visitors also noted that

the programme leader is the one paramedic lecturer on the staff team and that there are plans to advertise for two 0.5 (FTE) staff members. However, without seeing the information which demonstrates the roles and responsibilities of the new staff members and the plan for recruitment of the new roles the visitors were unable to determine how education provider ensures that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. As such, the visitors require further evidence of how the education provider can ensure that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

**Suggested Documentation:** Documentation that demonstrates that there is an adequate number of appropriately qualified and experienced staff in place, such as job descriptions including roles and responsibilities, curriculum vitae and timelines for recruitment.

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

**Condition:** The education provider must provide further evidence to demonstrate that subject areas are taught by staff with relevant specialist expertise and knowledge.

**Reason condition not met at this time:** The visitors received information containing proposals about staff may be used to deliver the programme modules. However, from the information provided the visitors could not determine which members of staff would lead which modules. At the visit, the visitors heard that all paramedic profession-specific modules will be taught by paramedics. However, from the information provided the visitors were unclear on who will be teaching all of the modules on the programme. As such, the visitors could not determine if the subject areas are taught by staff with relevant specialist expertise and knowledge. Therefore, the visitors require evidence to show the teaching arrangements for each module on the programme and the rationale for those arrangements to determine whether this condition is met.

**Suggested documentation:** Documentation that shows the module leads and teaching staff who will deliver each module and a rationale for those teaching teams.

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

**Condition:** The education provider must review the programme documentation to ensure the terminology used is accurate, consistent and reflective of the language associated with statutory regulation and the HCPC.

**Reason condition not met at this time:** From the evidence provided the visitors noted that some amendments were made to the documentation. However, the visitors noted inconsistencies and inaccuracies within the terminology used throughout the documentation. In Appendix 38, the documentation refers to the HCPC as a 'professional body'; however, the HCPC is a regulator and not a professional body. In addition, the visitors noted that the documentation provided states that the programme "received professional body (HCPC) approval (with conditions) in May 2017. The information provided is inaccurate and the programme was granted approval subject to conditions being met. As such, the education provider is required to amend the

documentation so that it accurately reflects the language associated with statutory regulation and the HCPC.

**Suggested documentation:** Amended documentation with accurate information regarding the HCPC.

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

**Condition:** The education provider must provide further evidence as to how the information and resources that will be available to students through the virtual learning environment will support the effective delivery of the programme.

**Reason condition not met at this time:** The visitors received the screenshot to show what the virtual learning environment (VLE) will look like. However, from this the visitors were unable to see what programme information the students would have access to and whether they would be able to see the competencies they will be required to meet. As they did not have sight of the information that students would have access to within the VLE whilst studying on this programme, the visitors were unable to comment on the resources to support student learning, or how they will be effectively used to support the delivery of the programme. As such, the visitors require evidence to show the information, content and competencies that will be contained within the VLE in order to support student learning. In this way, they can determine if this resource is effectively used.

**Suggested documentation:** Evidence of the information, content and competencies that will be provided within the VLE.

### **3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.**

**Condition:** The education provider must provide further information about how they ensure that the resources including IT facilities are appropriate to the curriculum and are readily available to students and staff.

**Reason condition not met at this time:** The visitors received the screenshots of the virtual learning environment (VLE) and they saw the kind of information that may be contained in the VLE. However, from the information provided, the visitors were unable to see how the learning resources within the VLE were appropriate to the curriculum of this programme and readily available to students. As such, the visitors require further evidence demonstrating the learning resources and information relevant to this programme's curriculum and available to students on this programme to ensure this condition is met.

**Suggested documentation:** Evidence to show what information is contained within the VLE or access to the VLE via web link that is appropriate to this curriculum and students on this programme.

### **3.12 There must be a system of academic and pastoral student support in place.**

**Condition:** The education provider must provide further information about the student support systems in place when on placement.

**Reason condition not met at this time:** The visitors received evidence to show a clear system of support regarding ‘traumatic’ incidents is in place. However, the visitors were unclear, from the evidence provided, what the day-to-day pastoral support systems in place to support students when on placement or how practice providers and students are aware of them. Because of this, the visitors could not determine how students would access pastoral support when on placement. The visitors therefore require evidence to demonstrate the system of pastoral support in place to students on placement including roles and responsibilities and how this is communicated to staff, practice placement educators and students. The visitors note that appendix 19 that is referenced in the evidence-mapping document was not provided.

**Suggested documentation:** Documentation to show the pastoral support system in place for students when on placement and how this is communicated to all parties. For example student handbook, mentor handbook or partnership agreements.

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

**Condition:** The education provider must provide further evidence of the attendance requirements for the programme, how attendance is monitored, what consequences there are for poor attendance and how this information is communicated to students.

**Reason condition not met at this time:** The visitors were satisfied that there are mechanisms in place for monitoring attendance and they were able to determine the consequences for non-attendance, and how this is communicated to staff and students on this programme. However, from this information, the visitors could not determine what that minimum required attendance hours is, or how this is communicated to staff and students. As such, the visitors could not determine the mandatory attendance requirement for students across the programme. Therefore, the visitors require evidence that clearly articulates the attendance requirement across the programme and how that information is communicated to students and staff.

**Suggested documentation:** Documentation provided to students and staff which clearly states the mandatory attendance requirement for this programme.

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

**Condition:** The education provider must provide evidence to demonstrate that there are formal arrangements in place to secure practice placements for all students on the programme.

**Reason condition not met at this time:** The visitors noted that Yorkshire ambulance service (YAS) has a learning and development agreement (LDA) with Health Education England (HEE). However, from the information provided, the visitors were unable to determine what formal arrangements are in place between YAS and the education provider to secure practice placements for all students on this programme. As such, the visitors require information which articulates the detail of the formal arrangements in place between YAS and the education provider, and that therefore all students on this programme have access to the practice placements which will support their required learning. In this way, the visitors can determine whether this condition is met.

**Suggested documentation:** Documentation that articulates the service levels that will be provided by YAS to ensure that all students on this programme have practice placements that will support the required learning on this programme.

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

**Condition:** Further evidence is required to demonstrate the number and range of placements available to all students on this programme and how they are appropriate to the delivery of the programme and the achievement of the learning outcomes.

**Reasons condition not met at this time:** The visitors reviewed the evidence provided and were satisfied that the number and range of placements provided in year one of the programme were appropriate to the delivery of some of the learning outcomes. However, the visitors could not determine the number and range of placements provided in years two and three of the programme. Consequently, they were unable to determine that the rest of the learning outcomes for placements in years 2 and 3 could be met. The visitors therefore require further evidence that demonstrates how the range and number of placements on this programme are appropriate to the delivery of the programme and the achievement of the learning outcomes. In this way, the visitors can determine whether this condition is met.

**Suggested documentation:** Documentation to show details of the placements provided in years two and three, which, in conjunction with year one placements, provide the opportunity for students to achieve all of the learning outcomes required at placement.

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

**Condition:** The education provider must demonstrate how they ensure that staff at practice placements are appropriately qualified and experienced to supervise students from this programme.

**Reason condition not met at this time:** The visitor received information regarding the number of staff available at YAS placements. However, the visitors could not see evidence of how placements are allocated. Therefore the visitors were unable to see whether the number of staff available at placements is appropriate for the number of students being allocated to those placements. In addition to this, the visitors were unable to see the process in place to ensure that non-ambulance placements also have an adequate number of appropriately qualified and experienced staff to support the students on this programme. As such, the visitors require further evidence of the process the education provider utilises to allocate placements and to ensure there is a sufficient number of staff in the placement setting. In this way, the visitors can determine whether this condition is met.

**Suggested documentation:** Information to the allocation process by which the education provider ensures that there is a sufficient number of appropriately trained and experienced staff at all practice placements to support students on placement.

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

**Condition:** The education provider must demonstrate how they ensure that practice placement educators are appropriately knowledgeable, skilled and experienced to supervise students from this programme.

**Reason condition not met at this time:** From the information provided, the visitors noted that students spend forty per cent of their time on placement with an allocated practice educator and sixty per cent of their time with other staff at the placement. However, the visitors could not determine who the other staff members were, or whether they have the relevant knowledge, skills and experience to sign off competencies. As such, the visitors were unable determine how the education provider ensures that all those who sign off student competencies have the relevant knowledge, skills and experience to support student on this programme, in both ambulance and non-ambulance placement settings. As such, the visitors require further evidence that demonstrates how the education provider ensures that practice educators in all placement settings have the relevant knowledge, skills and experience to support students on this programme. The visitors also require further clarity about who will sign off student competencies on placement. They also require information about what relevant knowledge, skills and experience is required of them to support the students on this programme to determine whether this condition is met.

**Suggested documentation:** Evidence to show the process used to ensure practice educators in all settings have the relevant knowledge, skills an experience. Details of the roles and responsibilities of staff on placement who support students.

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

**Conditions:** The education provider must demonstrate that they have an effective system in place for ensuring that all practice placement educators have undertaken appropriate training.

**Reason condition not met at this time:** The visitors reviewed the information provided and they noted that, ninety practice educators currently hold “a mentorship qualification”. They also noted that in non-ambulance setting practice educators are ““qualified, registered healthcare professionals (e.g. nurses, operating department practitioners, midwives) who hold formal mentorship qualifications”. However, from the information provided, the visitors were unable to determine how the education provider ensures that those supervising students have undertaken appropriate training to supervise students on this programme, or how this is monitored by the provider. As such, the visitors require further evidence that articulates the following:

- What training a practice educator must undertake before supporting a student on this programme
- The rationale for why this training is appropriate for those supporting students on this programme;
- The system for ensuring all practice placement educators have undertaken the training in both ambulance and non-ambulance settings;
- How often a practice educators must undertake this training; and

- The system for ensuring all practice educators undertake this training at the agreed intervals.

In this way, the visitors can determine how the education provider ensures that all practice placement educators, at all settings, have had appropriate training to supervise students from this programme.

**Suggested documentation:** Details of the training content, why the training is appropriate and how the education provider ensures training is completed, such as a spreadsheet or audit system

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

**Conditions:** The education provider must provide further evidence as to how they will ensure that ambulance practice placement educators are appropriately registered.

