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Visitors' report

Name of education provider	University of Cumbria
Programme name	Dip HE Paramedic Practice (SWAST)
Mode of delivery	Flexible
Relevant part of the HCPC Register	Paramedic
Date of visit	29 – 30 October 2015

Contents

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 23 March 2016. At the Committee meeting on 23 March 2016, 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 an HCPC only visit. The education provider and validating body did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name and role of HCPC visitors	John Donaghy (Paramedic) Simon Mudie (Lay visitor) Susan Boardman (Paramedic)
HCPC executive officer (in attendance)	Amal Hussein
Proposed student numbers	30 per cohort, one cohort per year
Proposed start date of programme approval	April 2016
First approved intake	1 January 2016
Chair	Alison Hampson (University of Cumbria)
Secretary	Suzanne Parkes (University of Cumbria)

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	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☐	☒

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

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	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators / mentors	☒	☐	☐
Students	☒	☐	☐
Service users and carers	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

The HCPC met with students from the FdSc Paramedic Practice, 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 40 of the SETs have been met and that conditions should be set on the remaining 18 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 have also made a recommendation 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

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

Condition: The education provider must provide evidence, such as revisions to the advertising materials, which ensure that students' are aware that their academic study can be suspended at any time.

Reason: From a review of the documentation, the visitors understood that the mode of study for this programme is full time or part time. However, discussions with the programme team revealed that if there are national service pressures students' academic study can be suspended at any time. The visitors noted that this information was not reflected in the documentation and in particular advertising materials. As such, the visitors were unsure how students and applicants to the programme are aware that their studies may be suspended at any time. The visitors therefore require the programme team to provide further evidence, such as revising the advertising materials, to demonstrate how students and applicants to the programme are made aware that students' academic study can be suspended at any time. In this way, the applicant can have the necessary information to make an informed choice about whether to take up an offer of a place on a programme.

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

Condition: The education provider must provide further evidence of the pre admissions information that will be available to ensure that potential applicants are able to make an informed choice about applying to this programme.

Reason: Prior to the visit the visitors saw references to admissions requirements in the programme specification and in discussion with the programme team the visitors were made aware that admissions materials will be sent to all applicants via a closed web link. This closed web link will contain all the key information about the programme and key admissions information. However, the visitors noted that this web based resource has not yet been developed. Without being able to scrutinise the content presented on the web link and the visitors were unable to determine if and how key information will be provided to potential applicants such as the requirement for a criminal convictions and health checks, English language requirements and information regarding the structure of the programme. Without this information the visitors were unable to determine how the programme can meet this standard. The visitors therefore, require further evidence of the admissions information that will be made available to potential applicants, to ensure that they have all the information they require to be able to make an informed choice regarding whether to apply.

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

Condition: The education provider must demonstrate that the programme has a secure place in the education provider's business plan.

Reason: From documentation provided prior to the visit the visitors could not discern how the education provider will ensure that the programme has, and will continue to have, a secure plan in the education provider's business plan. In scrutinising evidence, the visitors noted that the majority of the programme will be delivered offsite, however the business plan statement made no reference to the education provider's commitment to support this model of training. At the visit, the visitors met with the senior team and learnt that the programme has a secure place in the education provider's business plan. Discussions covered financial security of the programme and security for students if the programme was deemed no longer viable. However, because this was not documented, the visitors require further evidence to be satisfied that the programme can meet this standard. The visitors therefore require further evidence which documents the education providers' commitment to this programme and model of study through its secure place in the business plan of the institution.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further information to demonstrate how they intend to managed student's progression through the programme on a full time, part time and intercalation route.

Reason: From the initial documentation provided the visitors noted that students are employed by ambulance trusts and that they can study this programme on a full time or part time basis to suit their working situation. However, discussions with the programme team revealed that if there is national service pressures students' academic study can be suspended at any time to ease any potential staffing shortfalls. The visitors were not aware that intercalation could occur on this programme as they could not find any information regarding this in the documentation that was provided to them pre-visit. During their meeting with the visitors the programme team discussed how they intend to support students if their programme were to be suspended for a period of time and highlighted their experience of managing intercalation on their other HCPC approved programme. However, the visitors could not determine from this information how the education provider will effectively manage periods on this programme when students are suspended from studies to ensure that students can effectively stop and start their academic studies with little notice. Furthermore, the visitors were unable to identify from the evidence provided what mechanisms the programme team will use to effectively manage the experience for all students, regardless of their method of study or periods of suspension. As such, the visitors require further information to demonstrate how the education provider and programme team will effectively manage this programme. In particular this evidence will need to detail how any period of intercalation will be managed and what mechanisms are in place to ensure that all students will get parity of experience despite the different ways they may study the programme.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further evidence to clearly articulate areas of responsibility across all areas of the programme to demonstrate that the programme is effectively managed.

