

## Visitors' report

<b>Name of education provider</b>	University of Northampton
<b>Programme name</b>	FDS Sc Paramedic Science
<b>Mode of delivery</b>	Full time Part time
<b>Relevant part of HPC Register</b>	Paramedic
<b>Date of visit</b>	15 - 16 April 2009

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Paramedic' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 25 August 2009. At the Committee meeting on 25 August 2009, the programme was approved. This means that the education provider has met the condition(s) 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 HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider validated the programme. The education provider and the HPC 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 HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider, outlines their decisions on the programme's status.

## Visit details

<b>Name of HPC visitors and profession</b>	<b>Vince Clarke (Paramedic) Graham Harris (Paramedic)</b>
<b>HPC executive officer(s) (in attendance)</b>	<b>Neil Strevett Paula Lescott</b>
<b>Proposed student numbers</b>	<b>25 per year</b>
<b>Proposed start date of programme approval</b>	<b>September 2009</b>
<b>Chair</b>	<b>Doug Rae (University of Northampton)</b>
<b>Secretary</b>	<b>Matthew Watson (University of Northampton)</b>
<b>Members of the joint panel</b>	<b>Philip Garner (Internal Panel Member) Peter Campkin (Internal Panel Member) Sarah Jardine (External Panel Member)</b>

## Sources of evidence

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

	Yes	No	N/A
Programme specification	<input 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"/>

The HPC did not review the practice placement handbook prior to the visit as the education provider did not submit it. However, they did table it at the visit itself.

The HPC 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 HPC saw the following groups or facilities:

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

The HPC met with students from the Diploma in Higher Education Paramedic Science as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

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

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

The visitors agreed that 35 of the SETs have been met and that conditions should be set on the remaining 28 SETs.

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

The visitors 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 is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

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

**Condition:** The education provider must revisit all the documentation and advertising materials for the programme and update it to accurately reflect the Foundation Degree in Paramedic Science (FDSc Paramedic Science) and to ensure that the terminology used throughout is fully reflective of the requirements of the HPC and statutory regulation.

**Reason:** The documentation submitted by the education provider made reference throughout to the Diploma in Higher Education in Paramedic Science (Dip HE Paramedic Science), the previous programme delivered by the education and which the FDSc in Paramedic Science is designed to eventually replace. There were also instances of incorrect terminology with reference to the HPC and its requirements. In particular, the documentation referred to the HPC as 'validating' the programme, whereas the HPC provides approval for programmes, leading to eligibility to apply for registration.

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

**Condition:** The education provider must revisit all the documentation and advertising materials in relation to the programme to ensure that manual handling requirements of the programme are made clear to applicants prior to joining the programme.

**Reason:** The documentation submitted by the education provider made reference to a mandatory skills element of the programme which is compulsory for all students. Within that element students are required to complete and pass a moving and handling component in order to successfully complete the practice placements and therefore the programme as a whole. The visitors judged that the documentation submitted did not clearly articulate the requirements of this element of the programme and implications for the student of not passing the manual handling element of the mandatory skills. Subsequent discussions with the programme team clarified the situation and the visitors judged that the manual handling requirements should be made clear in the information given to applicants prior to joining in order for them to make an informed choice on whether to take up an offer of a place on the programme.

### **2.2.5 The admission procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.**

**Condition:** The education provider must revisit the programme documentation and advertising material and clarify its processes, procedures and policies in

relation to the application of accreditation of prior learning (APL) to the programme.

**Reason:** In the documentation submitted by the education provider there were references made to the operation of APL in the admissions and entry criteria, but the visitors felt that they were unable to clearly determine from the documentation the means by which APL would be applied to the programme. During the visit a further set of documentation was produced by the education provider that clarified the application of APL, but the visitors did not have time to review this information. The visitors judged that to meet this standard the programme documentation and advertising materials should clearly articulate the processes, procedures and policies in relation to APL that apply to this programme that covers all possible applicants to the programme.

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

**Condition:** The education provider must provide a copy of the collaborative agreements that are in place with the East Midlands Ambulance trust in relation to resources provided for the programme.

**Reason:** In order to assess whether this Standard of Education and Training was being fully met, the visitors requested that the education provider supply copies of the collaborative agreements that are in place with the East Midlands Ambulance Trust and ambulance placement sites. This is to ensure that the required resources are available on the programme in relation to placement provision, the provision of additional tutors and the advanced driving courses which they must undertake as part of the programme.

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

**Condition:** The education provider must provide further evidence on its strategy to recruit and develop staff in order to expand the teaching team.

**Reason:** From discussions with the senior team at the visit it was clear that there were plans to provide further staff to deliver the programme. The visitors requested that documentary evidence of the strategy for the development and expansion of the teaching team should be supplied to ensure that there is an adequate number of fully qualified and experienced staff in place to deliver the programme.