**Reason condition not met at this time:** The visitors reviewed the information provided and noted that along with being allocated practice educators, students can also be allocated associate practice educators who are paramedics registered with the HCPC. However, the visitors could not determine the process in place whereby the education provider ensures that associate practice educators are appropriately registered. The visitors also noted, from the evidence provided, that the practice placement educators in non-ambulance placements are “qualified, registered healthcare professionals (e.g. nurses, operating department practitioners, midwives) who hold formal mentorship qualifications”. However, the visitors could not determine how the education provider ensures that all practice educators in all settings are appropriately registered. As such, the visitors require additional information to demonstrate how the education provider ensures that all practice educators working with students from this programme are appropriately registered.

**Suggested documentation:** Documentation such as placement audits or evidence of the process whereby the education provider checks practice educators are appropriately registered before working with students on the programme.

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

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

**Reason condition not met at this time:** The visitors received additional documentation which included “Appendix 40 - YAS teaching agreement” which states that the Yorkshire ambulance service (YAS) are “firmly committed” to supporting the programme by ensuring “staff have the academic requirements to provide support in terms of lectures and academic assessments”. Although the visitors read the statement, which outlined the provision YAS will commit to the programme, they were unable to see information about how YAS and the education provider regularly and effectively collaborate. The visitors were also unable to see how collaboration takes place between non-ambulance placement providers and the education provider. As such, the visitors

require further evidence that demonstrates how the education provider ensures that regular collaboration takes place and how this is reviewed to ensure that is effective.

**Suggested documentation:** Evidence to show what regular collaboration takes place and how it is reviewed to ensure that it is effective.

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

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

**Condition:** The education provider must demonstrate that they have an effective system in place for ensuring that practice placement educators and students are fully prepared for placement.

**Reason condition not met at this time:** The education provider explained that the online portfolio software, PebblePad, was in development and would be used by students as the placement handbook. The education provider highlighted that the placement handbook and student handbook would provide relevant information to prepare students for placement. These documents are contained within PebblePad, the programme's virtual learning environment (VLE). The visitors saw the screen shot of the VLE however, without seeing the content of the VLE they were unable to determine how it would effectively prepare students for placement. The visitors also could not see how non-ambulance staff are prepared for working with students on this programme and how they would be made aware of any expectations of their role within the programme. The visitors therefore require the education provider to submit evidence demonstrating that they have a mechanism in place to ensure that all parties are appropriately prepared for practice placements, in all settings.

**Suggested documentation:** Information provided to students, practice educators and placement providers, which adequately prepares them for placement.

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

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

**Condition:** The education provider must demonstrate how they make students and practice placement educators aware of the learning outcomes to be achieved, timing and duration of placements and communications and lines of responsibility.

**Reason condition not met at this time:** From their reading of the evidence provided, the visitors were unclear as to what the education provider's expectation is regarding the level of supervision a student will receive while on placement. The visitors also could not see how the education provider ensures that the students and practice educators know which learning outcomes are to be achieved when on placement. The visitors are aware that students would spend 40 to 60 per cent of their time on placement with a named practice placement educator (PPEd). They were also informed that information about learning outcomes, which would need to be met on placement, would be provided in the practice assessment document part of the online portfolio software, PebblePad. However, from the evidence provided, the visitors could not establish who the student would be mentored or supervised by during the 60-40 per cent of time when they were not being supported by their named PPEd. The visitors received a screen shot of PebblePad, situated on the VLE. However, the visitors could not see the information contained in it and as such they could not see how this would provide students, PPEd's or other staff with the information about the learning outcomes that they would need. The visitors were unable to determine what is being assessed at each level, including any skills being assessed in placement. As such they could not determine how students and practice educators are fully informed of what is to be assessed and to what level of competency. Because of this, the visitors could not determine how the programme meets this standard. The visitors could not determine how both practice educator and students would be aware of the provision and arrangements in place regarding supervision. As such, the visitors require further evidence to demonstrate how the education provider ensures all parties are made aware of lines of responsibility, timing of placements and learning outcomes to be achieved.

**Suggested documentation:** Evidence of how students and practice educators can access information about the learning outcomes to be achieved on placement, timing and duration of placements and the communication and lines of responsibility, such as placement handbooks and information contained on the VLE.

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

**Condition:** The education provider must demonstrate how students on placement are being appropriately assessed, in order to ensure that upon completing the programme they meet the standards of proficiency for paramedics.

**Reason condition not met at this time:** The visitors reviewed the placement handbook for year one and the screenshot of the VLE. They were also unable to see what methods are used to appropriately assess students on placement, at all levels of the programme. In addition, the visitors could not determine where some of the learning outcomes and, in turn some of the SOPs are assessed within each module. As such, the visitors could not determine, from the information provided, whether the assessment strategy and design ensures that students who complete the programme meet the standards of proficiency. The visitors therefore, require further evidence that articulates how the assessments in all years of the programme ensure that students who complete the programme meet the standards of proficiency for paramedics.

**Suggested documentation:** Evidence of how the SOPs are mapped on placement such as the VLE site provided to students, practice assessment document, and

documentation that shows the assessment methods used assess the standards of proficiency for paramedics.

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

**Condition:** The education provider is required to provide further evidence to demonstrate that professional aspects of practice are integral to the assessment procedures in the practice placement setting.

**Reason condition not met at this time:** The visitors reviewed the screenshot of the VLE and the evidence provided. However, the visitors were unable to determine from this how professional aspects of practice are assessed on placement. As such, the visitors could not determine how professional aspects of practice are integral to the assessment procedures in the practice placement setting. As such, the visitors require the education provider to submit evidence showing that the professional aspects of practice are integral to the assessment procedures in a practice placement setting to ensure this condition is met.

**Suggested documentation:** Documentation that shows the assessment procedures which demonstrate how professional aspects of practice are an integral part of practice placements on the programme, such as a SOPs mapping document.

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

**Condition:** The education provider must demonstrate how the assessments methods ensure that the learning outcomes are measured.

**Reason condition not met at this time:** The visitors reviewed the screenshot of the VLE and the evidence provided. However, from the evidence provided, the visitors were unable to ascertain what assessment methods are employed to measure the learning outcomes. Therefore, the visitors require further evidence demonstrating what assessment methods are used to measure the learning outcomes that students must achieve.

**Suggested documentation:** Access to the completed VLE site provided to students, practice assessment document or documentation that shows the assessment methods used to measure the learning outcomes.

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

**Condition:** The education provider must provide further evidence to demonstrate how the measurement of student performance is objective and ensures fitness to practise.

**Reason condition not met at this time:** The visitors reviewed the screenshot of the VLE and the placement handbook for year one. However, the visitors were unable determine what assessments are used to measure a student's performance throughout the programme for years one, two and three. As such they could not determine whether they are objective and ensure fitness to practise. Therefore, the visitors require the education provider to submit evidence to show the assessments used to measure

student performance to determine whether they are objective and ensure fitness to practice. In this way, the visitors can determine how this condition is met.

**Suggested documentation:** Documentation that shows the assessment methods used to measure student performance and information to explain how they are objective and ensure fitness to practice.

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

**Condition:** The education provider must provide further evidence to demonstrate that there are effective monitoring and evaluation mechanisms in place to ensure that all students are assessed fairly and to the same standard at placement.

**Reason condition not met at this time:** From the evidence provided, the visitors were unable to see what monitoring and evaluation mechanisms are in place to ensure that all students are assessed fairly and to the same standards. The visitors saw a screenshot of the VLE however, they were unable to determine from this what mechanisms were in place to ensure appropriate standards in assessment across all placements. Without seeing evidence of how practice educators are trained and prepared to assess students on placement or details of the assessments they cannot determine how this standard is met (see conditions on standards 5.11, 6.1 and 6.4). The visitors also note that without seeing the relevant information contained in the VLE or details of what assessment will take place they cannot make a determination about whether the monitoring and evaluation mechanisms in place ensure the appropriate standards in the assessment. As such, the visitors require the education provider to submit evidence to show the effective monitoring and evaluation mechanism in place to ensure appropriate standard in the assessment.

**Suggested documentation:** An example of what evaluation and monitoring takes place to ensure appropriate standards in assessment. For example, module evaluations, feedback processes, external examiners policy and assessment standards.

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

**Condition:** The education provider must revisit the programme documentation to clearly articulate what awards confer eligibility to apply to the HCPC Register and those exit awards which do not.

**Reason condition not met at this time:** From the information provided the visitors noted that the documentation specifies that students must complete the full three year programme to apply for registration with the HCPC. However, from the information provided the visitors could not see where it is specified that completion of an exit award would not lead to a student being eligible to apply to the HCPC Register. As such, the visitors could not determine how students were informed about what impact exiting the programme before completion, and receiving an exit award would have on their ability to apply to the Register. Therefore the visitors require further evidence of how the programme team ensure that students understand which awards confer eligibility to apply to the HCPC Register and which do not.

**Suggested documentation:** Programme web site, programme documentation or programme handbook which states that completion of the exit award does not lead to eligibility to the HCPC Register.

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

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

**Reason condition not met at this time:** From the documentation provided, the visitors could not determine whether aegrotat awards are awarded on this programme. The visitors therefore require additional evidence clarifying whether or not aegrotat awards are awarded on this programme. In addition, if aegrotat awards are awarded on this programme the visitors require information to show that there is a clear statement in the assessment regulations that an aegrotat award will not provide eligibility for admission to the HCPC Register.

**Suggested documentation:** The assessment regulations that demonstrate whether aegrotat awards are awarded on this programme and that they do not provide eligibility for admission to the Register.

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

**Condition:** The education provider must include a clear statement in the assessment regulations which states that at least one external examiner for the programme will be from the relevant part of the Register, unless other arrangements are agreed.

**Reason condition not met at this time:** In the documentation submitted by the education provider, the visitors were unable to see where in the assessment regulations it was stated that external examiners must be from the relevant part of the Register unless other arrangements are agreed. The visitors were directed to the university wide assessment regulations on this occasion; however they were not able to see such a statement. The visitors therefore need to see evidence that HCPC requirements regarding the external examiner on the programme have been included in the assessment regulations, or relevant exemption, to demonstrate that this standard is met.

**Suggested documentation:** A clear statement in the assessment regulations that specifies the requirement for the appointment of at least one external examiner who must, unless other arrangements are agreed, be from the relevant part of the Register.

