

## HCPC approval process report

Education provider	University of Huddersfield
Name of programme(s)	MSc Paramedic Science, Full time
Approval visit date	26 March 2019
Case reference	CAS-14148-K6G7B8

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### Executive Summary

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

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

## Section 1: Our regulatory approach

### Our standards

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

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

### How we make our decisions

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

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

### HCPC panel

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

David Whitmore	Paramedic
Matthew Catterall	Paramedic
Ian Hughes	Lay
Lawrence Martin	HCPC executive
Tracey Samuel-Smith	HCPC executive (observer)

### Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Stephen White	Independent chair (supplied by the education provider)	Huddersfield University
Michelle Cookson	Secretary (supplied by the education provider)	Huddersfield University
Chris Moat	College of Paramedics	
Paul Eyre	College of Paramedics	

### Section 2: Programme details

Programme name	MSc Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
Proposed first intake	01 January 2020
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	APP02034

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

### Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reasons for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	«Student_ handbook»	
Handbook for practice based learning	Yes	
Completed education standards mapping document	Yes	

Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	No	The programme is new and therefore these are not available

We also expect to meet the following groups at approval visits:

<b>Group</b>	<b>Met</b>	<b>Comments</b>
Learners	Yes	One learner met due to unexpected absence.
Senior staff	Yes	
Practice education providers	Yes	
Service users and carers (and / or their representatives)	Yes	
Programme team	Yes	
Facilities and resources	Yes	

## Section 4: Outcome from first review

### **Recommendation of the visitors**

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### **Conditions**

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

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 07 June 2019.

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

**Condition:** The education provider must demonstrate they give the applicant the information they require to make an informed choice about whether to take up a place on a programme.

**Reason:** From their review of the documentation, the visitors noted information about the admissions process within the Programme specification and in an MSc Paramedic Science (Pre-registration) Question and Answers document. The programme team explained it is university policy to only advertise programmes once they are approved by the regulator and the Programme specification and Question and Answer document would not be available to potential applicants. They also confirmed that draft advertising material was currently unavailable, though they had plans to develop an online prospectus following a similar style as the other health programmes within the university. From this, the visitors were unclear what information would be available to potential applicants to ensure they had all the information they required to make an informed choice about the programme. While the programme has not yet started advertising, the visitors require evidence which demonstrates the information which applicants will be given to make an informed choice about taking up the offer of a place on the programme.

### **2.2 The selection and entry criteria must include appropriate academic and professional entry standards.**

**Condition:** The education provider must demonstrate how the selection and entry criteria include academic entry standards, which are appropriate for the programme.

**Reason:** From their review of the documentation, the visitors noted information about the academic and professional entry standards within the Programme specification and

in an MSc Paramedic Science (Pre-registration) Question and Answers document. The programme team outlined that one audience for this programme were graduates with a first degree (or equivalent) in a relevant human or health related subject (such as health and social care). Within the Question and Answers document, the visitors noted the programme was partially aimed at graduates of a health science degree. This document went on to outline that other relevant degrees would be considered such as from a human or health related subject. From the discussions and documents, the visitors noted differing information relating to the degree subject which would be considered suitable for entry to the programme and which would be provided to potential applicants. The programme team explained it is university policy to only advertise programmes once they are approved by the regulator and that draft advertising material was currently unavailable. The visitors were therefore unclear of the academic entry standards, how these were applicable to programme entry criteria and how they were made available to potential applicants. The visitors require evidence that demonstrates how the academic entry standards are appropriate for the programme.

#### **2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.**

**Condition:** The education provider must provide up to date information about how the admissions process assesses the suitability of applicants, including criminal conviction checks.

**Reason:** In their review of the documentation, the visitors noted the Procedure for screening health and social care students (home, EU and international) with any previous and/or pending police involvement. During the final meeting, this was discussed with the education provider as this document had last been updated in March 2014 and the visitors noted out of date information relating to the relevant criminal conviction checks for applicants and information relating to the HCPC. The visitors also noted, in the appendix (Criteria for Decisions in Relation to Criminal Convictions (updated January 2013)), a list of criminal offences that would typically be incompatible with a health and social care programme, or which the School of Human & Health Sciences Criminal Records Disclosure Review Group would need to take into consideration. The visitors were unclear whether the revised HCPC Standards of conduct, performance and ethics were reflected within this appendix and would be taken into consideration as part of the decision about whether to accept an applicant on the programme. The visitors therefore require up to date information which demonstrates how the admissions process assesses the suitability of applicants, including criminal conviction checks.

