

HCPC approval process report

Education provider	University of Huddersfield
Name of programme(s)	BSc (Hons) Paramedic Science, Full time BSc (Hons) Paramedic Science (Degree apprenticeship), Work based learning
Approval visit date	14 - 15 January 2020
Case reference	CAS-14881-W5R2N6

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Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Kenneth Street	Paramedic
Robert Fellows	Paramedic
Joanne Watchman	Lay
Patrick Armsby	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.

Sara Eastburn	Independent chair (supplied by the education provider)	University of Huddersfield – Director of Academic Quality and Professional Governance
Aneela Simms	Secretary (supplied by the education provider)	University of Huddersfield – Data and Quality Administrator

Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2021
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	APP02130

Programme name	BSc (Hons) Paramedic Science (Degree apprenticeship)
Mode of study	WBL (Work based learning)
Profession	Paramedic
First intake	01 September 2020
Maximum learner cohort	TBC
Intakes per year	1
Assessment reference	APP02139

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.

Currently the maximum learner cohort number for the BSc (Hons) Paramedic Science (Degree apprenticeship) programme has not been finalised by the education provider. The number will be finalised during the process.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we ask for 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.

Type of evidence	Submitted	Comments
Completed education standards mapping document	Yes	
Information about the programme, including relevant policies and procedures, and contractual agreements	Yes	
Descriptions of how the programme delivers and assesses learning	Yes	
Proficiency standards mapping	Yes	
Information provided to applicants and learners	Yes	
Information for those involved with practice-based learning	Yes	

Information that shows how staff resources are sufficient for the delivery of the programme	Yes	
Internal quality monitoring documentation	Not Required	Only requested if the programme (or a previous version) is currently running

We also usually ask to meet the following groups at approval visits, although there may be some circumstances where meeting certain groups is not needed. In the table below, we have noted which groups we met, along with reasons for not meeting certain groups (where applicable):

Group	Met
Learners	Yes
Service users and carers (and / or their representatives)	Yes
Facilities and resources	Yes
Senior staff	Yes
Practice educators	Yes
Programme team	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.

The nature of the proposed conditions mean that a further visit would be the most appropriate method of scrutinising any further evidence provided, enabling further discussions to be conducted with key stakeholders of the programme. Any further visit should focus on the conditions, with scope to review the wider standards if there is reason to do so.

Conditions

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

The visitors recommend that a further visit is required to make an appropriate assessment of the response to the conditions. Any further visit would focus on the education provider's response to the conditions, and would include meetings with the programme team, senior team, practice education providers and a facilities and resources review. We would also require a documentary submission from the education provider in support of the further visit. We expect the post-visit process to take roughly 3 months so the further visit should take place at least 3 months before the proposed start date of the programme.

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

Condition: The education provider must ensure that applicants have access to all necessary information required to make an informed choice about whether to take up an offer of a place on the programmes, including that the differences between the two programmes are clear.

Reason: To evidence this standard before the visit the education provider provided a draft of information that would be provided to applicants on the education provider's website. When comparing this information to what was discussed at the visit, the visitors noted issues and inconsistencies as follows:

- the visitors were told that DAP applicants would have different entry requirements and process for criminal conviction checks, but the website information did not differentiate between the direct entry programme and the degree apprenticeship (DAP) programme;
- the visitors were told in the senior team meeting that learners' progression through the DAP programme would affect their employment status should the learner not progress; and
- there was no information related to any additional costs in the website information.

Although the visitors were happy with the admissions requirements themselves, they noted that the draft website information provided before the visit did not accurately reflect the information contained elsewhere in the documentation, or discussed at the visit. It is important for the education provider to ensure that the application process provides sufficient information for all applicants to make an informed choice about whether to take up a place on the programme. Additionally, due to the collaborative nature of the DAP it is important that applicants, who are also employees, are suitably informed about the programme, including how progression through the programme might affect their employment status. Therefore, the education provider must ensure that:

- the information on their website is accurate, and reflects the differences between the two programmes; and
- the major external stakeholder (Yorkshire Ambulance Service) are providing accurate information that will allow their employees to make an informed decision about whether to take up a place on the programme.