## Section 6: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are not satisfied that the conditions are met for the reason(s) noted below, and recommend that the programme(s) are not approved.

This report, including the recommendation of the visitors, will be considered at the 18 January 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

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

**Condition:** The education provider must provide evidence to show the partnership agreements in place and the strategy for staffing this programme to demonstrate that the programme has a secure place in the business plan.

**Reason condition not met:** In the second conditions response, the visitors noted the Planning Statement 2017 (appendix A, page 2) detailed that a paramedic-specific, academic staff member will be appointed, on a full time basis. This would bring the complement of, 'paramedic specific [registered Paramedics] academic team to 3 FTE' staff. However, the visitors also noted in Appendix N, the job role advertisement stated that a paramedic staff member, from Yorkshire ambulance service (YAS), will remain employed with YAS and will be subcontracted for 0.5 full time equivalent (FTE) to the education provider. The visitors were therefore unclear whether there would be a paramedic teaching team of 3 FTE or 2.5 FTE.

The visitors also reviewed curriculum vitae of two new lecturers, and noted that they do not hold any teaching qualifications and limited teaching experience. As such, the visitors could not determine how these staff members are appropriate for the role of lecturer. In addition, the visitors received a number of paramedic staff curriculum vitae, however there was no indication provided for what role each staff member would be undertaking on the programme and their contractual full time equivalent allocation. Staff with paramedic experience were mentioned in the work planner document, but the visitors could not determine from this information what their roles were in delivering the programme.

Given these findings, the visitors are not satisfied that this standard is met. In particular, the visitors note a lack of clarity in the information provided regarding the contractual commitment of staff to the programme. As such, the visitors could not determine the number of staff on the programme and the number of registered paramedics included within this. In addition, the visitors were not clear around the specific roles each staff member would hold in the delivery of the programme. The visitors were also unclear how many staff were employed on a full time or full time equivalent basis, and were unclear around the agreements in place with YAS to facilitate release of their staff to support the programme. As such, the visitors were not satisfied that there is an established strategy for staffing this programme and that there are effective partnerships in place to support this, and were therefore not satisfied that the programme has a secure place in the education provider's business plan.

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

**Condition:** The education provider must provide further evidence that clearly articulates areas of responsibility across all areas of the programme and which demonstrates that there are effective systems in place to manage the staffing structure.

**Reason condition not met:** In the second conditions response, the visitors noted the breakdown of module leads (Appendix F: Programme Team) and general job descriptions for an administrator and two paramedic lecturer posts (Appendix G). The visitors also reviewed the curriculum vitae for 16 individuals, some of which were identifiable as module leads, including two new paramedic lecturers. The visitors also noted the letter of support provided by YAS committing 1.5 WTE lecturing staff to the programme. However, the visitors received no further clarity around how the programme roles across all programme areas would be utilised, which individuals would be performing which roles, and how this structural approach ensured the programme could be managed effectively.

On this basis, the visitors were not satisfied that there are effective systems in place to manage the staffing structure and are therefore not satisfied this standard is met. In particular, the visitors note there is a lack of clarity regarding the number of staff that will be involved in the delivery of the programme, the contractual basis for their involvement, and the various roles in place which clearly articulate the areas each individual will be involved in managing and delivering. In addition, the visitors were unclear how YAS paramedics will be 'supporting the teaching team with profession specific elements of the programme'. In relation to this, the visitors were unable to determine the amount of time and the nature of support that will be provided by YAS employees, and on what basis they will be released to support the delivery of the programme. Due to the lack of specificity around the programme staffing structure, and the nature of the support and the time dedicated by YAS staff to support the teaching team, the visitors were not satisfied that the programme will be managed effectively.

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

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

**Reason condition not met:** In reference to the reasons that conditions on SETs 3.1 and 3.2 were not met, the visitors were not satisfied that there is a clear strategy for securing staff to the programme or effective systems in place to manage the programme based on the staffing structure. In particular, these findings included a lack of clarity regarding which programme staff members would be delivering different parts of the programme, and the particular involvement of YAS staff being released to support programme delivery. In addition, the visitors also noted that two full time lecturers on the programme held no teaching qualifications and limited teaching experience, and were therefore unclear how these staff members were appropriate for the role.

Given these findings, the visitors are not be satisfied that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme, and therefore are not satisfied that this standard is met.

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

**Condition:** The education provider must review the programme documentation to ensure the terminology used is accurate, consistent and reflective of the language associated with statutory regulation and the HCPC.

**Reason condition not met:** The visitors were not satisfied that the programme documentation provides information which is accurate, consistent and reflective of the language associated with the HCPC. Specifically, the programme specification still refers to the 'Health Care Professions Council' and the mentorship course descriptor uses the name 'Health Professions Council' to refer to the Health and Care Professions Council (HCPC). As such, the visitors were not satisfied that this standard is met.

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

**Condition:** The education provider must provide further evidence as to how the information and resources that will be available to students through the virtual learning environment will support the effective delivery of the programme.

**Reason condition not met:** The visitors reviewed the evidence provided by the education provider, including the practice assessment document (PAD). The visitors noted that the PAD contains a competency framework that states the required academic level to be achieved in each year of practice based learning. There is also information, in the PAD, regarding the module learning outcomes to be achieved in each year of practice-based learning, for instance 'LO5 Achieve competencies in the e-practice portfolio'. The visitors also noted that there are two sets of criteria for assessing practice based learning. In the practice assessment document (page 13) 'Table 1: Elements of Practice Criteria', it states that there are three levels of assessment to measure a learners level of competence:

- Not Evidenced (NE);
- Partially Evidenced (PE); and
- Fully Evidenced (FE)

Additionally, in the PAD (page 6) under the heading 'Assessing the elements of practice', it states that 'each element of practice will have a required level of practice of either minimal supervision (MS) or independent (I)'. The document states that 'In order to pass each year, the student must have achieved the required level of practice for all the elements of practice required by the programme'. Furthermore the document states that two other levels 'assisted (A)' and 'dependent (D)' are used to measure a learners competence. If a learner achieves a 'dependent (D)' then they 'WILL be required to undertake a development action plan' however if a learner is 'performing at an assisted level then they may be asked to undertake a development action plan'. The visitors also noted that the PAD contains a section that appears to be where the learner assesses their own level of competence 'assessed level (student)', however there are no clear instruction as to whether this is required or how this related to the assessment of the learner.

From the information, provided the visitors were unable to determine which criteria would be used to assess the learners. They were also unable to determine whether a

learner performing at an assisted level would be required to complete a development action plan or any other process to ensure that they met the required level of competence to pass the year. The visitors were also unsure whether learners are expected to complete an assessment of their own learning. As such, the visitors could not see how learners or practice educators would know by which criteria learners will be assessed or what level they would need to achieve to pass the module and progress. Therefore, the visitors could not determine that the resources to support learning will be effectively used. The visitors were therefore not satisfied that this standard is met.

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

**Condition:** The education provider must provide further evidence of the attendance requirements for the programme, how attendance is monitored, what consequences there are for poor attendance and how this information is communicated to students.

**Reason condition not met:** The visitors were not satisfied that the education provider had identified where attendance is mandatory. The policy within the student handbook states the percentage attendance that is acceptable on the programme, but it does not specify what elements of the programme must be attended. Additionally, the visitors noted that on page 8 of Appendix H, “On each module, some or all of [learners] attendance will be monitored”. The visitors could not see how attendance can be effectively monitored if the monitoring of attendance only takes place some of the time. As such, the visitors were not satisfied that this standard is met.

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

**Condition:** The education provider must demonstrate how they ensure that staff at practice placements are appropriately qualified and experienced to supervise students from this programme.

**Reason condition not met:** The visitors noted that the education provider states “Paramedic [practice educators] are currently not required to have a formal qualification to undertake mentorship/ assessment/ supervision of paramedic students”. The visitors also noted that practice educators have to meet the practice based learning provider’s (YAS) “criteria” before working with learners. On this point, the education provider explained that YAS want all of their practice educators to undertake a “formal teaching and assessing award”. It is unclear if this is a current requirement or a future requirement that all practice educators will eventually achieve. Finally, the visitors also note that for non-YAS based placements, the education provider does require clinical experience relevant to particular areas of practice, however no further qualification is given to how much experience is required.

On this basis, the visitors were not satisfied this standard is met. In particular, the visitors note the education provider has limited criteria in place to distinguish those individuals who are appropriate to support learners and those who are not. Additionally, the education provider is instead reliant on YAS to set these requirements, and these seem to be inconsistent with the education provider’s own policy regarding formal qualifications for practice educators. The visitors are also unclear how the requirements for non-YAS educators are applied, and the rationale for the distinction in requirements

between YAS and non-YAS placements. As the visitors could not clearly see what the requirements are they could not determine how the education provider ensures that there is an adequate number of appropriately qualified and experienced staff in practice based learning who meet that requirement.

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

**Condition:** The education provider must demonstrate how they ensure that practice placement educators are appropriately knowledgeable, skilled and experienced to supervise students from this programme.

**Reason condition not met:** In reviewing the second conditions response, the visitors noted that the education provider has referred to YAS requirements as evidence for how this standard is met. In particular, YAS set criteria which requires educators to have at least 12 months experience, and to have approval by their line manager to perform the role. In addition, the education provider stated that YAS want all of their practice educators to undertake a “formal teaching and assessing award”. When practice educators have completed this the education provider will notify YAS that they can update their register of practice educators. This is how the education provider intends to ensure that anyone on the register of practice educators has the relevant knowledge, skills and experience.

However, in response to the conditions on SETs 5.6, 5.8 and 5.9, the education provider also states that practice educators, who are paramedics, do not require formal qualifications to undertake the practice educator role. The education provider also states that non-YAS practice educators require clinical experience relevant to particular areas of practice, however no further qualification is given to how much experience is required.

Due to the disparity in the information provided, the visitors are not satisfied this standard is met. In particular, the visitors are unclear what qualifications, knowledge, skills and experience the education provider requires practice educators to have before supporting learners on this programme. The visitors are also unclear regarding the requirements for practice educators in YAS and non-YAS placements and the rationale for the distinction made across practice placement sites.

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

**Conditions:** The education provider must demonstrate that they have an effective system in place for ensuring that all practice placement educators have undertaken appropriate training.