#### **2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.**

**Condition:** The education provider must provide further evidence to demonstrate what health requirements applicants are expected to meet, how they are appropriate for the programme, and how applicants are made aware of these requirements.

**Reason:** From their review of the documentation, the visitors noted the Occupational Health Service Standards document which was applicable to the School of Human and Health Services. The visitors noted this was last updated in December 2012. During the visit, the visitors were provided with an updated version entitled 4.3 Occupational Health Policy (January 2018) which they were unable to review due to time constraints. The

programme team explained it is university policy to only advertise programmes once they are approved by the regulator and that draft advertising materials were currently unavailable. From this information the visitors were unclear whether the updated occupational health policy clearly outlined the health requirements to ensure a potential applicant could safely and effectively take part in the programme. In addition the visitors were unclear about how potential applicants were made aware of this policy and how this may impact them. For example about things which they would need to do before starting on the programme or aspects of the programme which may affect applicants with certain health conditions or disabilities in a different way. The visitors therefore require further evidence which demonstrates the health requirements applicants are expected to meet, how they are appropriate for the programme, and how applicants are made aware of these requirements.

### **3.1 The programme must be sustainable and fit for purpose.**

**Condition:** The education provider must ensure that the teaching / learning resources, including paramedic specific equipment, available to the programme are sustainable and fit for purpose.

**Reason:** From their review of the documentation, the visitors noted the Resource statements provided from the Dean of the School of Human and Health Service and Computer and library services outlining the materials / support available to the programme and learners. In addition, the senior team confirmed their commitment to the programme and to the delivery of the appropriate resources.

During the tour, the visitors saw the potential teaching space and learnt about plans for the refurbishment of this to create a bigger resource, which would be ready for the start of the programme in September 2019. In addition the visitors were shown simulation suites which learners would share with others such as the operation department practice and nursing programmes. The visitors were also informed about the current development of an additional simulation suite for the programme in the Creative Arts Building. During the tour, the visitors learnt the programme would have access to these new rooms in 18 months. However, during the programme team meeting, the visitors were told architects were currently in the process of creating the simulation suite in the Creative Arts Building and this would be completed by September 2019.

The senior and programme teams also discussed a capital bid which was in the process of being approved for essential paramedic equipment in order to commence the programme. This covered a limited number of items used by learners such as ambulance service blankets, iSimulate Modules, paediatric mannequins, moving and handling equipment, ambulance trolleys and personal issue helmets for the first cohort. In addition, the programme team confirmed they would be providing Yorkshire Ambulance Service (YAS) uniforms for the learners.

The programme team went on to explain that the operating department practice and nursing programmes currently share equipment (such as mannequins) and these will be made available to the paramedic programme. The operating department practice programme has recently submitted a capital bid for an additional 6 mannequins and once these are obtained, these will be accessible by the paramedic programme.

The visitors did not receive information about possible contingency plans should the teaching / simulation suites and paramedic specific equipment not be available for

September 2019. From this information, the visitors were unclear about when appropriate and sufficient teaching / learning suites and equipment would be in place to deliver the programme. The visitors considered that if suitable teaching / simulation suites and paramedic specific equipment was not available for the start of the programme, there would be implications, including insufficient physical resources to be able to deliver the various aspects of the programme, such as preparation for practice-based learning. The visitors therefore require evidence that demonstrates the teaching / learning resources, including paramedic specific equipment, available to the programme are sustainable and fit for purpose.

### **3.1 The programme must be sustainable and fit for purpose.**

**Condition:** The education provider must provide further evidence of the commitment from all partner organisations to demonstrate the programme is sustainable and fit for purpose.

**Reason:** In the mapping document, the education provider discussed the development of the programme and how stakeholders were engaged at an early stage. The senior team explained how the Memorandum of Understanding (MOU) between the provider and the main practice education provider, Yorkshire Ambulance Service (YAS), was in the process of being finalised. This would ensure the delivery of the ambulance practice-based learning and elements of the taught aspect of the programme. The representative from YAS explained how the YAS Academy works to ensure that sufficient numbers of practice educators and visiting / seconded lecturers are available to the programme. The visitors did not receive a copy of the draft MOU or an indication of when it would be finalised. They were therefore unable to determine whether the agreement would ensure the programme is sustainable and fit for purpose around practice-based learning and delivery of teaching on the programme.

