

## Annual monitoring visitors' report

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### Section one: Programme details

Name of education provider	The Open University
Programme title	Diploma in Higher Education in Paramedic Sciences
Mode of delivery	Part time
Relevant part of the HCPC register	Paramedic
Name and role of HCPC visitors	Catherine Mackenzie (Speech and language therapist) Mark Nevins (Paramedic)
HCPC executive	Mandy Hargood
Date of assessment day	18 August 2015

### Section two: Submission details

The following documents were provided as part of the audit submission:

- A completed HCPC audit form
- Internal quality report for one year ago
- Internal quality report for two years ago
- External examiner's report for one year ago
- External examiner's report for two years ago
- Response to external examiner's report one year ago
- Response to external examiner's report for two years ago
- Revised standards of proficiency mapping document

### **Section three: Additional documentation**

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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

**Reason:** The visitors from their reading of the documentation did not find any evidence to demonstrate that whilst the programme is being taught out the programme still remained secure in the education providers business plan. The education provider did not provide evidence that the programme will close and how the programme will be resourced to support the remaining students on the programme.

**Suggested documentation:** Evidence to demonstrate that the programme, whilst closing, remains secure in the education provider's business plan to ensure that there are sufficient resources to ensure that the students remaining on the programme have the resources in place to complete the programme and the timescales for programme closure.

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

**Reason:** The visitors read the external examiners' reports for the two years of the programme. The visitors noted the comments from the external examiners and the responses from the education provider. The visitors considered that the responses did not reflect the severe nature of the external examiners' reports and therefore they would like to receive further evidence from the education provider that demonstrates how they are intending to action the points in the external examiners' reports to ensure that the students that remain on the programme will be fit to practice and meet the standards of proficiency for their part of the register.

**Suggested documentation:** Documentation to demonstrate how the education provider has responded to the external examiners' reports.

#### **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.**

**Reason:** The visitors read the external examiners' reports for the two years of the programme. The visitors noted the comments from the external examiners and the responses from the education provider. The visitors considered that the responses did not reflect the severe nature of the external examiners' reports and therefore they would like to receive further evidence from the education provider that demonstrates how they are intending to action the points in the external examiners' reports to ensure that the students that remain on the programme will be fit to practice and meet the standards of proficiency for their part of the register.

**Suggested documentation:** Documentation to demonstrate how the education provider has responded to the external examiners' reports to ensure that the students completing the programme meet the standards of proficiency for their part of the register..

#### **4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.**

**Reason:** The visitors on reading the external examiners' reports noted that the external examiners had commented that the curriculum does not currently meet the curriculum guidance for the profession. The response from the education provider did not adequately address this issue raised by the external examiners. The visitors therefore considered that further evidence is required that demonstrates that the education provider has addressed the comments made by the external examiners reports.

**Suggested documentation:** Evidence to demonstrate the education provider has addressed the concerns of the external examiners.

#### **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.**

**Reason: Reason:** The visitors read the external examiners reports for the two years of the programme. The visitors noted the comments from the external examiners and the responses from the education provider. The visitors noted the examiners had noted that there had been communication issues between the education provider, the placement provider(s) and the students. The education provider's response did not adequately address these issues and therefore the visitors require further evidence to demonstrate how the education provider has addressed these issues.

**Suggested documentation:** Documentation to demonstrate how the education provider has responded to the external examiners' reports.

#### **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.**

**Reason:** The visitors read the external examiners' reports for the two years of the programme. The visitors noted the comments from the external examiners and the responses from the education provider. The visitors considered that the responses did not reflect the severe nature of the external examiners' reports and therefore they would like to receive further evidence from the education provider that demonstrates how they are intending to action the points in the external examiners' reports to ensure that the students

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**Suggested documentation:** Documentation to demonstrate how the education provider has responded to the external examiners' reports to ensure that the students completing the programme meet the standards of proficiency for their part of the register.

#### **6.4 Assessment methods must be employed that measure the learning outcomes.**

**Reason:** The visitors read the external examiners' reports for the two years of the programme. The visitors noted the comments from the external examiners regarding student learning and the responses from the education provider. The visitors considered that the responses did not reflect the severe nature of the external examiners' reports and therefore they would like to receive further evidence from the education provider that demonstrates how they are intending to action the points in the external examiners' reports to ensure that the students that remain on the programme will be fit to practice and meet the standards of proficiency for their part of the register.

**Suggested documentation:** Documentation to demonstrate how the education provider has responded to the external examiners' reports to ensure the assessment methods employed ensure that the learning outcomes are achieved.

#### **6.5 The measurement of student performance must be objective and ensure fitness to practise.**

**Reason:** The visitors read the external examiners' reports for the two years of the programme. The visitors noted the comments from the external examiners regarding students being fit to practice at the end of the programme and the responses from the education provider. The visitors considered that the responses did not reflect the severe nature of the external examiners' reports and therefore they would like to receive further evidence from the education provider that demonstrates how they are intending to action the points in the external examiners' reports to ensure that the students that remain on the programme will be fit to practice and meet the standards of proficiency for their part of the register.

**Suggested documentation:** Documentation to demonstrate how the education provider has responded to the external examiners' reports to ensure the assessment methods ensure that the measurement of student performance ensures fitness to practice.

#### **6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.**

**Reason:** The visitors read the external examiners' reports for the two years of the programme. The visitors noted the comments from the external examiners regarding the programme as a whole and the responses from the education provider. The visitors considered that the responses did not reflect the severe nature of the external examiners' reports. Therefore they would like to receive further evidence from the education provider that demonstrates how they are intending to action the points in the external examiners' reports to ensure that the students that remain on the programme will be fit to practice and meet the standards of proficiency for their part of the register.

**Suggested documentation:** Documentation to demonstrate how the education provider has responded to the external examiners' reports to ensure the assessment methods used ensure appropriate standards in assessment.

#### **Section four: Recommendation of the visitors**

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

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### Section one: Programme details

Name of education provider	The Open University
Programme title	Foundation Degree in Paramedic Science
Mode of delivery	Part time
Relevant part of the HCPC register	Paramedic
Name and role of HCPC visitors	Catherine Mackenzie (Speech and language therapist) Mark Nevins (Paramedic)
HCPC executive	Mandy Hargood
Date of assessment day	18 August 2015

### Section two: Submission details

The following documents were provided as part of the audit submission:

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### **Section three: Additional documentation**

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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

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The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
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### Section one: Programme details

Name of education provider	Regent's University London
Name of validating body	Open University
Programme title	DPsych Counselling Psychology
Mode of delivery	Full time
Relevant part of the HCPC register	Practitioner psychologist
Relevant modality	Counselling psychology
Name and role of HCPC visitors	David Packwood (Counselling psychologist) Tony Ward (Counselling psychologist)
HCPC executive	Mandy Hargood
Date of Postal assessment	14 May 2015

### Section two: Submission details

The following documents were provided as part of the audit submission:

- A completed HCPC audit form
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- Internal quality report for two years ago
- External examiner's report for one year ago
- External examiner's report for two years ago
- Response to external examiner's report one year ago
- Response to external examiner's report for two years ago

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