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

**Condition:** The education provider must provide evidence of its processes and procedures to ensure that visiting lecturers and hourly paid staff have relevant qualifications, expertise and knowledge.

**Reason:** The documentation supplied by the education provider listed a number of visiting and associate staff that would be employed to deliver the programme. In discussions with the senior team it became apparent that processes and procedures were in place to ensure that all staff had the relevant expertise and knowledge to help deliver the programme. However, the visitors requested

further documentary evidence to ensure that robust and effective mechanisms are in place.

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

**Condition:** The education provider must revisit and update all documentation to ensure that it refers to FDS Sc Paramedic Science.

**Reason:** From the documentation submitted by the education provider it was noted by the visitors that there were references throughout to the Dip HE Paramedic Science which included references to a year three of the programme. The visitors judged that this would be potentially confusing to students and requested that the documentation be updated to be clear and unambiguous.

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

**Condition:** The education provider must submit revised placement documentation to ensure that this Standard of Education and Training is being met.

**Reason:** During the course of the visit it became clear that the education provider had updated its programme documentation prior to the visit but that these documents had not been supplied to the visitors ahead of the visit. In particular, it was noted that the Practice Portfolio had not been supplied. Though the updated documentation was supplied during the course of the visit, the visitors were unable to adequately scrutinise the revised documentation within the context of the visit itself. The visitors therefore require the practice portfolio and the supporting documents for placements to be submitted in order to ensure that the Standards of Proficiency are being met on the programme.

**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 revisit the programme documentation to review and amend statements that relate to potentially misleading Standards of Proficiency achievement on the programme.

**Reason:** In the documentation supplied by the education provider there are statements noting that the achievement of HPC's Standards of Proficiency were required to be met at every level of the programme. The visitors considered this statement could be misleading to students and the statements should be amended to reflect the actual requirements.

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

**Condition:** The education provider must provide evidence of how they assure themselves that they have an adequate number of appropriately qualified and experienced staff at all of the ambulance placement sites.



**Reason:** From the documentation supplied by the education provider prior to the visit, the visitors judged that it was not clear how the education provider audits and monitors practice placements, particularly ambulance placements. In discussions with the programme team the mechanisms used to monitor and audit were articulated. In particular, it was noted that the education provider was midway through a 5 year plan to audit its placements and half of the ambulance placements had successfully completed this process. Therefore, the visitors requested documentary evidence of the process by which the education provider audits and monitors ambulance placements to ensure that the number of mentors and staff are adequate.

#### **5.3.1 The practice placement settings must provide a safe environment.**

**Condition:** The education provider must provide documentary evidence on how they audit and monitor practice placements to ensure a safe environment.

**Reason:** From the documentation supplied by the education provider prior to the visit, the visitors judged that it was not clear how the education provider audits and monitors practice placements, particularly ambulance placements. In discussions with the programme team the mechanisms used to monitor and audit were articulated. In particular, it was noted that the education provider was midway through a 5 year plan to audit its placements and half of the ambulance placements had successfully completed this process. Therefore, the visitors requested documentary evidence of the process by which the education provider audits and monitors ambulance placements to ensure safe environments for students.

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

**Condition:** The education provider must provide documentary evidence on how they audit and monitor practice placements to ensure safe and effective practice.

**Reason:** From the documentation supplied by the education provider prior to the visit, the visitors judged that it was not clear how the education provider audits and monitors its practice placements, particularly ambulance placements. Therefore, the visitors requested documentary evidence of the process by which the education provider audits and monitors ambulance placements to ensure safe and effective practice.

#### **5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.**

**Condition:** The education provider must provide the final version of the Practice Portfolio and supporting documentation for placements to ensure that this standard is being met.

**Reason:** From the documentation submitted by the education provider prior to the visit, the visitors were unable to determine whether this standard was being met. In discussions with the programme team it was clear that informal processes were in place to encourage safe and effective practice, particularly where

allocated mentors were absent through illness when a student was on placement, but the visitors requested that formal processes be put in place and fully documented in order to ensure the student would not be left unsupervised or required to forgo the placement on a temporary basis. Although the Practice Portfolio was provided during the visit, it was in draft form and the visitors could not provide adequate scrutiny of the documentation within the context of the visit itself. Therefore, the visitors requested that the Practice Portfolio and all other supporting documentation for placements should be submitted to ensure that this standard is being met.

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

**Condition:** The education provider must provide documentation to accurately reflect and clarify the number, duration and range of placements for the programme in order for the visitors to determine if these are appropriate to the learning outcomes of the programme.