3.1 The programme must be sustainable and fit for purpose.

Condition: The education provider must demonstrate that the programmes are sustainable and fit for purpose by ensuring there is appropriate commitment to the programme from external practice-based learning provider.

Reason: In documentary submission provided before the visit, the education provider submitted two resource statements stating there would be sufficient resources available. The education provider also indicated there was a memorandum of agreement, 'course investment appraisal' and apprentice training agreement to be finalised, but the visitors were not provided with these documents before the visit. At the visit the visitors enquired about the status of the documents and progress made in agreements. The visitors were told in the senior and programme team meeting that

there would be a meeting between the education provider and practice-based learning provider (Yorkshire Ambulance Service (YAS)) in early February to negotiate formal agreements and details such as numbers for the degree apprenticeship (DAP) programme. The visitors noted that due to the proposed programme model, the absence of specific and formal commitment from YAS was a fundamental issue. They noted that the DAP programme is only viable with this specific and formal commitment.

Furthermore, the visitors noted that there are shared resources between the DAP, direct entry, and existing approved MSc programme. As the numbers for the DAP have not been finalised the visitors were unable to judge that all programmes would be sufficiently resourced or have a sufficient number of teaching staff. At the time of writing the education provider cannot confirm the commitment from the major partner organisation to the programme and so the visitors cannot judge that the programmes are sustainable or fit for purpose.

To understand that this standard is met, the visitors would need to see commitment from both the education provider and external partner organisations. Therefore the education provider must provide further evidence which clearly shows appropriate and specific commitment from the relevant partner organisation. Furthermore, they must show that negotiation of formal agreements has been completed and all stakeholders involved are in agreement for the effective running of the programme.

3.2 The programme must be effectively managed.

Condition: The education provider must clarify how they will work collaborate with Yorkshire Ambulance Service to ensure effective management of the degree apprenticeship programme.

Reason: To evidence this standard prior to the visit, the education provider directed the visitors to a governance structure document and a programme structure document. The SETs mapping document also stated that ambulance placements would be managed by the Yorkshire Ambulance Service (YAS) placement manager. The visitors were unclear how the collaboration between the education provider and YAS would work from the documentary submission. At the visit, different groups had a different understanding of how the programme would be delivered, such as the delivery of teaching and assessments. . Many answers to the visitor's questions around the running of the programme, teaching strategy, practice-based learning and assessment pointed to a meeting in February and negotiation between the education provider and YAS, to determine details in this area. The visitors noted that many decisions around the management of the programme had not yet been finalised and thus the overall management of the programme is not currently clear. To evidence that this condition is met, the education provider must show the finalised decisions for the management of the programmes and how they will manage in collaboration with YAS. This includes the education provider (as the body responsible for the quality of the training) showing they have overall responsibility for overseeing any partnership arrangement in place with YAS.

3.2 The programme must be effectively managed.

Condition: The education provider must clearly define the roles and responsibilities of staff for both programmes.

Reason: To evidence this standard prior to the visit, the education provider directed the visitors to a governance structure document and a course programme structure document. The documents indicated there was a course leader in place. However, in discussions with the programme team around programme management, the visitors were told that there is not a course leader in place, but that the education provider intends to appoint one along with a separate cohort leader for each of the programmes, but did not confirm the responsibilities of each of these roles. They also noted that these roles were not currently filled by members of staff. This differed to the information in the documentary submission, so the visitors are unclear how the programmes will be effectively managed. Therefore, the education provider must demonstrate how the programmes will be effectively managed.

3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

Condition: The education provider must demonstrate how the process in place for identifying and appointing an appropriately qualified and experienced person to hold overall professional responsibility for the programmes is appropriate.

Reason: To evidence this standard prior to the visit the education provider provided a job description, an example of a job advert and curriculum vitae (CVs) of two members of staff. Visitors were able to see that these staff members were appropriately qualified and experienced but were not clear on the process for appointing an appropriate programme lead. At the visit, the visitors were told in the senior team meeting that the programme lead position rotates between the senior lectures involved in the programme and this is down to a volunteer from this group. The visitors noted that this could lead to a situation of no volunteers and thus not having a programme lead. They raised this scenario with the senior team and it was stated that it would “just be sorted out”. The visitors noted that this informal process could not definitely ensure there would be a replacement person to hold overall professional responsibility for the programme and ensure it is effectively delivered. The education provider must provide further evidence to show how it will ensure there is a person holding overall professional responsibility for the programme in place who is appropriately qualified and experienced, and unless other arrangements are appropriate, on the relevant part of the Register.