Reason: From the documentation the visitors were unable to gain a clear understanding of the lines of responsibility for the education provider and the staff at the training sites based in the partnership ambulance services. In discussions at the visit it was articulated that the education provider would have overall responsibility for the

programme. When the visitors asked for clarification about the roles and responsibilities of the different people delivering the programme they were provided with a generic honorary contract agreement on day two of the visit. However, the contract did not provide detail about the roles and responsibilities of staff contracted by the education provider to deliver the programme at the partner ambulance trusts. As such, and without evidence of who is accountable for the delivery of each aspect of the programme, the visitors were unable to identify how the programme will be effectively managed. The visitors were also unable to tell how the delegation of responsibility to ambulance service staff would ensure that the education provider has the information it needs to maintain overall responsibility for every aspect of the programme. The visitors therefore need further evidence to determine what aspects of programme delivery are delegated to staff at partner organisations and how this is delegation will work to provide the education provider the information they require to effectively manage the programme.

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

Condition: The education provider must provide further evidence of the number of appropriately qualified and experienced staff that will be in place at the training sites to deliver an effective programme.

Reason: From the initial documentation provided and the information provided regarding staff profile, the visitors could not determine how the education provider will ensure that an adequate number of appropriately qualified and experienced staff will be in place at the training sites to deliver an effective programme. In scrutinising evidence, such as the programme handbook and staff CV's the visitors were aware of the number of academic staff at the university. However, the visitors learned that significant proportion of the programme will be delivered offsite by contracted staff members who will be on "honorary contract agreements" and will be practice educators currently employed by the partnership ambulance trusts. However, the visitors were not provided with any evidence about the number of staff that will be available to deliver this programme at the training centres hosted by the trusts. As such, the visitors were unable to identify the number of staff who would be contracted by the education provider to ensure an adequate number of staff are in place to deliver an effective programme.

Furthermore, the visitors are aware that the education provider intends to approve three different training sites. However, the visitors were not provided with information around the recruitment of staff at these training sites and associated timelines and in particular what criteria the education provider will use to ensure that the staff at the sites are appropriately qualified and experienced to deliver the required aspect of the programme. In addition, the visitors were unable to determine what contingency plans were in place if staff are unable to deliver aspect of the programme due service pressures. As such, the visitors require further evidence of how the education provider will ensure that the number of appropriately qualified and experienced staff in place at the training sites will be sufficient to deliver the programme effectively.

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

Condition: The education provider must provide further evidence of the mechanisms in place for staff recruitment at training sites.

Reason: From the initial documentation provided the visitors were unable to determine how the education provider will ensure that subject areas being delivered offsite will be taught by staff with relevant specialist expertise and knowledge. In scrutinising evidence, such as the honorary contract agreement and staff CV's the visitors were unable to identity the recruitment process in place for offsite staff and in particular how the education provider will ensure that staff contracted by the education provider will be appropriately qualified to deliver aspects of the programmes. Furthermore, the visitors were not provided with an outlined person specification and what aspect of the programme will be delivered by staff at training sites. As such, the visitors were unable to make a judgement on whether subject areas being delivered offsite will be taught by staff with relevant specialist expertise and knowledge and further evidence will be needed to demonstrate that the programme can meet this standard.

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

Condition: The education provider must provide further evidence of the process undertaken to ensure training sites have resources in place to support student learning in all settings.

Reason: From the documentation provided, the visitors were made aware upon confirmation of approval from the HCPC the programme team intend to approve three training sites at partnership ambulance trusts. The visitors were provided with a document titled "approval management of offsite delivery" on the day of the visit. In scrutinising this evidence, the visitors noted that the document was a generic university wide policy on approving offsite delivery. In discussions with the programme team the visitors heard that the programme team would approve training sites to ensure that that they have appropriate resources in place to support student learning before sending students to the sites. However, the visitors could not determine from the evidence provided how approval of training sites would be conducted and how the education provider would ensure that processes were in place to identify if students at certain training sites lacked access to any resources, such as equipment to support clinical study. The visitors were also unclear how these processes would ensure parity of access to resources for students across all placement areas, and what the team would do to address any issues about resource access should they arise. The visitors therefore require further evidence to demonstrate how the programme team ensures that all students have access to the resources they require in order to successfully complete the programme. They also require further detail of the approval process in place that will enable the programme team to ensure that students across training sites have resources in place to support student learning in all settings.

