

Major change visitors' report

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Section one: Programme details

Name of education provider	Liverpool John Moores University
Programme title	Diploma of Higher Education Paramedic Practice
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of submission to the HCPC	3 December 2015
Name and role of HCPC visitors	Paul Bates (Paramedic) Gordon Pollard (Paramedic)
HCPC executive	Alex Urquhart

Section two: Submission details

Summary of change

SET 2: Programme admissions
SET 4: Curriculum
SET 6: Assessment

The education provider has created a new entry route onto the programme to allow potential applicants with a certificate in higher education within the field of emergency care to access the programme at the same level as potential applicants with an award of ambulance technicians.

In line with its regulations the education provider is changing the number of credits awarded per module, each module will be worth 20 credits with a maximum of seven modules a year for the programme. The education provider has also updated the assessment procedures to reflect this change to the modules.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Programme specification
- Programme overview of delivery
- School restructure document
- Paramedic programme team profile
- Programme leader curriculum vitae
- Student staff ratio document
- Module guides
- Programme specification
- Practice guide
- Practice assessment documents
- Learning, teaching and assessment strategy
- Programme document
- Standards of education and training rationale

Section three: Additional documentation

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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.

Reason: The visitors reviewed the documentation outlining the proposal to allow applicants who have a certificate in higher education within the field of emergency care to access the programme at the same level as applicants with an award of ambulance technicians. The visitors did not see any evidence as to how this would be advertised to potential applicants. This information needs to be communicated to ensure both the applicant and the education provider get the information they require to make an informed choice about whether to take up or make an offer of a place on the programme. Therefore the visitors require further evidence to demonstrate how the entry requirements give both the applicant and the education provider the information they require to make an informed choice.

Suggested documentation: information available to potential applicants about the revised entry requirements.

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

Reason: The visitors reviewed the documentation outlining the proposal to allow applicants who have a certificate in higher education within the field of emergency care

to access the programme at the same level as applicants with an award of ambulance technicians. The visitors noted that applicants with an award for ambulance technicians will access the programme at year two by AP(E)L. However, the education provider did not present the evidence to support how someone who have a Certificate in Higher education within the field of emergency care will meet the standards of proficiency (SOPs) when they are exempted from year of the programme. As these applicants may not have the same experience compared to applicants with an award for an ambulance technician and therefore require further information as to how the education provider will process any applications through the AP(E)L process to ensure they achieve meet standard of proficiency for paramedics when they have successfully completed the programme.

Suggested documentation: documentation to demonstrate how the education provider will consider applications by AP(E)L for applicants who present a Certificate in Higher education within the field of emergency care.

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

Reason: The visitors reviewed the documentation outlining the proposal to allow applicants who have a certificate in higher education within the field of emergency care to access the programme at the same level as applicants with an award of ambulance technicians. The visitors were satisfied that the learning outcomes contained within all of the modules at level 4 and level 5 enable students who successfully complete all of the modules to meet SOPs for paramedics. However, considering the condition set for SET 2.6, the visitors could not determine the criteria or / and the process used to assess whether students with a certificate in emergency care entering via the AP(E)L route should be exempted from undertaking particular modules and / or learning outcomes. Therefore, they could not determine how the education provider can be satisfied these students will meet all of the learning outcomes, and therefore SOPs, on completing the programme. The visitors therefore require further evidence to show how students entering the programme with a certificate in emergency care and who are exempted from undertaking particular learning at the education provider, are able to meet the SOPs for paramedics on completing the programme.

Suggested documentation: Documentation that demonstrates how the education provider will ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register, such as module guides that demonstrate the learning outcomes.

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.

Reason: The visitors reviewed the documentation outlining the proposal to allow applicants who have a certificate in higher education within the field of emergency care to access the programme at the same level as applicants with an award of ambulance technicians. The visitors were satisfied that the assessment strategy contained within all of the modules at level 4 and level 5 ensure that the student who successfully complete all of the modules has met the SOPs for paramedics. However, considering the condition set for SET 2.6, the visitors could not determine the criteria or / and the

process used to assess whether students with a certificate in emergency care entering via the AP(E)L route should be exempted from undertaking particular modules and / or learning outcomes. Therefore, they could not determine how the education provider can be satisfied these students will meet all of the learning outcomes, and therefore SOPs, on completing the programme. The visitors therefore require further evidence to show how students entering the programme with a certificate in emergency care and who are exempted from undertaking particular learning at the education provider, are able to meet the SOPs for paramedics on completing the programme.

Suggested documentation: Documentation that demonstrates how the education provider will ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register, such as module guides that demonstrate the learning outcomes and assessment strategy.

Section four: Recommendation of the visitors

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

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

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

Reason: The education provider submitted the Recognition of Prior (Experiential) Learning and Credit Transfer Handbook as the additional evidence to meet this standard. In scrutinising the submission, the visitors noted that the evidence was a generic AP(E)L document used by the education provider. In light of this information the visitors could not determine how the education provider would ensure that someone with a Cert HE would be able to demonstrate that they have meet the relevant SOPs to enter the Diploma of Higher Education Paramedic Practice at stage two of the programme. The visitors therefore could not see how the information presented allowed them to make a recommendation as to whether the evidence meets the standard. Therefore, the visitors recommend that a visit is the best way to gather evidence to clearly understand how the programme team is ensuring that the admissions procedures applies selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

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

Reason: The education provider submitted the Recognition of Prior (Experiential) Learning and Credit Transfer Handbook as the additional evidence to meet this standard. In scrutinising the submission, the visitors noted that the evidence was a generic AP(E)L document used by the education provider. In light of this evidence the visitors could not determine how the education provider would ensure that someone who entered the programme at stage two with a Cert HE would be able to demonstrate how they meet the relevant SOPs to be able to continue on the programme. As such, the visitors were unable to determine how a student who enters the programme at stage two with a Cert HE and then completes the programme, would be able to meet the SOPs for paramedics. The visitors could not see how the information presented allowed them to make a recommendation as to whether the evidence meets the standard. The visitors considered it necessary to speak directly with the education provider to ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for Paramedics. Therefore, the visitors recommend that a visit is the best way to gather evidence to clearly understand how the programme team is ensuring that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

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.

Reason: The education provider submitted the Recognition of Prior (Experiential) Learning and Credit Transfer Handbook as the additional evidence to meet this standard. In scrutinising the submission, the visitors noted that the evidence was a generic AP(E)L document used by the education provider. In light of this evidence the visitors could not determine how the education provider would ensure that someone who entered the programme at stage two with a Cert HE would be able to demonstrate how they have met the relevant SOPs. As such, the visitors were unable to determine how a student who enters the programme at stage two with a Cert HE and then completes the programme, would have met the SOPs for paramedics. The visitors could not see how the information presented allowed them to make a recommendation as to whether the evidence meets the standard. The visitors considered it necessary to speak directly with the education provider to ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for Paramedics. Therefore, the visitors recommend that a visit is the best way to gather evidence to clearly understand how the programme team is ensuring that those who successfully complete the programme has met the standards of proficiency for their part of the Register.