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

Condition: The education provider must demonstrate that there is regular and effective collaboration with practice education providers to ensure the effective running of the programmes.

Reason: To evidence this standard the education provider provided minutes from a strategic partnership meeting, the practice placement quality committee and an overview of practice based learning. The visitors noted upon review of the strategic meeting minutes (from February 2019) that the paramedic programmes were not discussed. The minutes from the practice placement quality committee (from March 2018) did not discuss the paramedic programmes. The visitors noted they were not provided with any minutes specifically around the programmes. From the evidence

provided, they were unable to confirm that the education provider and the practice education providers regularly and effectively collaborate to deliver the programme.

At the visit many answers to the visitor's questions around the running of the programme, teaching strategy, practice-based learning and assessment pointed to a meeting in February and negotiation between the education provider and Yorkshire Ambulance Service (YAS), to determine details in this area. This indicated to the visitors that collaboration in relation to this programme is in the very early stages. The visitors will need to understand how the education provider intends to ensure effective collaboration with YAS moving forward. The education provider must show how they will collaborate with the practice education provider moving forward to ensure the ongoing quality and effectiveness of the programme. This collaboration will also be indicative through the responses to all conditions set out in this report that have been set based on the understanding of a final negotiation phase starting in early February.

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

Condition: The education provider must demonstrate that they have an effective process in place to ensure the availability of practice-based learning for all learners.

Reason: To evidence this standard prior to the visit the education provider indicated in the SETs mapping document that contractual arrangements will be made following the visit. Additionally in the evidence for standard 3.1 visitors were able to see there was a memorandum of agreement, 'course investment appraisal' and apprentice training agreement to be finalised, but the visitors were not provided with these documents before the visit. At the visit the visitors enquired about the status of the documents and progress made in agreements. The visitors were told in the senior and programme team meeting that there would be a meeting between the education provider and practice-based learning provider (Yorkshire Ambulance Service (YAS)) in early February to negotiate formal agreements and details such as numbers for the degree apprenticeship (DAP) programme. The visitors noted that due to the proposed programme model, the absence of specific and formal commitment from YAS was a fundamental issue. They noted that the DAP programme is only viable with this specific and formal commitment. Furthermore, As YAS has not yet confirmed their commitment to the programmes the visitors were unable to confirm that practice based learning would be effectively available for all learners on the direct entry programme.

Additionally, the visitors enquired about the capacity of practice-based learning for non-ambulance placements and the process for ensuring the availability of them. The programme team confirmed that this was managed by placing students in relevant areas when the placement site was undersubscribed with learners and there was slack in the system. The programme team confirmed this would work based on estimated learner numbers. However, as the number of degree apprenticeship (DAP) learners are to be confirmed at a later date, the visitors considered that the education provider cannot be certain that there would be slack for each programme. The education provider must provide evidence that there will be sufficient availability of practice-based learning in the non-ambulance setting for all learners.

3.9 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 they have an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: To evidence this standard prior to the visit the education provider the visitors were shown the CVs of 5 members of the teaching team for the two new programmes and the current approved masters. The visitors noted this included two full time paramedic members of staff, two lecturer practitioners and a senior member of staff. The education provider did not demonstrate plans for how they would effectively deliver teaching and learner support for the two new programmes and the current approved masters with this current level of staffing, or whether there were any recruitment plans for the future of the programme. At the visit in the senior team meeting the education provider indicated they would be looking to recruit two extra full time members of the teaching team. However, the education provider were unable to judge any additional staff would be adequate across all programmes as they had not confirmed the final total numbers of learners. The visitors therefore were unable to judge that the resources provided for the programme allow for an appropriate number of staff who are able and equipped to deliver the programmes effectively. The education provider must confirm the number of learners for the degree apprenticeship programme and provide evidence to show that there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.

Condition: The education provider must ensure that subject areas are delivered by educators with relevant specialist knowledge and expertise.