**Reason condition not met:** In their second response to the conditions, the education provider referred to the qualifications of practice educators which are recorded and maintained on the local Practice Placement Quality Assurance (PPQA) register. The visitors were not provided with any other information regarding how practice educators are specifically prepared to support students from this programme. As discussed in SETs 5.6 & 5.7, the education provider also sets no requirements for the qualifications an individual must hold as a practice educator for this programme.

Given these findings, the visitors were not satisfied that the education provider sets out requirements for mandatory training which practice educators must complete before supporting learners. In particular, the education provider sets no requirements for qualifications an individual must hold, and in addition, provides no training to practice educators which prepares them for understanding the requirements of this programme. Additionally the visitors could not determine what system is in place for ensuring that the training, as yet unspecified, has been completed prior to practice educators working with learners on this programme. Consequently the visitors could not determine that the education provider ensures all practice educators have undertaken appropriate training. As such, the visitors were not satisfied that this standard is met.

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

**Conditions:** The education provider must provide further evidence as to how they will ensure that ambulance practice placement educators are appropriately registered.

**Reason condition not met:** In their second conditions response, the education providers stated, “YAS maintain a register of their own practice educators”, and that this list is added to the PPQA. The requirement for ambulance based practice educators to be registered is not defined as a requirement in agreements between YAS and the education provider and there is no mechanism for the education provider to check registration status of practice educators in their current audit systems. Furthermore, the education provider set no explicit requirements around the registration of practice educators, apart from nurses and midwives who are involved in supporting students in non-ambulance settings.

Based on these findings, the visitors were not satisfied the education provider has systems in place which ensures that practice educators on the lists are appropriately registered, unless other arrangements are agreed. As such, the visitors were not satisfied that this standard is met.

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

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

**Condition:** The education provider must demonstrate that they have an effective system in place for ensuring that practice placement educators and students are fully prepared for placement.

**Reason condition not met:** The visitors reviewed the evidence provided by the education provider, including the practice assessment document (PAD). The visitors noted that the PAD contains a competency framework that states the required academic level to be achieved in each year of practice based learning. There is also information, in the PAD, regarding the module learning outcomes to be achieved in

each year of practice-based learning, for instance 'LO5 Achieve competencies in the e-practice portfolio'. The visitors saw that there are two sets of criteria for assessing practice based learning. The visitors noted that the practice assessment document (PAD) is the tool used by learners and practice educators to prepare for placement and to determine what must be achieved for learners to progress through the programme. As noted in the reasons why condition 3.8 was not met, there are two different sets of criteria within the PAD and it is unclear which criteria should be used to assess learners. The information about what happens when a learner is assessed, and deemed to be performing, at an assisted level is unclear. The visitors are also unclear what action is taken when a learner fails to progress beyond an assisted level of competence. The visitors also noted that the PAD contains a section that appears to be where the learner assesses their own level of competence 'Assessed level (student)', however there are no clear instructions as to whether this is required or how this relates to the assessment of the learner.

Given these findings, the visitors were unable to determine which criteria would be used to assess the learners. They were also unable to determine whether a learner performing at an assisted level would be required to complete a development action plan or any other process to ensure that they met the required level of competence to pass the year, or how this is communicated to the learner and practice educator. The visitors were also unsure whether learners are expected to complete an assessment of their own learning. As such, the visitors could not see how learners or practice educators would know by which criteria learners will be assessed or what level they would need to achieve to pass the module and progress. The visitors are also unclear what criteria is used to assess the competencies of learners to ensure that they meet the learning outcomes or how learners and practice educators are made aware of which criteria should be used. Additionally, the visitor were also unsure whether learners are expected to complete an assessment of their own learning. Consequently, the visitors were not satisfied that the system for preparing learners and practice educators fully prepares them for practice based learning. As such, the visitors were not satisfied that this standard is met.

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

**Condition:** The education provider must provide further evidence to demonstrate how the measurement of student performance is objective and ensures fitness to practise.

**Reason condition not met:** As noted in the reasons conditions on 3.8 and 5.11 were not met, the visitors reviewed the PAD and saw that there are two different sets of criteria that could be used to measure learner performance in practice based learning. The visitors were unable to see which criteria would be used or whether both would be used and how learners and practice educators are informed of this. As the visitors were unable to ascertain which set of criteria is used to measure a learner's performance, they could not to determine that the assessment criteria used to measure the performance of a learner is objective and ensures fitness to practice. As such, the visitors were not satisfied that this standard is met.

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

**Condition:** The education provider must revisit the programme documentation to clearly articulate what awards confer eligibility to apply to the HCPC Register and those exit awards which do not.

**Reason condition not met:** The visitors were not satisfied that this standard is met because the education provider has not amended the programme documentation to clearly state that completion of an exit award would not lead to a learner being eligible to apply to the HCPC Register. The education provider has stated that learners must successfully complete the programme to be eligible to apply to register with the HCPC. However they made no reference to exit awards not leading to a learner being eligible to apply to register with the HCPC. Therefore the visitors were not satisfied that this standard is met.

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

**Condition:** The education provider must include a clear statement in the assessment regulations which states that at least one external examiner for the programme will be from the relevant part of the Register, unless other arrangements are agreed.

**Reason condition not met:** The visitors were not satisfied that this standard is met because, although the education provider has appointed a registrant as external examiner on this occasion, there are no assurances that a paramedic registrant will be appointed in future. The visitors could not see where in the assessment regulations there is a clear statement which indicates the requirement for the appointment of an external examiner who must be from the relevant part of the Register, unless other arrangements are agreed. As such, the visitors were not satisfied that this standard is met.

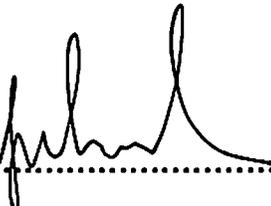
**Education and Training Committee Panel**

**Programmes in respect of which approval is recommended subject to conditions**

<b>Programme name</b>	BSc (Hons) Paramedic Science
<b>Education provider</b>	University of Hull
<b>Mode of delivery</b>	FT (Full time)
<b>Date of decision</b>	6 July 2017

**Panel:** Stephen Wordsworth (chair)    Sonya Lam  
Maureen Drake                                  Gavin Scott  
Sue Gallone

<b>Decision</b>
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
<b>Reasons</b>
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:  ..... Panel Chair

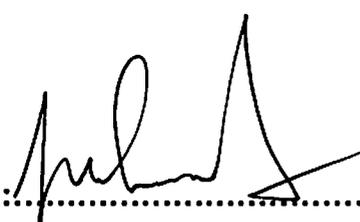
**Education and Training Committee Panel**

**Programmes in respect of which approval is recommended subject to conditions**

<b>Programme name</b>	BSc (Hons) Applied Biomedical Science
<b>Education provider</b>	Staffordshire University
<b>Mode of delivery</b>	FT (Full time)
<b>Date of decision</b>	6 July 2017

**Panel:** Stephen Wordsworth (chair)    Sonya Lam  
Maureen Drake                                  Gavin Scott  
Sue Gallone

<b>Decision</b>
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
<b>Reasons</b>
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:  ..... **Panel Chair**

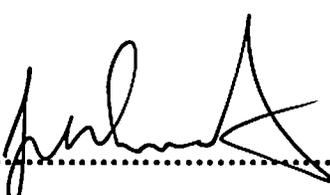
**Education and Training Committee Panel**

**Programmes in respect of which approval is recommended subject to conditions**

<b>Programme name</b>	BSc (Hons) Healthcare Science (Blood Sciences)
<b>Education provider</b>	Staffordshire University
<b>Mode of delivery</b>	PT (Part time)
<b>Date of decision</b>	6 July 2017

**Panel:** Stephen Wordsworth (chair)    Sonya Lam  
Maureen Drake                                  Gavin Scott  
Sue Gallone

<b>Decision</b>
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
<b>Reasons</b>
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:  ..... Panel Chair

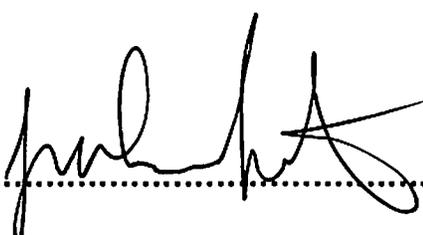
**Education and Training Committee Panel**

**Programmes in respect of which approval is recommended subject to conditions**

<b>Programme name</b>	BSc (Hons) Healthcare Science (Infection Sciences)
<b>Education provider</b>	Staffordshire University
<b>Mode of delivery</b>	PT (Part time)
<b>Date of decision</b>	6 July 2017

**Panel:** Stephen Wordsworth (chair)    Sonya Lam  
Maureen Drake                                  Gavin Scott  
Sue Gallone

<b>Decision</b>
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
<b>Reasons</b>
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:  ..... **Panel Chair**

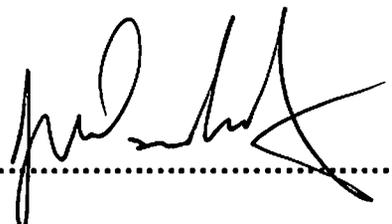
**Education and Training Committee Panel**

**Programmes in respect of which approval is recommended subject to conditions**

<b>Programme name</b>	BSc (Hons) Healthcare Science (Cellular Sciences)
<b>Education provider</b>	Staffordshire University
<b>Mode of delivery</b>	PT (Part time)
<b>Date of decision</b>	6 July 2017

**Panel:** Stephen Wordsworth (chair)    Sonya Lam  
Maureen Drake                                  Gavin Scott  
Sue Gallone

<b>Decision</b>
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
<b>Reasons</b>
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:  ..... Panel Chair

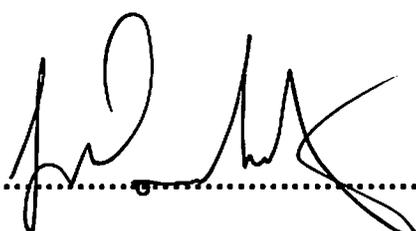
**Education and Training Committee Panel**

**Programmes in respect of which approval is recommended subject to conditions**

<b>Programme name</b>	BSc (Hons) Healthcare Science (Genetic Sciences)
<b>Education provider</b>	Staffordshire University
<b>Mode of delivery</b>	PT (Part time)
<b>Date of decision</b>	6 July 2017