**Reason:** The visitors were unable to determine whether this standard was being met as some of the documentation submitted by the education provider prior to the visit contained conflicting information and on occasion made reference to the Dip HE Paramedic Science. The visitors therefore requested that the documentation should be revised to accurately reflect and clarify the number, duration and range of placements for the Foundation Degree and where they occur in the programme (this evidence could include a programme timeline). The visitors also require evidence of the information that both students and placement staff receive to ensure that all placement information is communicated clearly.

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

**Condition:** The education provider must provide documentary evidence of how they approve and monitor ambulance placements.

**Reason:** From the documentation supplied by the education provider prior to the visit, the visitors judged that it was not clear how the education provider audits and monitors practice placements, particularly ambulance placements. In discussions with the programme team the mechanisms used to monitor and audit were articulated. In particular, it was noted that the education provider was midway through a 5 year plan to audit its placements and half of the ambulance placements had successfully completed this process. Therefore, the visitors requested documentary evidence of the process by which the education provider audits and monitors ambulance placements.

##### **5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.**

**Condition:** The education provider must submit revised placement documentation to ensure that this Standard of Education and Training is being met.

**Reason:** During the course of the visit it became clear that the education provider had updated its programme documentation prior to the visit but that these documents had not been supplied to the visitors ahead of the visit. In particular, it was noted that the Practice Portfolio had not been supplied. Though the updated documentation was supplied during the course of the visit, the visitors were unable to adequately scrutinise the revised documentation within the context of the visit itself. The visitors therefore require the practice portfolio and the supporting documents for placements to be submitted in order to ensure that this standard is being met. In particular, the visitors requested evidence on the information given to students and placement educators on the driving requirements that students undertake while on placement in year two.

**5.7.2 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the timings and the duration of any placement experience and associated records to be maintained.**

**Condition:** The education provider must submit documentation to ensure that this Standard of Education and Training is being met.

**Reason:** During the course of the visit it became clear that the education provider had updated its programme documentation prior to the visit but that these documents had not been supplied to the visitors ahead of the visit. In particular, it was noted that the Practice Portfolio had not been supplied. Though the updated documentation was supplied during the course of the visit, the visitors were unable to adequately scrutinise the revised documentation within the context of the visit itself. The visitors therefore require the practice portfolio and the supporting documents for placements to be submitted in order to ensure that this standard is being met.

**5.7.3 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the expectations of professional conduct.**

**Condition:** The education provider must submit documentation to ensure that this Standard of Education and Training is being met.

**Reason:** During the course of the visit it became clear that the education provider had updated its programme documentation prior to the visit but that these documents had not been supplied to the visitors ahead of the visit. In particular, it was noted that the Practice Portfolio had not been supplied. Though the updated documentation was supplied during the course of the visit, the visitors were unable to adequately scrutinise the revised documentation within the context of the visit itself. The visitors therefore require the practice portfolio and the supporting documents for placements to be submitted in order to ensure that this standard is being met.

**5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.**

**Condition:** The education provider must submit documentation to ensure that this Standard of Education and Training is being met.

**Reason:** During the course of the visit it became clear that the education provider had updated its programme documentation prior to the visit but that these documents had not been supplied to the visitors ahead of the visit. In particular, it was noted that the Practice Portfolio had not been supplied. Though the updated documentation was supplied during the course of the visit, the visitors were unable to adequately scrutinise the revised documentation within the context of the visit itself. The visitors therefore require the practice portfolio and the supporting documents for placements to be submitted in order to ensure that this standard is being met.

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

**Condition:** The education provider must provide evidence on how they assure themselves that mentors have relevant qualifications and experience for ambulance placements on the programme.

**Reason:** From the documentation submitted prior to the visit the visitors judged that the system for the education provider to assure themselves that practice placement educators had relevant qualifications and experience was not clearly articulated. Subsequent discussions with the programme team clarified the situation, however, the visitors wished to see documentary evidence on how this standard was being met.

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

**Condition:** The education provider must provide evidence on how they assure themselves that mentors for ambulance placements are appropriately registered.

**Reason:** From the documentation submitted prior to the visit the visitors judged that the system for the education provider to assure themselves that practice placement educators were appropriately registered was not clearly articulated. Subsequent discussions with the programme team clarified the situation, however, the visitors wished to see documentary evidence on how this standard was being met.

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

**Condition:** The education provider must provide evidence on how they assure themselves that mentors undertake appropriate practice placement educator training.

**Reason:** From the documentation submitted prior to the visit, the visitors judged that the system for the education provider to assure itself that mentors undertook appropriate practice placement educator training was not clearly articulated. During discussions with the programme team it was mentioned that there was a five year plan in place to train mentors. The visitors require further evidence,

including the policy for mentors and their training, for ambulance placements to ensure that this standard is being met.

**5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.**

**Condition:** The education provider must submit revised placement documentation to ensure that this Standard of Education and Training is being met.