Reason: To evidence this standard prior to the visit the education provider detailed current staff member's areas of expertise in relation to the programme. In the senior team meeting it was stated that there could potentially be teaching carried out in the ambulance setting but these details had not been finalised. The senior team indicated these could be taught sessions covering non-practice-based modules. The visitors enquired about this with the programme team and they confirmed that the final teaching arrangements for the programmes had not been finalised. They stated they would imagine all the teaching would take place at the education provider which was at odds with what was stated in the senior team meeting. It was also confirmed in the senior and programme team meetings that the education provider and practice based learning provider (Yorkshire Ambulance Service (YAS)) would be meeting in early February to negotiate and finalise many aspects of the programme, including details around the delivery of teaching. With the indication there could be teaching carried out in the Ambulance setting the education provider must ensure that this teaching would be carried out by educators with relevant specialist knowledge and expertise. The education provider must show evidence of finalised plans of how teaching will be delivered to effectively deliver the learning outcomes. They must also show that all teaching will be delivered by educators that are suitable and well equipped to take part in teaching and to support learning in the subject areas they are involved in.

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

Condition: The education provider must demonstrate that the resources to support learning in all settings are effective and appropriate to the delivery of the programmes.

Reason: To evidence this standard prior to the visit the education provider presented programme specifications, course handbooks and links to the library website. The education provider did not stipulate specific numbers of teaching equipment or teaching spaces in the documentary submission. At the visit the visitors were shown the resources available in the library and the virtual learning environment. They were then provided with a presentation that highlighted the practical teaching equipment and teaching spaces. In the senior and programme team meeting it was confirmed that the number of degree apprenticeship (DAP) learners had not yet been confirmed. As the visitors were told in the resource presentation that currently the paramedic specific room has a capacity and equipment for 40 learners and there is the potential for there to be more than 40 DAP learners they could not confirm there would be sufficient resources available. Additionally, teaching activity for both programmes will align in the future, so resources will be needed for two cohorts of learners at the same time. The visitors enquired in this vein around resources available for all three paramedic programmes when at full capacity. In the programme team meeting they were told that resourcing would be addressed when and where it would need to be. The visitors considered this to be an informal system of monitoring resource requirements, and thus may be prone to oversight.

As the education provider has indicated that the DAP learner numbers are to be finalised the visitors cannot make a judgment that the current level of resourcing is effective and appropriate to the delivery of both programmes. Furthermore, the education provider was unable to confirm how the education provider will ensure that there are appropriate systems in place that assess how resources are used and how effective and accessible they are for learners and educators. The education provider must show that the programme resources will be readily available now to learners and educators and are used effectively to support the required learning and teaching activities of the programme.

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

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

The following condition applies to the above standards. For simplicity, as the issue spans several standards, the education provider should respond to this condition as one issue.

Condition: The education provider must demonstrate how they ensure learners understand, are able to meet and demonstrate the expectation of professional behaviour, including the standards of conduct, performance and ethics through teaching and assessment.

Reason: To evidence this standard the education provider highlighted two modules in the first year of the programme that would cover the learning and assessment of expectations around professional behaviour. The visitors understood this would not be covered in other modules through both programmes. Furthermore, as the degree

apprenticeship learners would join the programme in the second year it was not clear how they would be covered at all for them. These standards require that learners have the opportunity to learn and demonstrate their understanding of which types of behaviour are appropriate throughout a programme. The visitors considered that currently the programme does not allow for all learners to do this throughout the programme. The programme must revisit this throughout the programme as learners become more proficient and the context around their professional decisions-making changes. At the visit the programme team confirmed that they would be amending module content to ensure that expectations of professional behaviour, including the standards of conduct performance and ethics (SCPEs) are taught and assessed throughout the programme. The education provider has recognised the need to develop the programme in this area so a judgment around these standards cannot be made at present. The education provider must show how it will ensure the programme makes sure that learners understand and are able to demonstrate the expectations associated with being a regulated professional.

4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.

Condition: The education provider must state the teaching methods used to deliver the programme, and demonstrate how these are appropriate to the effective delivery of the learning outcomes.

