

Visitors' report

Name of education provider	Glasgow Caledonian University
Programme name	BSc Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	6 – 7 June 2017

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Paramedic' must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 24 August 2017. At the Committee meeting on 24 August 2017, the programme was approved. This means that the education provider has met the conditions outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those

who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider validated the programme. The education provider and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	John Donaghy (Paramedic) Robert Fellows (Paramedic) Susanne Roff (Lay visitor)
HCPC executive officer (in attendance)	Tamara Wasylec
Proposed student numbers	50 per cohort, 1 cohort per year
Proposed start date of programme approval	9 September 2017
Chair	Alison Britton (Glasgow Caledonian University)
Secretary	Morven Gillies (Glasgow Caledonian University)
Members of the joint panel	Anita Meldrum (Internal Panel Member) Linda Walsh (Internal Panel Member) Sarah Green (External Panel Member) Gerry Egan (External Panel Member)

Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Submission approval document	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC did not review the practice placement handbook prior to the visit as the education provider did not submit it. However, they presented a demonstration of the online environment where students would access the practice placement handbook.

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

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

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

The HCPC met with students from the DipHE Paramedic Science programme, as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 39 of the SETs have been met and that conditions should be set on the remaining 19 SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

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

Condition: The education provider must provide further evidence of the commitment that has been made to ensure that there are adequate partnerships in place to ensure that the programme has a secure place in the education providers' business plan.

Reason: From the documentation provided, the visitors understood that that this programme will be delivered in accordance with a partnership arrangement between the education provider and Scottish Ambulance Service (SAS) whereby SAS will provide ambulance placements and teaching staff. On page six of the approval document, it states that the Scottish Ambulance Academy (SAA), which is based at the education provider, would also provide teaching staff. The visitors read, on page 40 of the programme approval document, that a 'memorandum of understanding' would be agreed between SAS and the education provider. However the visitors did not have sight of this prior to, or during the visit. In discussion with the programme team, the visitors heard that a memorandum of understanding is in the process of being agreed between SAS and the education provider and would be available once it has been finalised. In discussion with the senior team, the visitors heard that SAA would not be involved in teaching this programme. Also, in discussion with the practice placement providers the visitors heard that there will be no teaching staff (or associate lecturers) from SAS teaching on this programme. From the disparity in the information provided, the visitors could not determine who would be teaching on the programme. The visitors also could not determine the roles, responsibilities and expectations the education provider has of SAA or SAS. As such, the visitors were unable to determine the arrangements in place between SAS, SAA and the education provider with regards to the provision of practice placements for students and provision of teaching staff for this programme. The visitors therefore could not determine the security of the practice placement provision or staff resources for the programme. Consequently, the visitors require further evidence clearly articulating the agreements in place, the strategy for ensuring placements and the staff resources for this programme. This evidence should demonstrate a consideration of the increase in student numbers that will occur with each year and the arrangements to manage this increase, to ensure that the programme has a secure place in the education provider's business plan.

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

Condition: The education provider must provide further evidence of the commitment that has been made to ensure the programme has sufficient resources to demonstrate the programme has a secure place in the education providers' business plan.

Reason: During the senior team meeting the education provider identified a need to invest in additional ambulance-specific equipment to support this delivery of this programme. The education provider stated they are considering buying ambulance specific resources in partnership with SAS. The visitors also heard that there would be "equity of access" for SAS and the education provider to shared resources located in the Scottish Ambulance Academy (SAA) based at the education provider's. The visitors also heard that the education provider's budget would ensure that equipment would be made available for students on this programme. However, the visitors did not have sight

of the information demonstrating the education provider's commitment to providing the ambulance specific resources required to deliver the programme. As such, the visitors require further evidence to demonstrate their strategy for resourcing the programme and how the education provider is committed to providing sufficient ambulance-specific resources to deliver the programme from the first intake and as the programme intake increases in subsequent years.

3.3 The programme must have regular monitoring and evaluation systems in place.

Conditions: The education provider must provide further evidence to demonstrate the regular monitoring and evaluation systems in place to ensure the effectiveness of ambulance-based placements with Scottish Ambulance Service (SAS).

Reason: The visitors were satisfied that there are regular monitoring and evaluation systems in place to ensure the effectiveness of the taught elements of the programme and non-ambulance placements. From a review of the approval document and programme specification and in discussions with the programme team, the visitors could not determine the monitoring and evaluations systems employed by the education provider to gather information and act on that information to ensure effective placements with Scottish Ambulance Service (SAS). As such, the visitors require further evidence of how the education provider monitors and evaluates placements with SAS and the processes in place to ensure the effectiveness of those placements to determine whether this standard is met.