**Panel:** Stephen Wordsworth (chair)    Sonya Lam  
Maureen Drake                                  Gavin Scott  
Sue Gallone

<b>Decision</b>
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
<b>Reasons</b>
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:.......... Panel Chair

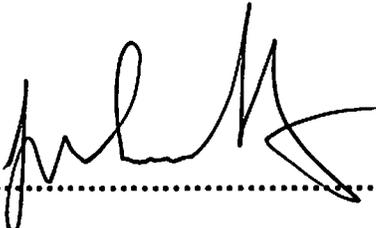
**Education and Training Committee Panel**

**Programmes in respect of which approval is recommended subject to conditions**

<b>Programme name</b>	MSc Physiotherapy (pre-registration)
<b>Education provider</b>	St Mary's University
<b>Mode of delivery</b>	FTA (Full time accelerated)
<b>Date of decision</b>	6 July 2017

**Panel:** Stephen Wordsworth (chair) Sonya Lam  
Maureen Drake Gavin Scott  
Sue Gallone

<b>Decision</b>
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
<b>Reasons</b>
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:  ..... Panel Chair

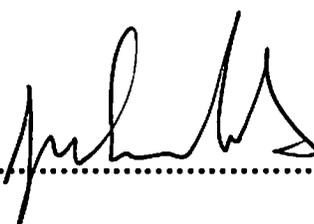
**Education and Training Committee Panel**

**Programmes in respect of which approval is recommended subject to conditions**

<b>Programme name</b>	BSc (Hons) Operating Department Practice Studies
<b>Education provider</b>	Teesside University
<b>Mode of delivery</b>	FT (Full time)
<b>Date of decision</b>	6 July 2017

**Panel:** Stephen Wordsworth (chair) Sonya Lam  
Maureen Drake Gavin Scott  
Sue Gallone

<b>Decision</b>
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
<b>Reasons</b>
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:.....  ..... Panel Chair

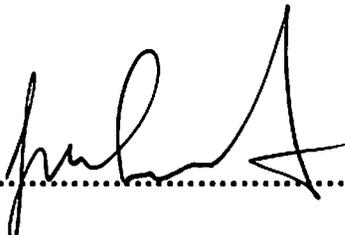
**Education and Training Committee Panel**

**Programmes in respect of which approval is recommended subject to conditions**

<b>Programme name</b>	BSc (Hons) Paramedic Science
<b>Education provider</b>	University of Worcester
<b>Mode of delivery</b>	FT (Full time)
<b>Date of decision</b>	6 July 2017

**Panel:** Stephen Wordsworth (chair)    Sonya Lam  
Maureen Drake                                  Gavin Scott  
Sue Gallone

<b>Decision</b>
That the Visitors' report (including the conditions and recommendations in the report) should be accepted.
<b>Reasons</b>
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:.......... Panel Chair

## Approval process timeline

A timeline of the programme's interaction with the approval process is given below:

28 October 2016	HCPC Executive received a request to approve the new proposed programme.
2 December 2016	HCPC executive confirm appointment of visitors and date of visit.
17 March 2017	HCPC Executive received documentation from the education provider. One of the required documents was not ready and therefore not submitted. Visitors agreed to view the online placement handbook at the approval visit instead.
16 and 17 May 2017	Approval visit at the education provider.
14 June 2017	Visitors' report sent to education provider, recommending that the programme was approved subject to conditions r. A conditions deadline of 26 July was included.
20 June 2017	Education provider confirmed that the Visitor's report contained no factual inaccuracies and no observations would be submitted.
06 July 2017	Visitors' report considered by the Education and Training Panel (ETP). The ETP agreed the visitors' recommended outcome, including the conditions and the deadline of 26 July 2017, for the education provider to respond to the conditions.
24 July 2017	HCPC Executive received a request from the education provider for an extension to the deadline to respond the conditions. HCPC executive agreed the deadline extension to 31 July 2017.
31 July 2017	HCPC Executive received the response to the conditions from the education provider.
23-29 August 2017	HCPC Executive notified education provider that the Visitors required further information regarding the conditions and that this would affect their start date of 8 September 2017. HCPC Executive confirmed that a full response from the Visitors would follow the next week.
06 September 2017	HCPC Executive notified by the education provider, that the programme leader with overall responsibility for the programme would change to a joint role with immediate effect.
06 September 2017	Visitors formally requested further information from the education provider concerning meeting the remaining 27 of the original 28 conditions*. Deadline to respond to outstanding conditions set as 20 September 2017. (*the further information in relation to standards 3.1 & 3.4 was amended considering the recent change in programme leadership)

08 September 2017	HCPC executive received an enquiry from the Education provider regarding timescales for arranging another approval visit, should the programme not be approved.
08 September 2017	HCPC Executive received a request from the education provider for an extension to the second response to the conditions deadline. HCPC executive agreed the deadline extension to 20 October 2017.
08 September 2017	Education provider confirmed that no learners would be enrolled on the proposed paramedic programme, and that the learners would instead be enrolled on a different programme (not approved by the HCPC) with the aim of completing 40 credits that could be given as APEL on the paramedic programme when and if approval is given. HCPC executive requested more information on this proposal.
11 September 2017	Education provider confirmed that the learners would no longer enrol on the proposed paramedic programme or a different programme, but instead commence two modules standalone. This would allow the learners to complete 20 credits that could be considered via APEL on the paramedic programme when and if approval is given. The learners would not gain credit for the other module, but the provider proposed that the learning could be taken into account when starting the paramedic programme.
14 September 2017	HCPC Executive confirmed that the proposed arrangement was not in line with the proposed programme's APEL policy and so was not acceptable.
23 September – 6 October 2017	HCPC Executive and education provider continue to discuss proposals for learners. In the end, agreed that learners would not enrol on any programme and instead commence one module, that they could get 20 APEL credits for on the paramedic programme when and if approval is given.
20 October 2017	HCPC Executive received the second response to the conditions from the education provider.
31 October 2017	HCPC executive notified by the education provider that interviews for the advertised staff posts for the programme would take place on 20 November 2017. This information was in relation to conditions on standards 3.2 and 3.5.
10 November 2017	Visitors' report sent to the education provider, recommending that the programme should not be approved, because the conditions were not met,. Education provider given the opportunity to submit observations and option to expedite deliberations at ETC.
08 December 2017	Observations submitted by the education provider regarding the visitors' report.

Observations on HCPC visitors' comments and recommendations (BSc (Hons) Paramedic Science – University of Hull)

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>3.1 The programme must have a secure place in the education provider's business plan.</b></p> <p>Condition: The education provider must provide evidence to show the partnership agreements in place and the strategy for staffing this programme to demonstrate that the programme has a secure place in the business plan.</p>	<p><i>"In the second conditions response, the visitors noted the Planning Statement 2017 (appendix A, page 2) detailed that a paramedic-specific, academic staff member will be appointed, on a full time basis. This would bring the complement of, 'paramedic specific [registered Paramedics] academic team to 3 FTE' staff. However, the visitors also noted in Appendix N, the job role advertisement stated that a paramedic staff member, from Yorkshire ambulance service (YAS), will remain employed with YAS and will be subcontracted for 0.5 full time equivalent (FTE) to the education provider. <b>The visitors were therefore unclear whether there would be a paramedic teaching team of 3 FTE or 2.5 FTE.</b></i></p> <p><i><b>The visitors also reviewed curriculum vitae of two new lecturers, and noted that they do not hold any teaching qualifications and limited teaching experience. As such, the visitors could not determine how these staff members are appropriate for the role of lecturer.</b></i></p> <p><i>In addition, the visitors received a number of paramedic staff curriculum vitae, however there was no indication provided for what role each staff member would be undertaking on the programme and their contractual full time equivalent allocation. Staff with paramedic experience were mentioned in the work planner document, but the visitors could not determine from this information what their roles were in delivering the programme.</i></p> <p><i>Given these findings, the visitors are not satisfied that this standard is met. In particular, the visitors note a lack of clarity in the information provided regarding the contractual commitment of staff to the programme. <b>As such, the visitors could not determine the number of staff on the programme and the number of registered paramedics included within this. In addition, the visitors were not clear around the specific roles each staff member would hold in the delivery of the programme. The visitors were also unclear how many staff were employed on a full time or full time equivalent basis, and were unclear around the agreements in place with YAS to facilitate release of their staff to support the programme.</b> As such, the visitors were not satisfied that there is an established strategy for staffing this programme and that there are effective partnerships in place to support this, and were therefore not satisfied that the programme has a secure place in the education provider's business plan."</i></p>

**University response and challenge to visitor reasons for standard 3.1 not being met**

- a) As outlined in the submission document from October (Appendix A – paramedic planning extract statement) the programme will be supported by a Registered paramedic teaching team of at least 3 Full-time Equivalent (FTE). We have been consistent on this throughout the approval process. Since the last submission, we have continued with our recruitment strategy as planned (and indicated to the visitors) and are now able to provide an updated list of programme staff. This indicates that we have over-recruited slightly, with a complement of 3.1 FTE (and a headcount of five). To provide confirmation and clarification of this, an updated staff list is attached (please see appendix on page 18). To provide additional clarity, this includes HCPC Registration numbers for each staff member, their contract status in terms of FTE and specific module leadership roles within the programme. It should also be noted that in addition to the 3.1 FTE Registered Paramedic staff the programme is further supported by a Professional Lead/co-programme director from Yorkshire Ambulance Service (YAS) and a team of experienced lecturers with expertise in areas such as critical care nursing, advanced practice and anatomy/physiology. Again, to offer clarification on this, module leaders from outside the core paramedic teaching staff are also identified in the appendix on page 18.
- b) We are extremely disappointed by the comments of the visitors in relation to the ability of our Paramedic lecturing staff and the appropriateness of their recruitment. They cast unfounded and unwarranted doubts on the ability of our staff members and the robustness of the University's hiring processes. The staff referred to in the visitors' comments are motivated, talented healthcare professionals who will become exceptional teachers. Though they do have limited formal teaching ability, they bring a wealth of professional expertise and experience and met the essential criteria for Band 7 lecturing staff as evidenced by the Job Description provided in the last submission (Appendix G1). We have ensured that the staff are not expected to immediately take on roles which may be beyond them (e.g. Programme Director), thereby giving them the opportunity to develop their fundamental teaching skills. As outlined in the previous submission, the paramedic teaching staff will be supported in their development by a team of highly-experienced academic colleagues, allowing them to build confidence and experience through mechanisms such as mentoring and peer observation of teaching; we are also supporting them to complete formal teaching qualifications. Feedback on the performance of those staff who have already delivered teaching sessions has been excellent.
- c) The number of paramedic staff supporting the programme – and their respective roles - has been outlined within previous submissions to the visitors. However, we are happy to clarify this to the committee. The attached staff list (appendix – page 18) outlines numbers and roles of our paramedic staff members, including seconded staff released by YAS staff. We identified in the previous submission that there were different levels of direct staffing support from YAS. These included formal secondment of 1.5FTE staff (see Appendices K and A1 of previous submission) as part of our overall Registered Paramedic staffing. In addition, the visitors received a number of paramedic staff curriculum vitae that outlined the range of YAS staff who will deliver individual sessions on an ad-hoc basis to support the programme and their professional development, as is standard practice in all of our professionally regulated approved programmes (e.g. Operating Department Practice; Nursing).