Reason: To evidence this standard prior to the visit the education provider highlighted the range of teaching methods would be used throughout the programme. In the senior team meeting it was stated that there could potentially be teaching carried out in the ambulance setting but these details had not been finalised. The senior team indicated this could be taught sessions covering non-practice-based modules. The visitors enquired about this with the programme team and they confirmed that the final teaching arrangements for the programmes had not been finalised. They stated they would imagine all the teaching would take place at the education provider which was at odds with what was stated in the senior team meeting. It was also confirmed in the senior and programme team meetings that the education provider and practice based learning provider (Yorkshire Ambulance Service (YAS)) would be meeting in early February to negotiate and finalise many aspects of the programme, including details around the delivery of teaching. The visitors considered that they could not judge the current teaching methods stated in the documentation are not final and had potential to change. Without the final decision made they cannot judge that the teaching methods used in the programme would be appropriate to the effective delivery of the programme. The education provider must show evidence of finalised plans of how teaching will be delivered to effectively deliver the learning outcomes.

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

Condition: The education provider must demonstrate how they will ensure that degree apprenticeship learners have access to an appropriate range of practice-based learning.

Reason: For the degree apprenticeship (DAP) programme the visitors were told in the senior and programme team meeting that the range of practice-based learning has yet to be decided. The programme team indicated that Yorkshire Ambulance Service (YAS)

would decide on the range of placement experience that they would expect for apprentice learners, and would manage learners in accessing these experiences. Without understanding in the range of placements the visitors were unable to determine that this would allow learners to meet the learning outcomes and the standards of proficiency. It also suggested that YAS would determine what the apprentice learners would learn on placement. However the visitors noted that the education provider must oversee and be responsible for all practice-based learning even if it is provided by a different organisation. Without the details being finalised the visitors were unable to judge that this standard was met. The education provider must provide the finalised range of practice-based learning for DAP learners. They must also show that this range supports the learning outcomes and the standards of proficiency.

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

Condition: The education provider must demonstrate how they will ensure that all learners have access to non-ambulance practice-based learning.

Reason: The visitors noted from the documentation that learners from both programmes would be expected to undertake practice-based learning in non-ambulance settings. From their reading of the documentation, the visitors could see that the education provider had carried out placement audits for ambulance stations. However they were unable to determine how the education provider ensures:

- that all learners are able to access non-ambulance placements; and
- the quality and safety of non-ambulance placements.

When the visitors enquired about non-ambulance placements, the programme team confirmed that learners would be placed in relevant areas when the placement site was undersubscribed with learners, and there was slack in the system. The programme team confirmed this would work based on estimated learner numbers. However, as the number of degree apprenticeship (DAP) learners are to be confirmed, the visitors considered that the education provider cannot be certain that there would be slack in the system. Without confirming the final non-ambulance opportunities that would be available for learners, the education provider is unable to confirm the range of these practice-based learning opportunities for learners and how they will ensure they are available to all learners. The visitors were also unclear on the process that the education provider would use to ensure the quality of non-ambulance practice-based learning.

Therefore, the education provider must show how they will ensure that non-ambulance practice-based learning is available for all learners, and that it is audited to be of sufficient quality.

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

Condition: The education provider must demonstrate how they will maintain a thorough and effective system for ensuring the quality of non-ambulance practice-based learning.

Reason: The visitors noted from the documentation that the education provider had carried out audits for ambulance stations. However they were unable to determine how they ensure the quality and safety of non-ambulance placements. When the visitors

enquired about non-ambulance placements the programme team confirmed that this was managed by placing students in relevant areas when the placement site was undersubscribed with learners and there was slack in the system. They did not disclose how they ensure the quality of these opportunities, therefore the visitors could not confirm that this standard was met. The education provider must provide further evidence to show there is an effective system for approving and ensuring the quality of non-ambulance practice-based learning.

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

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

Reason: The visitors noted from the documentation that the education provider had carried out audits for ambulance stations. However they were unable to determine how they ensure the quality and safety of non-ambulance placements. When the visitors enquired about non-ambulance placements the programme team confirmed that this was managed by placing students in relevant areas when the placement site was undersubscribed with learners and there was slack in the system. They did not disclose how they ensure these opportunities are safe and supportive for learners and service users, therefore the visitors could not confirm that this standard was met. The education provider must demonstrate how they ensure all non-ambulance practice-based learning will take place in environments that are safe and supportive for learners and service users.