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

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

Reason: From the evidence provided the visitors were aware of the learning resources including IT facilities that are being offered by the education provider such as an online library and an academic skills community. However, the majority of this programme will be delivered either remotely via an online learning environment (OLE) or at training site centres. During discussions with the programme team, the visitors were informed that the programme team would approve training site centres to ensure that that they have appropriate resources including IT facilities. However, the visitors could not determine how approval of training sites would be conducted and how the education provider would ensure that processes were in place to ensure that resources across all training site centres are appropriate to the curriculum and readily available to student and staff. Therefore, the visitors require further evidence as to how the approval process conducted by the programme team ensures that there are sufficient resources including IT facilities across all training site centres. The visitors also require evidence to demonstrate how the programme team will ensure that the resources are appropriate to the curriculum and are readily available to students and staff across all training site centres. In this way the visitors can determine how the resources to support student learning are being effectively used and how the programme may meet this standard.

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: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. The visitors were satisfied that the learning outcomes contained within all of the modules at level 4 and level 5 enable students who successfully complete all of the modules to meet SOPs for paramedics. However, considering applicants are able to gain entry to the programme at Level 5, the visitors could not determine the criteria and / or the process used to assess whether students entering via the AP(E)L route should be exempted from undertaking particular modules and meeting certain learning outcomes. Therefore, they could not determine how the education provider can be satisfied these students will meet all of the learning outcomes, and therefore SOPs, on completing the programme. The visitors therefore require further evidence to show how students who are exempted from undertaking particular learning at the education provider, such as those who have entered via the AP(E)L route, are able to meet the SOPs for paramedics on completing the programme.

4.3 Integration of theory and practice must be central to the curriculum.

Condition: The education provider must provide further evidence to demonstrate how the integration of theory and practice is central to the curriculum.

Reason: From the initial documentation provided and the information provided regarding the curriculum of the programme, the visitors could not determine how the integration of theory and practice is central to the curriculum. In scrutinising evidence,

such as the programme handbook, the visitors noted the "Year two draft practice structure timetable". From the timetable the visitors were unable to determine how theory and practice will be combined particularly as the programme team envision that students will work through the online content whenever they have free time at work. Furthermore, in discussions with the programme team the visitors heard that that students will have protected time allocated to them. However, the visitors could not determine from the evidence provided how this allocation of time will be managed as they were unclear how the partner ambulance trusts could commit to this and it wasn't reflected in the timetable provided. As such, the visitors were unable to determine how the integration of theory and practice was central to the curriculum. In discussions with the programme team, the visitors heard that the programme team intends to redraft the current timetable to reflect better integration of theory and practice. As such, the visitors require further evidence to demonstrate how the integration of theory and practice is central to the curriculum.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

Condition: The education provider must provide further evidence to demonstrate how the range of learning and teaching approached used is appropriate and effectively delivers the curriculum.

Reason: In scrutinising the evidence provided, in particular section six of the programme handbook "programme teaching and learning methods" the visitors noted that the teaching methodology included "online and class based workshop activities and use of virtual electronic learning environment". In discussions with the programme team, it was clarified to the visitors that this meant that a large proportion of the programme will be delivered online. From the evidence provided however, the visitors could not determine how this method of delivery would be effective in delivering the curriculum. In particular the visitors could not determine how and when the online lectures would be released, the types of tasks that student would be required to complete and how the programmes delivery would be structured. As such, the visitor require the programme team to provide further evidence of this learning approach. The visitors require this detail to be clearly articulated in the programme documentation to demonstrate that the range of learning and teaching approaches used will ensure effective delivery of the curriculum.

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

Condition: The education provider must provide further evidence to demonstrate how they ensure all placement settings have an adequate number of appropriately qualified and experienced staff at practice placement settings.