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>3.2 The programme must be effectively managed.</b></p> <p>Condition: The education provider must provide further evidence that clearly articulates areas of responsibility across all areas of the programme and which demonstrates that there are effective systems in place to manage the staffing structure.</p>	<p><i>In the second conditions response, the visitors noted the breakdown of module leads (Appendix F: Programme Team) and general job descriptions for an administrator and two paramedic lecturer posts (Appendix G). The visitors also reviewed the curriculum vitae for 16 individuals, some of which were identifiable as module leads, including two new paramedic lecturers. The visitors also noted the letter of support provided by YAS committing 1.5 WTE lecturing staff to the programme. <b>However, the visitors received no further clarity around how the programme roles across all programme areas would be utilised, which individuals would be performing which roles, and how this structural approach ensured the programme could be managed effectively.</b> On this basis, the visitors were not satisfied that there are effective systems in place to manage the staffing structure and are therefore not satisfied this standard is met. <b>In particular, the visitors note there is a lack of clarity regarding the number of staff that will be involved in the delivery of the programme, the contractual basis for their involvement, and the various roles in place which clearly articulate the areas each individual will be involved in managing and delivering.</b></i></p> <p><i>In addition, the visitors were unclear how YAS paramedics will be ‘supporting the teaching team with profession specific elements of the programme’. <b>In relation to this, the visitors were unable to determine the amount of time and the nature of support that will be provided by YAS employees, and on what basis they will be released to support the delivery of the programme. Due to the lack of specificity around the programme staffing structure, and the nature of the support and the time dedicated by YAS staff to support the teaching team, the visitors were not satisfied that the programme will be managed effectively.</b></i></p>
<p><b>University response and challenge to visitor reasons for standard 3.2 not being met</b></p>	
<p>a) The last submission included a list of staff, their contract status and their respective programme roles (Appendix F in the most recent submission). However, we are happy to clarify this in the updated list of programme staff and roles (please see appendix to this response – page 18). This demonstrates a programme team which combines paramedic experience and expertise, subject-specific knowledge from different professional groups and senior academic support for programme management.</p> <p>b) In terms of additional support from other YAS employees, this will, as highlighted in previous submissions, be in relation to delivery of individual sessions on an ad-hoc basis to support the programme and their professional development, as is standard practice in all of our professional body approved programmes (e.g. Operating Department Practice; Nursing). We can also clarify and confirm that, in line with University policy, students will evaluate all teaching sessions by ‘external’ speakers (in addition to overall module evaluation).</p>	

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.</b></p> <p>Condition: The education provider must provide further evidence to demonstrate that there is an adequate number of appropriately qualified and experienced staff in place at the academic setting to deliver an effective programme.</p>	<p><i>In reference to the reasons that conditions on SETs 3.1 and 3.2 were not met, the visitors were not satisfied that there is a clear strategy for securing staff to the programme or effective systems in place to manage the programme based on the staffing structure. <b>In particular, these findings included a lack of clarity regarding which programme staff members would be delivering different parts of the programme, and the particular involvement of YAS staff being released to support programme delivery. In addition, the visitors also noted that two full time lecturers on the programme held no teaching qualifications and limited teaching experience, and were therefore unclear how these staff members were appropriate for the role.</b></i></p> <p><i>Given these findings, the visitors are not be satisfied that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme, and therefore are not satisfied that this standard is met.</i></p>
<b>University response and challenge to visitor reasons for standard 3.5 not being met</b>	
<p>a) Please see our response to condition 3.1(b) in relation to visitor comments regarding the ability of our Paramedic lecturers and the appropriateness of their appointments.</p> <p>b) Please see our response to standard 3.2. and the attached staff list (see appendix to this response – page 18), which we hope provides the necessary clarification.</p>	

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p data-bbox="203 240 595 387"><b>3.8 The resources to support student learning in all settings must be effectively used.</b></p> <p data-bbox="203 437 595 742">Condition: The education provider must review the programme documentation to ensure the terminology used is accurate, consistent and reflective of the language associated with statutory regulation and the HCPC</p>	<p data-bbox="618 240 2105 427"><i>The visitors were not satisfied that the programme documentation provides information which is accurate, consistent and reflective of the language associated with the HCPC. Specifically, <b>the programme specification still refers to the 'Health Care Professions Council' and the mentorship course descriptor uses the name 'Health Professions Council' to refer to the Health and Care Professions Council (HCPC).</b> As such, the visitors were not satisfied that this standard is met.</i></p>
<p data-bbox="512 751 1794 783"><b>University response and challenge to visitor reasons for standard 3.8 (condition 1) not being met</b></p>	
<p data-bbox="203 794 2105 903">a) We apologise unreservedly for the errors in the submission documentation. The mentorship module specification is an older Faculty document, not directly related to the Paramedic programme, so has not been updated/corrected as part of this submission (though we have requested that the Faculty updates the document in response to the issues raised by the visitors).</p> <p data-bbox="203 951 2105 1015">b) The exclusion of 'and' on two occasions in the programme specification were oversights for which we again apologise. However, we would ask that two proofreading errors in a large document do not result in a programme condition being considered unmet.</p>	

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p data-bbox="203 240 595 387"><b>3.8 The resources to support student learning in all settings must be effectively used.</b></p> <p data-bbox="203 437 595 778">Condition: The education provider must provide further evidence as to how the information and resources that will be available to students through the virtual learning environment will support the effective delivery of the programme.</p>	<p data-bbox="618 240 2107 507"><i>The visitors reviewed the evidence provided by the education provider, including the practice assessment document (PAD). The visitors noted that the PAD contains a competency framework that states the required academic level to be achieved in each year of practice based learning. <b>There is also information, in the PAD, regarding the module learning outcomes to be achieved in each year of practice-based learning, for instance ‘LO5 Achieve competencies in the epractice portfolio’.</b> The visitors also noted that there are two sets of criteria for assessing practice based learning. In the practice assessment document (page 13) ‘Table 1: Elements of Practice Criteria’, it states that there are three levels of assessment to measure a learners level of competence:</i></p> <ul data-bbox="618 555 1016 667" style="list-style-type: none"> <li data-bbox="618 555 904 587">• <i>Not Evidenced (NE);</i></li> <li data-bbox="618 595 1016 627">• <i>Partially Evidenced (PE); and</i></li> <li data-bbox="618 635 904 667">• <i>Fully Evidenced (FE)</i></li> </ul> <p data-bbox="618 675 2107 1337"><i>Additionally, in the PAD (page 6) under the heading ‘Assessing the elements of practice’, it states that ‘each element of practice will have a required level of practice of either minimal supervision (MS) or independent (I)’. The document states that ‘In order to pass each year, the student must have achieved the required level of practice for all the elements of practice required by the programme’. Furthermore the document states that two other levels ‘assisted (A)’ and ‘dependent (D)’ are used to measure a learners competence. If a learner achieves a ‘dependent (D)’ then they ‘WILL be required to undertake a development action plan’ however if a learner is ‘performing at an assisted level then they may be asked to undertake a development action plan’. The visitors also noted that the PAD contains a section that appears to be where the learner assesses their own level of competence ‘assessed level (student)’, however there are no clear instruction as to whether this is required or how this related to the assessment of the learner. <b>From the information, provided the visitors were unable to determine which criteria would be used to assess the learners. They were also unable to determine whether a learner performing at an assisted level would be required to complete a development action plan or any other process to ensure that they met the required level of competence to pass the year. The visitor were also unsure whether learners are expected to complete an assessment of their own learning. As such, the visitors could not see how learners or practice educators would know by which criteria learners will be assessed or what level they would need to achieve to pass the module and progress. Therefore, the visitors could not determine that the resources to support learning will be effectively used. The visitors were therefore not satisfied that this standard is met.</b></i></p>

**University response and challenge to visitor reasons for standard 3.8 (condition 2) not being met**

- a) We understand and respect the need for visitors to critique the Practice Assessment Document (PAD) and the underpinning assessment framework. However, this PAD was selected for use in the proposed BSc (Hons) Paramedic Science programme because it previously received HCPC approval for use in other Higher Education Institutions (HEIs) within and outwith Yorkshire. We liaised particularly closely with the University of Bradford on this, and have acknowledged their permission to use the document within our programme. The PAD's use elsewhere in Yorkshire also meant that using the same document would provide consistency and clarity for practice educators across the patch – something which YAS was keen to support. We are not contesting the validity of the visitors' concerns regarding the practice assessment framework and would be keen to work with the HCPC, YAS and other HEIs to address these in the future. However, we are unclear on how a PAD approved for use by the HCPC in other HEIs can be deemed inappropriate for use in Hull.
- b) At the request of, and in consultation with, YAS, we did make some minor amendments to the PAD. These included mapping the practice assessment criteria to Standards of Proficiency (SOPs) – a step which was also requested by the visitors - and providing information on the learning outcomes for the modules linked to practice placements. This latter amendment was made to provide practice educators with information on what University modules were being completed by students and to enhance their understanding of how theory integrates with practice. The inclusion of module learning outcomes are for information only and have no impact on the practice assessment criteria, which we can again confirm and clarify are the same as those used in other HCPC approved and regulated programmes.