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

Conditions: The education provider must demonstrate that they have adequate ambulance-specific resources to effectively support the teaching and learning activities of the programme for the number of students.

Reasons: During the senior team meeting the education provider identified a need to invest in additional ambulance-specific equipment to support this delivery of this programme. The education provider stated they are considering buying ambulance specific resources in partnership with SAS. The visitors also heard that there would be "equity of access" for SAS and the education provider to shared resources located in the Scottish Ambulance Academy (SAA) based at the education provider's. The visitors also heard that the education provider's budget would ensure that equipment would be made available for students on this programme. However, the visitors did not have sight of the information demonstrating the education provider's commitment to providing the ambulance specific resources required to deliver the programme. As such, the visitors require further evidence to demonstrate their strategy for resourcing the programme and how the education provider is committed to providing sufficient ambulance-specific resources to support the learning and teaching activities of the programme from the first intake and as the programme intake increases in subsequent years.

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 clarify the mandatory attendance requirements, along with monitoring mechanisms for the programme, including consequences for not meeting the requirements and how this information is effectively communicated to students and staff.

Reason: In review of the module descriptors the visitors noted that module M1B924579 'Introduction to core principles in Paramedic Science' is also referred to on the previous contents page as 'Introduction to core principles in Out-of Hospital Care'. On page one of the module descriptor, it states that the three week placement is 'non-assessed', but is a compulsory part of the placement hours. In the assessment strategy which was tabled at the visit, the visitors noted that the assessment for the module seems to be a case study assignment with a weighting of 100 per cent. In discussion with the programme team the visitors heard that attendance and learning would be 'signed off', however the visitors were unclear of the process by which mandatory attendance requirement is clearly communicated to students and monitored for this module. As such the visitor require further evidence to demonstrate the mandatory attendance requirements and the associated monitoring mechanisms for this module.

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

Condition: The education provider must submit evidence to demonstrate how service users and carers are involved in the programme, and their strategy for ensuring the continuation of service user involvement in this programme.

Reason: In discussion with the service user at the visit, the visitors noted that he was involved in OSCEs assessments and provided feedback on student performance. The visitors noted that only one service user is currently involved in the programme. In review of the programme documentation and in discussions at the visit, the visitors could not determine:

- how service users and carers are deemed appropriate for the programme;
- how service users and carers are recruited;
- how service users and carers are supported in their role; and
- the education provider's strategy for ensuring the continuation of service user and carer involvement in the programme.

As such, the visitors require further evidence to demonstrate how the education provider will ensure that service users and carers involved in the programme are appropriate for the programme, supported, and that there is a strategy to support continued involvement. In this way, the visitors can determine whether the standard is met.

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

Condition: The education provider must demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

Reason: In discussion with the programme team, the visitors heard that the education provider will submit amended module descriptors to the education provider's panel. The visitors have not seen the finalised module descriptors and consequently cannot determine whether the learning outcomes for the modules in this programme ensure

that students who successfully complete programme meet the standards of proficiency for paramedics. Therefore, the visitors require evidence to show that the learning outcomes for the programme ensure that those who successfully complete the programme meet the standards of proficiency for paramedics.

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.

Reason: From the documentation provided, the visitors understood that that this programme will be delivered in accordance with a partnership arrangement between the education provider and Scottish Ambulance Service (SAS) whereby SAS will provide ambulance placements. The visitors read, on page 40 of the programme approval document, that a 'memorandum of understanding' would be agreed between SAS and the education provider to ensure that practice placements would be provided by SAS to the students on this programme/However the visitors did not see this prior to, or during the visit. As such, the visitors could not determine the ongoing partnership arrangements between SAS and the education provider which ensures that placements are integral to the programme.. The visitors therefore require further evidence clearly articulating the agreements in place and the strategy for ensuring placements are integral to programme. The evidence should include a consideration of the increase in student numbers that will occur with each year and the arrangements to manage this increase, to ensure that practice placements are integral to the 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.

Conditions: The education provider must outline the number and range of placement settings that are available to students, and demonstrate that they are appropriate to support the student numbers, delivery of the programme and the achievement of the learning outcomes.