During the visit, the visitors were provided with a list of the non-ambulance practice education providers which would provide practice-based learning as part of the programme. The visitors did not meet with any representatives from these locations during the Practice education provider meeting and did not receive any further information about any agreements with these organisations to ensure availability.

Therefore, the visitors require further evidence which demonstrates the commitment from all partner organisations to deliver a programme which is sustainable and fit for purpose.

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

**Condition:** The education provider must provide further evidence of the structure for the day-to-day management of the programme, including the lines of responsibility of the teaching team.

**Reason:** Upon their review of the documentation, the visitors noted the Course handbook 2020 was draft and the sections to outline the programme team were to be updated. The visitors also noted a draft Governance Structure which outlined named individuals and roles which would be teaching each of the modules and the individual they reported to. At the visit, the visitors received an updated Course handbook 2020 which included details of the Lecturer Practitioners for the programme but not the programme leader. From this documentation, the visitors noted that two members of



staff were currently responsible for all aspects of teaching on the programme. The Senior team confirmed the two Lecturer Practitioners had very recently been appointed full time Lecturers while the programme team, informed the visitors no programme leader was appointed at that time. The visitors were also informed there were vacancies within the programme team for two full time and two 0.5fte members of staff. The education provider had not commenced the recruitment process for these positions. Towards the end of the visit, the visitors received a role description for a Lecturer but due to time constraints, they were unable to review this and they were uncertain whether this was applicable to all four new roles, and / or the existing Lecturer positions. From this information, the visitors were unclear which roles would be responsible for aspects of programme management, and for delivering the specific areas of the programme. This includes the person with overall professional responsibility for the programme. The visitors therefore require further information regarding the day to day management of the programme including the lines of responsibility for the teaching team.

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

**Condition:** The education provider must demonstrate how they ensure the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

**Reason:** In the mapping document, the education provider directed the visitors to the curricula vitae of the Lecturer Practitioners for the programme. However, the programme team informed the visitors a programme leader had not been appointed at that time and discussed some of the requirements of the programme leader role. Towards the end of the visit, the visitors received a role description for a lecturer but the visitors were unclear whether this was intended for the person with overall professional responsibility. However, due to time constraints, there was insufficient time to review this. Therefore the visitors were unclear of the skills and experience required by the person holding overall professional responsibility for the programme and the actions which will be undertaken by the education provider to ensure they are appropriately qualified and experienced. The visitors therefore require further evidence to demonstrate how this standard is met.

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

**Condition:** The education provider must demonstrate how there will be regular and effective collaboration with all practice education providers.

**Reason:** When reviewing the initial documentation, the visitors noted that local agreements would include bi-annual meetings between the education provider and practice education providers. The senior team explained how the Memorandum of Understanding (MOU) between the education provider and the main practice education provider, Yorkshire Ambulance Service (YAS), was in the process of being finalised. The visitors did not receive a copy of the draft MOU or an indication of when it would be finalised. They were therefore unclear how the agreement will ensure regular

collaboration between the two parties takes place and how the effectiveness of this collaboration will be monitored.

The visitors did not meet with any representatives from non-ambulance settings during the Practice education provider meeting. The Programme team explained there would be regular communication with non-ambulance settings, however, the visitors did not receive any evidence of how frequently meetings would occur and how their effectiveness will be monitored.

The visitors recognise that collaboration between the education provider and ambulance / non-ambulance settings may take many forms and inform strategy and operational aspects of the programme delivery differently. Therefore, the visitors require further evidence which demonstrates how there will be regular and effective collaboration with all practice education providers.

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

**Condition:** The education provider must ensure an adequate number of appropriately qualified and experienced staff are in place to deliver an effective programme.

**Reason:** From their review of the documentation, the visitors noted the draft Course handbook 2020 and the sections about the programme team were to be updated. At the visit, the visitors received an updated Course handbook which included details of the Lecturer Practitioners for the programme but not the programme leader. From this documentation, the visitors noted that two members of staff were currently responsible for all aspects of the teaching on the programme. The senior team confirmed that the two Lecturer Practitioners had very recently been appointed full time Lecturers. The programme team, informed the visitors a programme leader had not been appointed at that time. It was also discussed there were vacancies which would mean recruiting two full time and two 0.5fte members of staff. The latter of these would undertake some of the support activities, such as ensuring regular audits of practice-based learning. The education provider had not commenced the recruitment process for these positions and the visitors were unclear when this would commence.