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

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

Reason: The number of degree apprenticeship (DAP) learners has not been confirmed the education provider, and YAS were unable to be confirm the final arrangements around practice educators. The visitors were able to meet practice educators who work with other education providers but they were unable to confirm any details around how the two new programmes would work. As the discussions between the education provider and YAS are at an early stage, the education provider could not confirm the number of appropriately qualified and experienced staff involved in practice-based learning. The visitors would expect information about qualifications and experience of practice staff, along with required numbers, to be set out in ongoing audits of practice learning sites. The education provider must show that learners will be supported on practice-based learning by appropriately qualified and experienced staff.

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

Condition: For the degree apprenticeship programme, the education provider must demonstrate that practice educators have relevant knowledge, skills and experience to support safe and effective learning.

Reason: For the degree apprenticeship (DAP) programme the visitors were told in the senior and programme team meeting that the range of practice-based learning has yet to be decided. The programme team indicated that Yorkshire Ambulance Service (YAS) would decide on the range of placement experience that they would expect for apprentice learners, and would manage learners in accessing these experiences. Without understanding in the range of placements the visitors were unable to determine that this would allow learners to meet the learning outcomes and the standards of proficiency. It also suggested that YAS would determine what the apprentice learners would learn on placement however the education provider must still oversee and be responsible for all practice-based learning even if it is provided by a different organisation. As the range of placements have not been finalised, the education provider was not able to confirm that practice educators would be suitable and able to support and develop learners in a safe and effective way. This is due to the education provider not finalising the support that will be required for learners and in-turn what they would require from practice educators in terms of relevant knowledge, skills and experience. The education provider must finalise the range of practice-based learning and show that practice educators will have the relevant knowledge, skills and experience to support safe and effective learning.

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

Condition: The education provider must demonstrate how they ensure that practice educators undertake regular training, which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programmes.

Reason: The number of degree apprenticeship (DAP) learners has not been confirmed the education provider and YAS were unable to be confirm the final arrangements around practice educators. The visitors were able to meet practice educators who work with other education providers but they were unable to confirm any details around how the two new programmes would work. As the discussions between the education provider and YAS are at an early stage the education provider could not confirm the number of appropriately qualified and experienced staff involved in practice-based learning. Without the practice educators in place, the education provider cannot identify their training needs, taking into consideration any differences between the DAP and direct entry programme. Furthermore, they have not finalised the frequency of refresher training and support. The education provider must provider further evidence to show that practice educators will undertaker regular training which is appropriate to their role, leaner's need and the delivery of the learning outcomes of both programmes.

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

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

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

The following condition applies to the above standards. For simplicity, as the issue spans several standards, the education provider should respond to this condition as one issue

Condition: The education provider must finalise their assessment strategy to demonstrate how and where assessments will be carried out, who will be involved in the assessment of learners, and how they will ensure quality and fairness in assessments.

Reason: Prior to the visit the education provider provided indication of the assessment strategy and linked it the standards of proficiency (SOPs) in their mapping document. The visitors could confirm that this was appropriately mapped to the SOPs. However at the visit the visitors raised a query about objectivity around assessments, the visitors were told in the senior team meeting that some practical sessions and their relative assessments could take place in the practice-based setting. It was also suggested that learner's objective structured clinical examinations (OSCE) could take place in the practice-based environment. However, these points were followed up by the fact that this would be negotiated in a meeting with Yorkshire Ambulance Service (YAS) in early February. When the visitors followed this up in the programme team meeting they were told that the education provider would hope to have all assessments carried out at the education provider. As the visitors were made aware that some details of the assessment strategy are still to be negotiated and finalised they cannot confirm that the details in the original submission are accurate and thus cannot confirm that the standards are met in these areas.

The education provider must finalise their approach to assessment for both programmes to ensure that:

- those who successfully complete the programme meet the standards of proficiency for paramedics;
- assessments provide an objective, fair and reliable measure of learner's progression and achievement; and
- the assessment methods used are appropriate to, and effective at, measuring the learning outcomes.