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.</b></p> <p>Condition: The education provider must provide further evidence of the attendance requirements for the programme, how attendance is monitored, what consequences there are for poor attendance and how this information is communicated to students.</p>	<p>The visitors were not satisfied that the education provider had identified where attendance is mandatory. <b>The policy within the student handbook states the percentage attendance that is acceptable on the programme, but it does not specify what elements of the programme must be attended. Additionally, the visitors noted that on page 8 of Appendix H, “On each module, some or all of [learners] attendance will be monitored”. The visitors could not see how attendance can be effectively monitored if the monitoring of attendance only takes place some of the time.</b> As such, the visitors were not satisfied that this standard is met.</p>
<p><b>University response and challenge to visitor reasons for standard 3.15 not being met</b></p>	
<p>a) The student handbook (Page 8; Appendix H in last submission) states that students are “...required to attend ALL scheduled teaching/scheduled sessions for the modules...” The only exceptions (as outlined in the submitted documentation) is where tutors provide voluntary ‘drop-in’ sessions (such as assessment tutorials or ‘drop-in’ revision sessions for clinical skills). Aside for these exceptions, all elements are therefore mandatory and must be attended – this is a standard expectation on all our professional body approved programmes.</p> <p>b) In relation to attendance monitoring, the wording in the handbook highlighted by the visitors is standard across the University to encompass both those programmes (outside of healthcare education) where attendance is only monitored some of the time, and those (such as the Paramedic Science programme) where all elements are monitored. We are happy to clarify that all elements of the programme (theory and practice) will have their attendance monitored, using the processes outlined in the submission and in line with our other HCPC/NMC approved programmes.</p>	

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.</b></p> <p>Condition: The education provider must demonstrate how they ensure that staff at practice placements are appropriately qualified and experienced to supervise students from this programme.</p>	<p><i>The visitors noted that the education provider states “Paramedic [practice educators] are currently not required to have a formal qualification to undertake mentorship/ assessment/ supervision of paramedic students”. The visitors also noted that practice educators have to meet the practice based learning provider’s (YAS) “criteria” before working with learners. On this point, <b>the education provider explained that YAS want all of their practice educators to undertake a “formal teaching and assessing award”</b>. It is unclear if this is a current requirement or a future requirement that all practice educators will eventually achieve. Finally, <b>the visitors also note that for non-YAS based placements, the education provider does require clinical experience relevant to particular areas of practice, however no further qualification is given to how much experience is required.</b></i></p> <p><i>On this basis, the visitors were not satisfied this standard is met. In particular, the visitors note the education provider has limited criteria in place to distinguish those individuals who are appropriate to support learners and those who are not. Additionally, <b>the education provider is instead reliant on YAS to set these requirements, and these seem to be inconsistent with the education provider’s own policy regarding formal qualifications for practice educators.</b> The visitors are also unclear how the requirements for non-YAS educators are applied, and the rationale for the distinction in requirements between YAS and non-YAS placements. As the visitors could not clearly see what the requirements are they could not determine how the education provider ensures that there is an adequate number of appropriately qualified and experienced staff in practice based learning who meet that requirement.</i></p>
<b>University response and challenge to visitor reasons for standard 5.6 not being met</b>	
<p>a) We are happy to clarify the point related to YAS practice educators. The submission document highlighted that the <b>minimum</b> requirement for YAS-based practice educators was at least 12 months’ post-registration experience and agreement during appraisal that they would be a suitable practice educator. These criteria are used by YAS within all their HCPC-approved and regulated Paramedic programmes. Across the patch, YAS would ‘like’ practice educators to have a formal teaching and assessing award, but this is an aspirational, rather than minimum criterion. The Faculty – as outlined in the submission documentation – is working closely with YAS to provide teaching and assessing awards for practice educators, but it will take some time for all staff to meet this aspirational target.</p>	

- b) Issues regarding non-YAS placements were addressed within our recent submission with regard to supervision by Nurses, ODP and Midwives, who must be on the University's mentor register (and therefore must have completed, in the case of nurses and midwives a NMC-approved mentorship programme; all ODP mentors meet the requirements of the College of Operating Department Practitioners). In terms of medical staff (e.g. supervision and sign-off of skills such as intubation), we outlined the need for GMC registration, and competence in the skill being assessed. All non-YAS placements are already utilised by three HCPC approved and regulated Paramedic programmes, where students are supervised and assessed by non-Paramedic practitioners using broadly the same processes as outlined in our own submission.
- c) The visitors raised a concern that the criteria outlined for practice educators do not meet the University's own policies. On the contrary, the Faculty recognises that different professional groups will have different criteria for practice educators. For the BSc (Hons) Paramedic Science, YAS have outlined their minimum criteria (which are also used within other HCPC approved and regulated Paramedic programmes) and their aspirational target (as outlined in our response to 5.6(a)). Our processes and policies recognise the need to meet employer and professional body requirements and are flexible enough to accommodate these criteria. This is evidenced by our ability to support practice educator and mentors across a broad range of professional body approved and regulated programmes (e.g. nursing, midwifery, operating department practice and social work).

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>5.7 Practice placement educators must have relevant knowledge, skills and experience.</b></p> <p>Condition: The education provider must demonstrate how they ensure that practice placement educators are appropriately knowledgeable, skilled and experienced to supervise students from this programme.</p>	<p><i>In reviewing the second conditions response, the visitors noted that the education provider has referred to YAS requirements as evidence for how this standard is met. In particular, YAS set criteria which requires educators to have at least 12 months experience, and to have approval by their line manager to perform the role. <b>In addition, the education provider stated that YAS want all of their practice educators to undertake a “formal teaching and assessing award”. When practice educators have completed this the education provider will notify YAS that they can update their register of practice educators.</b> This is how the education provider intends to ensure that anyone on the register of practice educators has the relevant knowledge, skills and experience.</i></p> <p><i>However, in response to the conditions on SETs 5.6, 5.8 and 5.9, the education provider also states that practice educators, who are paramedics, do not require formal qualifications to undertake the practice educator role. <b>The education provider also states that non-YAS practice educators require clinical experience relevant to particular areas of practice, however no further qualification is given to how much experience is required.</b></i></p> <p><i>Due to the disparity in the information provided, the visitors are not satisfied this standard is met. In particular, <b>the visitors are unclear what qualifications, knowledge, skills and experience the education provider requires practice educators to have before supporting learners on this programme. The visitors are also unclear regarding the requirements for practice educators in YAS and non-YAS placements and the rationale for the distinction made across practice placement sites.</b></i></p>
<b>University response and challenge to visitor reasons for standard 5.7 not being met</b>	
<p>a) Most issues related to this standard have been clarified in our response to standard 5.6. As the visitors highlight, we will keep a record of practice educators’ qualifications to assist YAS in monitoring progress towards their <i>aspirational</i> target of practice educators having completed a teaching and assessing award. However, the minimum criteria for practice educators remain 12 months’ experience and agreement at appraisal (as outlined in 5.6a)</p> <p>b) We are unclear on what the visitors’ mean by “the rationale for the distinction across practice placement sites” – the criteria outlined for both YAS and non-YAS practice educators are standard across the patch and are already practised by other education providers to support HCPC approved and regulated programmes within Yorkshire.</p>	

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>5.8 Practice placement educators must undertake appropriate practice placement educator training.</b></p> <p>Conditions: The education provider must demonstrate that they have an effective system in place for ensuring that all practice placement educators have undertaken appropriate training</p>	<p>In their second response to the conditions, the education provider referred to the qualifications of practice educators which are recorded and maintained on the local Practice Placement Quality Assurance (PPQA) register. <b><i>The visitors were not provided with any other information regarding how practice educators are specifically prepared to support students from this programme. As discussed in SETs 5.6 &amp; 5.7, the education provider also sets no requirements for the qualifications an individual must hold as a practice educator for this programme.</i></b></p> <p>Given these findings, the visitors were not satisfied that the education provider sets out requirements for mandatory training which practice educators must complete before supporting learners. <b><i>In particular, the education provider sets no requirements for qualifications an individual must hold, and in addition, provides no training to practice educators which prepares them for understanding the requirements of this programme.</i></b></p> <p><b><i>Additionally the visitors could not determine what system is in place for ensuring that the training, as yet unspecified, has been completed prior to practice educators working with learners on this programme.</i></b> Consequently the visitors could not determine that the education provider ensures all practice educators have undertaken appropriate training. As such, the visitors were not satisfied that this standard is met.</p>
<b>University response and challenge to visitor reasons for standard 5.8 not being met</b>	
<p>a) Please see response to 5.6(a) for clarification on the qualifications required for practice educators.</p> <p>b) In terms of preparation, we outlined in some detail during our previous submissions how practice educators are given access to workshops where they are introduced to the role of the practice educator (though many will already support students on HCPC approved paramedic programmes), the PAD and PebblePad (our electronic system for capturing achievement of practice standards). We are happy to clarify that these workshops will take place prior to the students' placement with practice educators (paramedics) and mentors (nurses, ODPs &amp; midwives) prior to them supporting students in practice.</p> <p>c) To demonstrate the systems in place for ensuring that training had been completed, our previous submission included an anonymised sample of the YAS practice educator register (appendix P1) – see 5.9. Training and updates (such as workshops) are captured on this register, in line with HEE Yorkshire and Humber processes for maintaining mentor/practice educator registers, and our own, well-established processes within other professionally body approved programmes.</p>	

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.</b></p> <p>Conditions: The education provider must provide further evidence as to how they will ensure that ambulance practice placement educators are appropriately registered.</p>	<p>In their second conditions response, the education providers stated, “YAS maintain a register of their own practice educators”, and that this list is added to the PPQA. <b><i>The requirement for ambulance based practice educators to be registered is not defined as a requirement in agreements between YAS and the education provider and there is no mechanism for the education provider to check registration status of practice educators in their current audit systems. Furthermore, the education provider set no explicit requirements around the registration of practice educators, apart from nurses and midwives who are involved in supporting students in non-ambulance settings.</i></b> Based on these findings, the visitors were not satisfied the education provider has systems in place which ensures that practice educators on the lists are appropriately registered, unless other arrangements are agreed. As such, the visitors were not satisfied that this standard is met.</p>
<p><b>University response and challenge to visitor reasons for standard 5.9 not being met</b></p>	
<p>a) The information provided to the visitors in the previous submission outlines that the minimum criteria for YAS practice educators include the need to have had at least 12 months’ post-registration experience. This therefore guarantees that practice placement educators in YAS placements will be Registered Paramedics – something we are happy to clarify and confirm again in this submission.</p> <p>b) The status, registration and training of practice educators is captured on the PPQA register. YAS have access to – and maintain - the PPQA register for Paramedics and currently supply the University with updated copies (an example of this was provided to the visitors in the previous submission). If and when the programme is approved, we will be able to access the YAS register directly.</p>	