Towards the end of the visit, the visitors received a role description for a Lecturer but due to time constraints, they were unable to review this and they were uncertain whether this was applicable to all four new roles, and / or the existing Lecturer positions. From this information, the visitors were unclear which roles would be responsible for aspects of programme management, and for delivering the specific areas of the programme. This includes the person with overall professional responsibility for the programme.

As there are only two Lecturers for the programme, the visitors considered it is important that appropriately qualified and experienced staff are in place for the start of the programme. The visitors considered that if for any reason this recruitment did not happen, there would be implications for the programme, including a strain on staff resources. Therefore the visitors require further evidence to demonstrate that the education provider has an adequate number of appropriately qualified and experienced staff in place for the start of the programme to deliver an effective programme.

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

**Condition:** The education provider must ensure the teaching / learning facilities, and paramedic specific equipment, to support learning in all settings is effective and appropriate to the delivery of the programme, and accessible to all learners and educators.

**Reason:** From their review of the documentation, the visitors noted the Resource statements provided from the Dean of the School of Human and Health Service and Computer and library services outlining the materials / support available to the programme / learners. In addition, the senior team confirmed their commitment to the programme and to the delivery of the appropriate resources.

During the tour, the visitors saw the potential teaching space and learnt about plans for the refurbishment of this to create a bigger resource, which would be ready for the start of the programme in September 2019. In addition the visitors were shown simulation suites which learners would share with others such as the operation department practice and nursing programmes. The visitors were also informed about the development of an additional simulation suite in the Creative Arts Building which would be available in 18 months. However, during the programme team meeting, the visitors were told architects were currently in the process of creating the simulation suite in the Creative Arts Building and this would be completed by September 2019.

The senior and programme teams also discussed a capital bid which was in the process of being approved for essential paramedic equipment in order to commence the programme. This covered items such as blankets, resuscitation machines and helmets. In addition, the programme team confirmed they would be providing Yorkshire Ambulance Service (YAS) uniforms for the learners.

The programme team went on to explain that the operating department practice and nursing programmes currently share equipment (such as mannequins) and these will be made available to the paramedic programme. The operating department practice programme has recently submitted a capital bid for an additional 6 mannequins and once these are obtained, these will be accessible by the paramedic programme.

The visitors did not hear about possible contingency plans should the teaching / simulation suites and paramedic specific equipment be unavailable in September 2019. From this information, the visitors were unclear about when effective and appropriate teaching / learning facilities and equipment will be in place to deliver the programme and how they will be available to learners and educators. The visitors considered that if effective and appropriate teaching / simulation suites and paramedic specific equipment was not available for the start of the programme, there would be implications, including insufficient physical resources to be able to deliver the various aspects of the programme, such as preparation for practice-based learning. Therefore the visitors require further evidence to demonstrate the teaching / learning facilities and paramedic specific equipment, when they will be in place and how they will be effectively used by learners and educators so they are appropriate to the delivery of the programme.

#### **4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.**

**Condition:** The education provider must ensure learners are able to learn with, and from learners in other relevant professions.

**Reason:** In the mapping, the education provider referenced the guest lecturers who will be teaching practice-based learning material. This was also discussed during the Practice education provider and Programme team meetings. The visitors were satisfied the learners would be able to learn from professionals from other professions. However, upon reviewing the documentation provided by the education provider, the visitors were unclear on the level of inter professional learning between learners from different professions. The programme team outlined that both year groups of the MSc programme would work together within simulated groups. The visitors noted this would mean learners would be learning from their peers rather than other professions. The programme team confirmed they were considering integrating sessions with nurses and operating department practitioners to simulate the full patient journey. From this information, the visitors were unclear how learners will be able to learn with, and from, other learners from relevant professions. The education provider must provide evidence about what inter professional learning is included within the programme, specifying how this ensures learners are able to learn with, and from, other professions.

#### **4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.**

**Condition:** The education provider must ensure there is an effective process for obtaining appropriate consent throughout the programme for learners, including the impact of opting out.

**Reason:** In their mapping, the education provider noted that learners were expected to participate in simulation and consent to this. The programme team outlined that learners will be provided with the terms and conditions at the beginning of the programme and they would have an opportunity to opt out without detriment to their continuation on the programme. The programme team also confirmed they do not have a process in place for learners to confirm their consent (or not) and what happens when a learner opts out to ensure the appropriate learning is acquired. The visitors were therefore unclear how the education provider ensures the rights of individuals will be respected, and the risk of harm reduced, while ensuring that learners understand what will be expected of them as a health and care professional. The visitors require further clarity on the process for obtaining appropriate consent throughout the programme, including the impacts of opting out.