Reasons: During the presentation provided at the visit, the visitors noted that the information around placements was different to the information provided in the approval submission. Specifically, the programme flow diagram in the presentation differed from the information provided in the programme flow diagram in the documentary submission, appendix four. Due to the disparity in the information provided the visitors could not determine when non-ambulance placements would take place during the course of programme or how this was reflected in the programme documentation. Additionally, in appendix four, the diagram key showed placements in 'theatres' as 'TH'. However the visitors could not see the corresponding indicator on the chart to show where these placements would take place. As such the visitors could not determine whether the number, duration and range of placements are appropriate for the programme and the achievement of the learning outcomes. The visitors also did not get a clear understanding of the arrangements made between the Scottish Ambulance Service (SAS) and the education provider regarding the number and duration of placements that SAS would provide to students on the programme. As such, they could not determine that there is an appropriate number and duration of ambulance based placements available to support the student numbers, delivery of the programme and the achievement of the learning outcomes. The visitors therefore require further

evidence which demonstrates that there is an appropriate number, duration and range of ambulance and non-ambulance placements available to support the delivery of the programme and the achievement of the learning outcomes for all students on the programme.

5.3 The practice placement settings must provide a safe and supportive environment.

Condition: The education provider must provide further evidence to demonstrate how the practice placement settings provide a safe and supportive environment.

Reason: Related to the condition for SET 5.4, from a review of the documentation and in discussions at the visit, the visitors were satisfied that there was a system for approving and monitoring non-ambulance placements. However, the visitors were unclear on the system for approving and monitoring ambulance service placements. As such, they could not determine how the education provider ensures that the practice placement setting at the ambulance service provides a safe and supportive environment. Consequently, the visitors require further evidence to demonstrate how the education provider ensures that ambulance service placements provide a safe and supportive environment for students on this programme.

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

Condition: The education provider must provide evidence to demonstrate that there is a thorough and effective system in place for approving and monitoring ambulance placements.

Reason: In a review of the documentation and in discussion with the programme team, the visitors understood that there is a system in place for approving and monitoring non-ambulance placements. In review of the practice education handbook on pages 29-31, the visitors understood that the education provider intends to only approve ambulance service placements which have not previously been approved for other “employer model education programmes”. Therefore, the visitors could not determine how the education provider maintains a thorough and effective system for approving all placements. On page 31 of the practice education handbook, the visitors noted that placements will “be revisited normally after a period of three years and within a maximum of five years of the initial/ previous visit.” However, the visitors were unclear on the system for maintaining information about placements which require approval or a re-visit and how this is monitored. As such the visitors require information that demonstrates that the education provider has a thorough and effective system in place for approving and monitoring ambulance service placements.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must demonstrate that the placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Reason: From a review of the documentation and in discussions at the visit, the visitors were unclear on the system for approving and monitoring ambulance service placements. As such, they could not determine how the placement approval process and monitoring mechanisms in place ensure that ambulance service placements have equality and diversity policies in relation to students. Consequently, the visitors require further evidence of the process by which the education provider ensures that ambulance service placements have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

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 that there is an adequate number of appropriately qualified and experienced staff at the ambulance service placement setting.

Reason: From a review of the documentation and in discussions at the visit, the visitors were unclear on the system for approving and monitoring ambulance placements. In discussions at the visit the visitors heard that 50 practice placement educators would be ring-fenced at SAS to work with students on this programme for the first year but they did not hear about the arrangements for subsequent years. The visitors also heard that 900 and 633 practice educators would be available to work with students on the programme. Due to the disparity in the numbers provided, the visitors could not gain a clear understanding of the number of staff available to work with students on this programme at the practice placement setting. The visitors were also unclear of the expectation of the education provider regarding the qualifications and experience the education provider requires the practice educators to have in order to support students on this programme. As such, the visitors could not determine what processes and mechanisms are in place to ensure that ambulance service placements have an adequate number of appropriately qualified and experienced staff. Consequently, the visitors require further evidence to demonstrate how the education provider ensures that ambulance service placements have a sufficient number of qualified and experienced staff and how this information is monitored and reviewed.

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 in the ambulance service have the relevant knowledge, skills and experience.

Reason: From a review of the documentation and in discussions at the visit, the visitors were unclear on the system for approving and monitoring ambulance placements. The visitors were also unclear of the expectation of the education provider regarding the knowledge, skills and experience they require practice educators to have to support students on this programme. As such, they could not determine what processes and mechanisms are in place to ensure that practice placement educators at the ambulance service placements have the relevant knowledge skills and experience to support students from this programme. Consequently, the visitors require further evidence to demonstrate how the education provider ensures that practice placement educators at the ambulance service placements relevant knowledge skills and experiences to

support students on this programme and how this information is monitored and reviewed.

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

Condition: The education provider must provide evidence to demonstrate how practice placement educators have undertaken appropriate practice placement educator training.