Reason: From the initial documentation and the information provided at the visit regarding the approval and monitoring of placements In scrutinising evidence, such as the multi professional audit template document, and discussions at the visit the visitors learnt that the partner ambulance trusts, South Western Ambulance Service NHS Foundation Trust (SWAST) and North West Ambulance Service NHS Trust (NWAST), hold a database of staff that can act as placement educators. The visitors were told that the partner trusts would feedback to the education providers regarding how many number of appropriately qualified and experienced staff were at each practice

placement setting. However, the visitors were not provided with any evidence of how this will be done or how the education provider would maintain responsibility for ensuring all placement settings have an adequate number of qualified and experience staff at practice placement settings across the partnership trusts. The visitors could therefore not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified and experienced staff.
As such the visitors will require further evidence to demonstrate how the programme can meet this standard.

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

Condition: The education provider must provide further evidence to demonstrate how they ensure all practice placement educators have the relevant knowledge, skills and experience to deliver the required aspects of the programme.

Reason: In scrutinising evidence provided prior to the visit, the visitors were unable to access the link to the student handbook and the practice placement educator or 'mentor' handbook. In discussions with the programme team and the practice placement providers, the visitors learnt that the process for ensuring that practice placement educators have the relevant knowledge, skills and experience depends on the trust in which the placement educators are employed. For NWAST the visitors learnt that a mentorship programme has been created which will be delivered by the education provider and will have to be undertaken before staff can act as practice placement educators. For SWAST, practice educators do not engage with any training provided by the education provider and instead have to complete an online 'webfolio' before they can act as placement educators. However, the visitors were not provided with the content of either course and as such were unsure how the training ensures that placement educators have relevant knowledge, skills and experience. As such the visitors could not determine what policies or processes the education provider uses to ensure that despite any differences in delivery the training offered by the trusts any practice placement educator has the knowledge skills and experience to supervise and mentor students while they are on placement. The visitors therefore had insufficient evidence to make a judgment about whether this standard is met, and require further information to demonstrate how the education provider will ensure all practice placement educators have the relevant knowledge, skills and experience to supervise and mentor students from this programme.

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

Condition: The programme team must provide further evidence to demonstrate how they ensure that practice placement educators have undertaken the appropriate placement educator training.

Reason: In scrutinising evidence provided prior to the visit, the visitors were unable to access the link to the student handbook and the practice placement educator or 'mentor' handbook. In discussions with the programme team and the practice placement providers, the visitors learnt that the training for practice placement educators to prepare them for supervising and mentoring students on this programme depend on the trust in which the placement educators are employed. For NWAST the visitors learnt that a mentorship programme has been created which will be delivered by

the education provider and will have to be undertaken before staff can act as practice placement educators. For SWAST, practice educators do not engage with any training provided by the education provider and instead have to complete an online 'webfolio' before they can act as placement educators. However, the visitors were not provided with the content of either course and as such were unsure how the training is appropriate and ensures that placement educators are fully prepared for placement. As such the visitors could not determine what policies or processes the education provider uses to ensure that despite any differences in delivery the training offered by the trusts any practice placement educator is has undertaken appropriate training and are fully prepared to supervise and mentor students while they are on placement. The visitors therefore had insufficient evidence to make a judgment about whether this standard is met, and require further information to demonstrate how the education provider will ensure all practice placement educators have undertaken appropriate training to prepare them to supervise and mentor students from this 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 clearly articulate the mechanisms which are in place to ensure that there is regular and effective collaboration between the education provider and all practice placement providers.

Reason: Prior to the visit, the visitors considered documentation which detailed South Western Ambulance Service NHS Foundation Trust (SWAST) and North West Ambulance Service NHS Trust (NWAST) as the two trusts the education provider will be working with. Discussions with the programme team revealed that the practice placement coordinator liaised with practice placement providers and that contact was tailored to individual partner trusts needs. The practice placement providers and educators whom the visitors met all felt they had sufficient contact with the programme team and were able to contribute to the programme's development. The programme team also indicated practice placement providers were able to provide informal feedback on the programme and many did so. However, from a review of the evidence it was clear that there was no formalised system in place to ensure regular, effective collaboration between the partner ambulance trusts and the education provider. This meant that, from the evidence provided, the visitors could not determine how the education provider and the practice placement providers will regularly work in a joint manner and that communication will happen in both directions regardless of any possible changes to the partnerships. The visitors therefore require the education provider to provide further evidence about the measures that are in place to ensure that there is regular and effective collaboration with practice placement providers.

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 how they ensure all practice placement educators are fully prepared for placement.