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

**Condition:** The education provider must demonstrate how they will ensure the structure, duration and range of non-ambulance practice-based learning supports the achievement of the learning outcomes and standards of proficiency for all learners.

**Reason:** Upon reviewing the documentation, the visitors noted the ambulance practice-based learning would be provided by Yorkshire Ambulance Service (YAS) and that non-ambulance practice-based learning would be available. However, limited further information regarding the non-ambulance practice education providers was provided. During the visit, the visitors received a Practice Placement Profile – Audit Action Plan document detailing the locations of the non-ambulance placement-based learning. In the Practice education provider meeting, the visitors heard how practice-based learning will work with YAS, however, they were unable to hear from any practice education providers for the non-ambulance settings. The programme team confirmed that all learners will attend non-ambulance settings but these settings could be different for each learner. This may mean one learner attends a maternity setting while another attends a hospice. The visitors recognised this possibility, however, they were unclear about how this would work in practice to ensure all learners were able to achieve the learning outcomes. The visitors therefore require further evidence of how non-ambulance placements will be incorporated into the programme to support the achievement of learning outcomes. In particular, the visitors require further clarity of the range of experiences provided, the minimum amount of non-ambulance settings a learner will be placed in, and how the variation in experiences gained amongst learners will still ensure all meet the learning outcomes set for this part of the programme.

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

**Condition:** The education provider must demonstrate how they ensure practice educators in all settings undertake regular training which is appropriate to the programme.

**Reason:** From the documentation provided and through discussions at the visit, the visitors understood that learners would have the opportunity to experience practice-based learning in both ambulance and non-ambulance settings. Ambulance placements would be completed through Yorkshire Ambulance Service (YAS) and non-ambulance placements would be through various settings organised via the education providers' placement team. The Practice education providers from YAS informed the visitors about the two hour workshop which they undertake for all their practice educators to ensure they are appropriately prepared to effectively support the learning and assessment of learners. They currently run this workshop for practice educators supervising learners from a number of other education providers within the region and will start to deliver this to individuals who will be supervising University of Huddersfield learners. In addition, the programme team outlined that refresher training was currently in development. From the Senior Team, the visitors learnt that the Memorandum of Understanding (MOU) between the education provider and YAS was in the process of being finalised. The visitors did not receive a copy of this and were unclear whether it covered the delivery of practice educator training by YAS, the content of the training and how frequently it was to be delivered. From this information, the visitors were unclear about how the education provider ensured appropriate programme specific information was delivered to the practice educators in a timely and regular manner.

The visitors did not meet with any representatives from non-ambulance settings during the Practice education provider meeting. The visitors received no further information about how practice educators within non-ambulance practice-based learning received programme specific training in a regular and timely manner.

Therefore, the visitors require further evidence which demonstrates how the education provider ensures that all practice educators receive regular training appropriate to the programme.

### **5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.**

**Condition:** The education provider must demonstrate how they provide learners and practice educators with the necessary information for them to be prepared for practice-based learning.

**Reason:** In the mapping document, the education provider referenced Practice Assessment Document (PAD) 1. The draft PADs for stages 2 and 3 were provided following confirmation the HCPC Panel would be reviewing the full programme, not just the first year. The visitors also noted the Practice Placement Handbook 2020 was also draft. The programme team confirmed these documents were being finalised.

As the PADs for stages 2 and 3 and the Practice Placement Handbook were not finalised, the visitors were unable to establish how the learners and practice educators would be prepared for practice-based learning prior to them commencing this part of the programme. For example, it was unclear who can sign off the competences (whether this could happen in both ambulance and non-ambulance practice-based learning), when a competence can be signed off as achieved at an appropriate level and what mechanisms are in place for a failing learner. Therefore, the visitors require further evidence of the mechanisms used by the education provider to ensure that learners and practice educators receive the information they need in a timely manner in order to prepare for practice-based learning.

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

**Condition:** The education provider must demonstrate how the assessment strategy and design ensures that those who successfully complete the programme meet the standards of proficiency for paramedics.