**Reason:** During the course of the visit it became clear that the education provider had updated its programme documentation prior to the visit but that these documents had not been supplied to the visitors ahead of the visit. In particular, it was noted that the Practice Portfolio had not been supplied. Though the updated documentation was supplied during the course of the visit, the visitors were unable to adequately scrutinise the revised documentation within the context of the visit itself. The visitors therefore require the practice portfolio and the supporting documents for placements to be submitted in order to ensure that this standard is being met on the programme.

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

**Condition:** The education provider must supply updated grade criteria that covers both the academic and practice placement components and clearly state the overall pass mark for the programme.

**Reason:** In the documentation supplied prior to the visit conflicting grade descriptors were present for the grade of D- covering both the academic and practice placement components of the course, both of which contributed to the students' final pass mark. During the course of the visit it was stated that the education provider had updated its programme documentation prior to the visit but the updated documents had not been circulated to the visitors. From the documentation provided the visitors were concerned that the grade criteria suggested that a student could complete the programme and not be fit to practice. Therefore, on the basis of the information provided, the visitors could not assess whether this standard was being met.

**6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.**

**Condition:** The education provider must submit revised placement documentation to ensure that this Standard of Education and Training is being met.

**Reason:** During the course of the visit it became clear that the education provider had updated its programme documentation prior to the visit but that these documents had not been supplied to the visitors ahead of the visit. In particular, it was noted that the Practice Portfolio had not been supplied. Though the updated documentation was supplied during the course of the visit, the visitors were unable to adequately scrutinise the revised documentation within

the context of the visit itself. The visitors therefore require the practice portfolio and the supporting documents for placements to be submitted in order to ensure that the Standards of Proficiency are being assessed and met on the programme.

**6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.**

**Condition:** The education provider must provide evidence regarding OSCE assessments to ensure that this Standard of Education and Training is being met.

**Reason:** From the documentation provided prior to the visit the visitors could not determine the details regarding OSCE assessments within the programme. Discussions with students at the visit provided further information regarding the OSCEs that was not contained in the programme documentation provided. Therefore, the visitors requested that revised evidence should be submitted, including information on the OSCE assessments within the programme, the process behind critical fails and an example of an OSCE sheet to ensure that this standard is being met.

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

**Condition:** The education provider must submit evidence to demonstrate the process in place for the moderation of practice placement assessments, to ensure parity in assessments for students on practice placement.

**Reason:** From the documentation submitted prior to the visit it was unclear what processes were in place to ensure that practice placement grades were moderated. In discussion with the programme team it was noted that grades were assigned to placements by mentors and these helped to contribute to students final pass marks. It was also mentioned that placement grades were only moderated if there was a fail grade. The visitors request further documentation that clearly articulates the moderation procedures in place.

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

**Condition:** The education provider must submit revised placement documentation to ensure that this Standard of Education and Training is being met.

**Reason:** During the course of the visit it became clear that the education provider had updated its programme documentation prior to the visit but that these documents had not been supplied to the visitors ahead of the visit. In particular, it was noted that the Practice Portfolio had not been supplied. Though the updated documentation was supplied during the course of the visit, the visitors were unable to adequately scrutinise the revised documentation within the context of the visit itself. The visitors therefore require the practice portfolio and the supporting documents for placements to be submitted in order to ensure that there are effective mechanisms in place to ensure appropriate standards in assessments.

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

**Condition:** The education provider must submit revised placement documentation to ensure that this Standard of Education and Training is being met.

**Reason:** During the course of the visit it became clear that the education provider had updated its programme documentation prior to the visit but that these documents had not been supplied to the visitors ahead of the visit. In particular, it was noted that the Practice Portfolio had not been supplied. Though the updated documentation was supplied during the course of the visit, the visitors were unable to adequately scrutinise the revised documentation within the context of the visit itself. The visitors therefore require the practice portfolio and the supporting documents for placements to be submitted in order to ensure that professional aspects of practice are being assessed on the programme.

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

**Condition:** The education provider must revisit the documentation and include a statement to clearly articulate that an aegrotat award does not provide eligibility to apply for registration.

**Reason:** From the documentation submitted, there was no statement to clarify that an aegrotat award would not provide eligibility to apply for admission onto the HPC Register. Therefore, the visitors requested that the education provider include a statement to this effect.

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

**Condition:** The education provider must provide evidence of its policies and procedures relating to the appointment of external examiners to the programme.

**Reason:** The visitors were satisfied from discussions with programme team that the system and procedures for appointing external examiners was in place. However, the documentation submitted prior to the visit did not clearly articulate these procedures, and specifically, it did not articulate how the education provider meets this standard by appointing at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed. The visitors require evidence within the programme documentation of the external examiner policy for the programme.

Vincent Clarke  
Graham Harris