Reason: In scrutinising evidence provided prior to the visit, the visitors were unable to access the link to the student handbook and the practice placement educator or 'mentor' handbook. In discussions with the programme team and the practice placement providers, the visitors learnt that the training for practice placement educators to prepare them for supervising and mentoring students on this programme depend on the trust in which the placement educators are employed. For NWAST the visitors learnt that a mentorship programme has been created which will be delivered by the education provider and will have to be undertaken before staff can act as practice placement educators. For SWAST, practice educators do not engage with any training provided by the education provider and instead have to complete an online 'webfolio' before they can act as placement educators. However, the visitors were not provided with the content of either course and as such were unsure how the training ensures that placement educators are fully prepared for placement. As such the visitors could not determine what policies or processes the education provider uses to ensure that despite any differences in delivery the training offered by the trusts any practice placement educator is fully prepared to supervise and mentor students while they are on placement. The visitors therefore had insufficient evidence to make a judgment about whether this standard is met, and require further information to demonstrate how the education provider will ensure all practice placement educators have the relevant training to prepare them to supervise and mentor students from this programme.

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: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. The visitors were satisfied that the learning outcomes contained within all of the modules at level 4 and level 5 enable students who successfully complete all of the modules to meet SOPs for paramedics. However, the visitors noted that applicants are able to gain entry to the programme at Level 5 through the utilisation of the accreditation of prior (experiential) learning (AP(E)L) policy. But from the evidence provided they could not determine the criteria and / or the process used to assess whether students entering via the AP(E)L route have already met certain learning outcomes and as such can be exempted from undertaking particular modules. Furthermore, the visitors were unable to determine how many attempts applicants will be able to submit their practice portfolio for assessment through the AP(E)L policy. Therefore, they could not determine how the education provider can be that students accessing the programme through the AP(E)L policy will meet all of the learning outcomes, and therefore SOPs, on completing the programme. The visitors therefore require further evidence to show how students who are exempted from undertaking particular learning at the education provider, such as those who have entered via the AP(E)L route, are assessed as able to meet the SOPs for paramedics on completing the programme.

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

Condition: The programme team must provide further information on the requirements for student progression and achievement within the programme.

Reason: From the initial documentation provided the visitors noted that the mode of study for this programme is full time or part time. However, discussions with the programme team revealed that although students can progress through the programme either on a full time or part time basis, if there is national service pressures students' academic study can be suspended at any time. From the documentation, the visitors were not aware that intercalation was an option for this programme as this information was not addressed. At the visit, the programme team discussed how they intend to support students if their academic study were to be suspended for a period of time, in addition they commented on their experience of managing intercalation on their other HCPC approved programme. However, because the visitors were not provided with enough information, they were unable to determine how the education provider will assess students to make sure that they continue to progress within the programme despite any interruptions. Furthermore, the visitors were unable to identify how progression routes through the programme will be made clear to students and what impact any suspension of studies would have each time their study is suspended. As such, the visitors require further information on the requirements for student progression and achievement within the programme to determine that this standard can be met.

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

Condition: The education provider must provide further evidence to clearly articulate which awards confer eligibility to apply to the HCPC Register and which awards do not.

Reason: From the initial documentation provided the visitors noted that there was an exit award available to students studying this programme. From discussions with the programme team the visitors were satisfied that anyone successfully completing the programme would be eligible to apply for registration with the HCPC. It was also clear that anyone who received an exit award would not be eligible to apply to the HCPC Register. However, the visitors could not determine how the evidence provided in the discussions were reflected in the programme documentation to ensure that students are aware of which awards provide eligibility to apply to the Register. For example in the Approval visit document (page three) it states "Successful completion of all Level 4 modules and the qualificatory practice unit allows an exit point, if desired, with a Certificate HE in Pre-Hospital and Emergency Care". The visitors therefore require the education provider to provide evidence which ensures that students are aware that exiting with a "Certificate HE in Pre-Hospital and Emergency Care" will not confer eligibility to apply for registration with the HCPC. In this way they can determine how the programme may meet this standard.

Recommendations

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

Recommendation: The programme team should consider reviewing the programme documentation to ensure that there is clarity for students about who the programme leader is.

Reason: From a reviewing of the standards of education and training (SETs) mapping document and the staff curriculum vitae, the visitors noted who the programme leader is and were satisfied that they have overall professional responsibility for this programme. Therefore the visitors are content that this standard is met. However, in reviewing the programme documentation the visitors were unable to determine where students were informed about who the programme leader was. In particular they could not find in the programme handbook any information to this effect. As such, the visitors recommend that the programme team consider reviewing the programme documentation to ensure that there is clear and consistent information for students about who the programme leader is.

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John Donaghy
Susan Boardman
Simon Mudie

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