**Reason:** In the mapping document, the education provider referenced the Practice Assessment Document (PAD) 1. The draft PADs for stages 2 and 3 were provided following confirmation the HCPC Panel would be reviewing the full programme, not just the first year. The visitors also noted the Practice Placement Handbook 2020 was also draft. The programme team confirmed these documents were being finalised. As the PADs for stages 2 and 3 and the Practice Placement Handbook were not finalised, the visitors were unable to establish the assessment strategy and design for practice-based learning. For example, it was unclear what mechanisms are in place for a failing learner.

In the mapping document, the visitors learnt that failed modules could not be trailed into a subsequent stage. However, in the programme team meeting the visitors heard that learners could trail one module and that a course assessment board meets at the end of each stage to determine if a learner can progress to the next stage. From this information, the visitors were unclear of the number of resits learners are allowed (and within what time period) to ensure they meet the standards of proficiency.

The visitors therefore require further information which demonstrates how the assessment strategy, across the programme, ensures that those who successfully complete the programme, meet the standards of proficiency.

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

**Condition:** The education provider must ensure the Practice Assessment Documents (PADs) provide an objective, fair and reliable measure of learners' progression and achievement.

**Reason:** In the mapping document, the education provider referenced Practice Assessment Document (PAD) 1. The draft PADs for stages 2 and 3 were provided following confirmation the HCPC Panel would be reviewing the full programme, not just the first year. The visitors also noted the Practice Placement Handbook 2020 was also draft. The programme team confirmed these documents were being finalised. In particular the PADs for stages 2 and 3 did not contain any information about the roles and responsibilities of the learner and practice educator, guidance about who could sign off a formative / summative competence and when this should occur, or information about the critical reflection a learner would need to undertake. For example, it was unclear who can sign off the competences and whether this could happen in both ambulance and non-ambulance practice-based learning. The visitors were therefore unable to establish the assessments within practice-based learning for stages 2 and 3 and ensure they are consistently applied, fair to all and are an objective assessment of a learner's progression and achievement. Therefore, the visitors require further evidence of the how the PADs for stages 2 and 3 ensure assessments provide an objective, fair and reliable measure of a learners' progression and achievement.

### **6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.**

**Condition:** The education provider must provide further evidence of the requirements for progression and achievement within the programme and how these are communicated to learners.

**Reason:** In the mapping document, the education provider referenced Practice Assessment Document (PAD) 1. The draft PADs for stages 2 and 3 were provided following confirmation the HCPC Panel would be reviewing the full programme, not just the first year. The visitors also noted the Practice Placement Handbook 2020 was also draft. The programme team confirmed these documents were being finalised. As the PADs for stages 2 and 3 and the Practice Placement Handbook were not finalised, the visitors were unable to establish how learners and practice educators would be informed about what was expected of them during practice-based learning. For example, it was unclear who can sign off the summative and formative competences (whether this could happen in both ambulance and non-ambulance practice-based learning) and what mechanisms are in place for a failing learner.

In the mapping document, the visitors learnt that failed modules could not be trailed into a subsequent stage. However, in the programme team meeting the visitors heard that learners could trail one module with a course assessment board meeting at the end of each stage to determine if a learner can progress to the next stage. From this

information, the visitors were unclear about when a learner can progress and how they will understand what is expected of them when moving between stages in the programme.

The visitors therefore require further evidence which demonstrates how the requirements for progression and achievement within the programme and how these are communicated to learners.

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

**Condition:** The education provider must ensure the assessment methods within the Practice Assessment Documents (PADs) for stages 2 and 3 are appropriate to, and effective at, measuring the learning outcomes.

**Reason:** In the mapping document, the education provider referenced Practice Assessment Document (PAD) 1. The draft PADs for stages 2 and 3 were provided following confirmation the HCPC Panel would be reviewing the full programme, not just the first year. The visitors also noted the Practice Placement Handbook 2020 was also draft. The programme team confirmed these documents were being finalised.

In particular the PADs for stages 2 and 3 did not contain any information about the roles and responsibilities of the learner and practice educator, guidance about who could sign off a formative / summative competence and when this should occur, or information about the critical reflection a learner would need to undertake. For example, the visitors were unsure who can sign off the summative and formative competences and whether this could happen in both ambulance and non-ambulance practice-based learning. The visitors were therefore unable to establish the assessment methods used within the PADs for stages 2 and 3. The visitors therefore require further evidence which demonstrates how these assessment methods are appropriate to, and effective at, measuring the learning outcomes.

#### **Section 5: Visitors' recommendation**

Considering the education provider's response to the conditions set out in section 4, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 22 August 2019 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).