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p data-bbox="203 240 595 1058"><b>5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of: the learning outcomes to be achieved; the timings and the duration of any placement experience and associated records to be maintained; expectations of professional conduct; the assessment procedures including the implications of, and action to be taken in the case of, failure to progress; and communication and lines of responsibility.</b></p> <p data-bbox="203 1106 595 1364">Condition: The education provider must demonstrate that they have an effective system in place for ensuring that practice placement educators and students are fully prepared for placement.</p>	<p data-bbox="618 240 2107 938">The visitors reviewed the evidence provided by the education provider, including the practice assessment document (PAD). The visitors noted that the PAD contains a competency framework that states the required academic level to be achieved in each year of practice based learning. There is also information, in the PAD, regarding the module learning outcomes to be achieved in each year of practice-based learning, for instance ‘LO5 Achieve competencies in the epractice portfolio’. The visitors saw that there are two sets of criteria for assessing practice based learning. The visitors noted that the practice assessment document (PAD) is the tool used by learners and practice educators to prepare for placement and to determine what must be achieved for learners to progress through the programme. <b>As noted in the reasons why condition 3.8 was not met, there are two different sets of criteria within the PAD and it is unclear which criteria should be used to assess learners. The information about what happens when a learner is assessed, and deemed to be performing, at an assisted level is unclear. The visitors are also unclear what action is taken when a learner fails to progress beyond an assisted level of competence.</b> The visitors also noted that the PAD contains a section that appears to be where the learner assesses their own level of competence ‘Assessed level (student)’, however there are no clear instructions as to whether this is required or how this relates to the assessment of the learner. Given these findings, the visitors were unable to determine which criteria would be used to assess the learners. They were also unable to determine whether a learner performing at an assisted level would be required to complete a development action plan or any other process to ensure that they met the required level of competence to pass the year, or how this is communicated to the learner and practice educator.</p> <p data-bbox="618 986 2107 1289">The visitors were also unsure whether learners are expected to complete an assessment of their own learning. <b>As such, the visitors could not see how learners or practice educators would know by which criteria learners will be assessed or what level they would need to achieve to pass the module and progress. The visitors are also unclear what criteria is used to assess the competencies of learners to ensure that they meet the learning outcomes or how learners and practice educators are made aware of which criteria should be used. Additionally, the visitor were also unsure whether learners are expected to complete an assessment of their own learning.</b> Consequently, the visitors were not satisfied that the system for preparing learners and practice educators fully prepares them for practice based learning. As such, the visitors were not satisfied that this standard is met.</p>

**University response and challenge to visitor reasons for standard 5.11 not being met**

- a) For the broader issues related to the PAD and the assessment framework, please see our response to the visitors' comments on standard 3.8. As discussed earlier, we are unclear on how a PAD approved for use in other HEIs by the HCPC can be deemed unsuitable for use in Hull
- b) The visitors make a comment that there is a lack of clarity with regard to the actions to be taken when a student is not performing well in practice. Page 9 of the PAD includes a flowchart that outlines the actions to be taken in cases of either poor professional practice and/or failure to perform well clinically. Again, these processes and documentation are the same as those used in other HCPC approved and regulated paramedic programmes.
- c) One of the visitors' reasons for considering this standard unmet was that they were unclear whether learners are expected to complete an assessment of their own learning. This issue was not discussed in relation to standard 5.11 in previous feedback, so it is unclear why we were expected to address it in our most recent submission. However, we can clarify that students are made aware of the need for all HCPC-registered staff to be reflective practitioners. This is reinforced within the PAD through the need for regular discussions between practice educators and students around performance and development needs. To clarify, a written assessment of their own learning is not required as part of their summative assessment in practice.

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>6.5 The measurement of student performance must be objective and ensure fitness to practise.</b></p> <p>Condition: The education provider must provide further evidence to demonstrate how the measurement of student performance is objective and ensures fitness to practise.</p>	<p><i>As noted in the reasons conditions on 3.8 and 5.11 were not met, the visitors reviewed the PAD and saw that there are two different sets of criteria that could be used to measure learner performance in practice based learning. <b>The visitors were unable to see which criteria would be used or whether both would be used and how learners and practice educators are informed of this. As the visitors were unable to ascertain which set of criteria is used to measure a learner's performance, they could not to determine that the assessment criteria used to measure the performance of a learner is objective and ensures fitness to practise.</b> As such, the visitors were not satisfied that this standard is met.</i></p>

**University response and challenge to visitor reasons for standard 6.5 not being met**

Please see our response to 3.8(a) where we highlight that the assessment criteria are the same as those in other HCPC-approved programmes.

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.</b></p> <p>Condition: The education provider must revisit the programme documentation to clearly articulate what awards confer eligibility to apply to the HCPC Register and those exit awards which do not.</p>	<p><i>The visitors were not satisfied that this standard is met because <b>the education provider has not amended the programme documentation to clearly state that completion of an exit award would not lead to a learner being eligible to apply to the HCPC Register.</b> The education provider has stated that learners must successfully complete the programme to be eligible to apply to register with the HCPC. However they made no reference to exit awards not leading to a learner being eligible to apply to register with the HCPC. Therefore the visitors were not satisfied that this standard is met.</i></p>
<b>University response and challenge to visitor reasons for standard 6.8 not being met</b>	
<p>a) In our last submission, we again highlighted that the programme specification only allows for students to apply for HCPC registration as a paramedic on successful completion of the entire programme. This is outlined within the programme specification (Appendix L of previous submission) and on our website (Appendix T of previous submission). Therefore, it is not possible for a student to leave the programme with an award other than which allows them to apply to join the HCPC register. We are happy to clarify this once again.</p> <p>b) In addition, we have deliberately not incorporated exit awards into the programme. It is therefore not possible to discuss the status of exit awards in relation to HCPC registration – the exit awards referred to in the visitors’ comments do not exist.</p>	

Standard/Condition	Visitor comments (key points for clarification are identified in bold)
<p><b>6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.</b></p> <p>Condition: The education provider must include a clear statement in the assessment regulations which states that at least one external examiner for the programme will be from the relevant part of the Register, unless other arrangements are agreed.</p>	<p>The visitors were not satisfied that this standard is met because, <b><i>although the education provider has appointed a registrant as external examiner on this occasion, there are no assurances that a paramedic registrant will be appointed in future. The visitors could not see where in the assessment regulations there is a clear statement which indicates the requirement for the appointment of an external examiner who must be from the relevant part of the Register, unless other arrangements are agreed.</i></b> As such, the visitors were not satisfied that this standard is met.</p>
<p><b>University response and challenge to visitor reasons for standard 6.11 not being met</b></p>	
<p>The University's code of practice for external examiners and associated nomination form (Appendices W and X1 in last submission) highlight the need to meet professional body standards. Nominated external examiners must meet "...<i>applicable criteria set by professional, statutory or regulatory bodies</i>" Given that the professional regulation is that external examiners for the paramedic programme "...<i>must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register</i>" it is inherent in our policy that this will be adhered to, as it is with all our professional body approved programmes, including those programmes currently approved by the HCPC. However, we are happy to once again clarify that future external examiner appointments will be Paramedic HCPC registrants (as is the case with the current appointee).</p>	

## Appendix – Updated paramedic staffing list and programme responsibilities

Core programme team				
<b>Programme directors</b>	Nicola Credland – NMC 99BO941E (Academic lead) Kirsty Lowrey-Richardson – HCPC PA12965 (Clinical lead)			
<b>Paramedic teaching staff</b>	<b>Name</b>	<b>HCPC registration no.</b>	<b>Full-Time Equivalent (FTE)</b>	<b>Employment status</b>
	Antony Rodgers	PA32229	1.0FTE	Seconded from YAS (2 years in first instance)
	John McKenzie	PA20559	0.6FTE	Directly appointed by University (Permanent)
	Matthew Hurwood	PA31711	0.5FTE	Directly appointed by University (Permanent)
	Alexander Mann	PA36047	0.5FTE	Seconded from YAS (2 years in first instance)
	Michael Moore	PA36830	0.5FTE	Directly appointed by University (Permanent)
	<b>Total employed paramedic teaching staff</b>		<b>3.1FTE</b>	
Programme responsibilities				
<b>Year/Trimester</b>	<b>Name of Module</b>		<b>Module Lead / Profession</b>	
<b>Year 1</b>				
1 and 2	Clinical Practice Education 1		Antony Rodgers (Registered Paramedic)	
1	Anatomy and Physiology for Paramedics		Dr Bernie Barnicoat (Physiologist)	
2	Introduction to Evidence Based Practice		John McKenzie (Registered Paramedic)	
3	Foundations of Professional Practice		Matthew Hurwood (Registered Paramedic)	
3	Professional and Contemporary Issues in Paramedic Practice		Alexander Mann (Registered Paramedic)	
<b>Year 2</b>				
1	Clinical Assessment and Examination		Michael Moore (Registered Paramedic)	
1	Pathophysiology for Paramedics		Deborah Briggs (Registered Nurse – Critical Care)	
2	Research methods		Dr Claire Whitfield (Registered Nurse)	
2 and 3	Clinical Practice Education 2		Matthew Hurwood (Registered Paramedic)	
3	Acute pre-hospital care		Antony Rodgers (Registered Paramedic)	
<b>Year 3</b>				
1	Clinical Pharmacology for Paramedics		Dr Andrea Hilton (Registered Pharmacist)	
1	Management of the Critically Ill Patient		Alexander Mann (Registered Paramedic)	
2 and 3	Clinical Practice Education 3		Michael Moore (Registered Paramedic)	
2 and 3	Research Project		John McKenzie (Registered Paramedic)	