Reason: In review of the approval document on page 79, the visitors noted that Practice education facilitators (PEFs) formally referred to as Practice placement educators (PPEDs) are “experienced paramedics who have undertaken a leadership and mentorship module as part of the preparation and have attended PPEd/PEFs workshops provided by Scottish Ambulance Academy”. However, in discussion with the programme team and the practice placement providers the visitors could not see what mandatory training all practice placement educators must undertake which will prepare them for their role and for working with students on this programme. The visitors also could not see how the education provider ensured that the training is appropriate for this programme or how they ensure all practice placement educators undertake the training prior to working with students on this programme. As such, the visitors require further evidence to show the content of the practice educator training and the process for monitoring attendance which ensures all practice educators attend appropriate training prior to 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 will be regular and effective collaboration between the education provider and the practice placement provider.

Reason: From the documentation provided, the visitors understood that that this programme will be delivered in accordance with a partnership arrangement between the education provider and Scottish Ambulance Service (SAS) whereby SAS will provide ambulance placements. The visitors read, on page 40 of the programme approval document, that a ‘memorandum of understanding’ would be agreed between SAS and the education provider. However the visitors did not see this prior to, or during the visit. As such, the visitors could not determine the ongoing partnership arrangements between SAS and the education provider including the process for regular and effective communication. The visitors therefore could not determine the processes for and commitment to regular and effective collaboration between the education provider and the practice placement providers. As such, the visitors require further evidence clearly articulating the arrangements in place and the processes to ensure regular and effective collaboration between the education provider and ambulance service placement provider to ensure 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 provide further evidence to demonstrate that practice placement providers and students are prepared for placement.

Reason: In review of the documentation and in discussion with the programme team, the visitors noted that a practice assessment document (PAD) would be used to support student learning and assessment on placement. However, without sight of this document the visitors could not determine how the students and placement educators would know what learning outcomes must be achieved whilst on placement for this programme or how practice is assessed. Additionally, the visitors could not see how students and practice educators would gain an understanding of their roles and responsibilities on placement. In discussion with the programme the visitors heard that a development action plan will be used to support students however, the visitors did not have sight of this document and therefore could not determine how it ensures the support of students on placement. As such the visitors require further evidence to demonstrate how the students and practice placement educators are fully prepared for placement including information about;

- learning outcomes;
- how practice is assessed on placement;
- student support processes on placement; and
- roles and responsibilities on placement.

In this way the visitors can determine whether this standard is met.

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 the assessment strategy and design ensures those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

Reason: At the visit, the visitors heard that the education provider will submit amended module descriptors to the education provider's panel. The visitors did not see the finalised module descriptors and consequently cannot determine whether the learning outcomes and associated assessments for the modules ensure that students who successfully complete the programme meet the standards of proficiency for paramedics. The visitors also did not see what would be contained within the practice assessment document. As such they could not determine the assessment strategy and design for assessment on placement. Therefore the visitors require further evidence to demonstrate that the assessment strategy and design ensures that students who complete the programme meet the standards of proficiency for paramedics.

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

Conditions: The education provider is required to provide further evidence to demonstrate the requirements for student progression and achievement within the programme.

Reason: In review of the module descriptors the visitors noted that module M1B924579 'Introduction to core principles in Paramedic Science' is also referred to on the previous contents page as 'Introduction to core principles in Out-of Hospital Care'. The visitors understood that students are required to attend a three week placement which contributes to their placement hours. The visitors also understood that students are expected to achieve some form of attendance 'signoff' and learning, yet they could not determine what would happen if students did not achieve this requirement. As such, the visitors could not determine the requirement for student progression and achievement within the programme. The documentation states that this module is an essential component of the programme which attracts academic credit, yet no assessment process has been identified. Therefore the visitors require further evidence which clearly specifies the requirements for student progression and achievement associated with this module.

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 ensures that there is at least one external examiner for the programme, who will be appropriately experienced and qualified and, unless other arrangements are agreed with the HCPC, be from the relevant part of the Register.

Reason: In the documentation submitted by the education provider, the visitors were unable to see where in the assessment regulations it was stated that there is at least one external examiner, who is appropriately experienced and qualified and, unless other arrangements are agreed with the HCPC, be from the relevant part of the Register. The visitors were directed to the university wide assessment regulations which state "Each award bearing degree programme will normally have two External Examiners." The visitors could not see where in the assessment regulations it was clearly specified that at least one external examiner must be appointed, only that they are 'normally' appointed, or how the education provider has a policy in place to ensure this individual is appropriately qualified to undertake the role. 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.

John Donaghy
Robert Fellows
Susanne Roff