HCPC approval process report

Education provider	University of Central Lancashire
Name of programme(s)	MSc Occupational Therapy, Full time accelerated
	MSc Physiotherapy, Full time accelerated
Approval visit date	19 September 2017
Case reference	CAS-11895-F3F1S3

Contents

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:

Laura Graham	Occupational therapist
Joanna Jackson	Physiotherapist
Louise Whittle	Lay
Tamara Wasylec	HCPC executive
Shaista Ahmad	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.

Louisa Jones	Independent chair	University of Central Lancashire
Carl Nuttall	Secretary	University of Central Lancashire
Nicola Spalding	External adviser	University of East Anglia
Wendy Harrison	External adviser	Royal Lancaster infirmary
Simon Rouse	External adviser and Reviewer (Dual role)	Chartered Society of Physiotherapy
Sally Gosling	Reviewer	Chartered Society of Physiotherapy
Joan Healey	Reviewer	Royal College of Occupational Therapists
Sally Feaver	Reviewer	Royal College of Occupational Therapists
Clair Parkin	Reviewer	Royal College of Occupational Therapists

Section 2: Programme details

Programme name	MSc Occupational Therapy
Mode of study	FTA (Full time accelerated)
Profession	Occupational therapist
Proposed First intake	01 January 2019
Maximum student cohort	Up to 20
Intakes per year	1

Assessment reference	APP01704

Programme name	MSc Physiotherapy
Mode of study	FTA (Full time accelerated)
Profession	Physiotherapist
Proposed First intake	01 January 2019
Maximum student cohort	Up to 20 (Up to 50 across all three physiotherapy programmes)
Intakes per year	1
Assessment reference	APP01705

We undertook this assessment of two new programmes proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programmes 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	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
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 programmes are new; therefore, they do not have associated external examiner's reports yet.

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

Group	Met	Comments
Learners	Yes	The programmes are both new so we met with learners from the existing BSc (Hons) Physiotherapy programme.
Senior staff	Yes	

Practice education providers and educators	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 36 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 15 November 2017.

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 ensure that appropriate information about the programmes is provided to potential applicants, allowing them to make an informed decision about taking up a place on a programme.

Reason: The visitors noted from the programme documentation and discussions with the programme team that information about what was required of applicants before they could take up a place on the programme was not clearly contained in the information provided to learners, prior to application. This includes information such as:
- passing an enhanced criminal convictions check;
- passing an occupational health check;
- clarity about whether learner membership of professional bodies is required; and
- potential costs to learners, including travel costs.

The visitors were also unclear as to what the admissions process is and how leaners are made aware of it. For instance, how prospective applicants would know the process for obtaining criminal convictions check, what learners are required to provide and whether they would be required to pay for the check. The visitors noted from programme documentation and discussions with the programme team that information about potential costs to learners on this programme is communicated in the course handbook, which is accessible from a link on the programme website, and at the welcome week after the start of the programme. However, the visitors could not see the

information about potential costs within the course handbook. The visitors considered that, from the evidence provided, the timing of the provision of the information could impact on the ability of applicants to make an informed choice about whether to take up an offer of a place on the programme. The visitors therefore require further evidence as to what information is provided to applicants and at what points in the application process this information would be provided. In this way, the visitors will be able to determine how the education provider ensures that applicants have all the information they require in order to make informed decisions about taking up a place on the programme.

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

Condition: The education provider is required to provide further evidence to demonstrate what health requirements learners are expected to meet, how they are appropriate for the occupational therapy programme, and how learners are told about these requirements.

Reason: The visitors noted from the occupational therapy programme documentation and discussions with the programme team that information about what was required of applicants, was not clearly contained in the information provided to learners, prior to application. The information regarding "the occupational health process" is contained within the Work Based Learning Team (WBLT) web site. However, the visitors could not determine how applicants would be made aware of what they are required to do in order to meet the programmes' health requirements in the admissions process. The visitors were also unclear of the admissions process relating to health requirements and how this is communicated to applicants. For instance, how prospective applicants would know:
- the process for meeting any health requirements;
- what they are required to provide; and
- whether they would incur any costs.

As such, the visitors require further evidence that demonstrates what the admission process is with reagrds to any health requirements and how this is provided to learners, prior to application, so that they can make an informed decision about taking up a place on the programme. In this way, the visitors can determine if 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 that there is regular and effective collaboration between the education provider and the practice education providers.

Reason: In discussion with the practice educators, the visitor heard that the introduction of new online documentation for use by practice educators were not made aware of how to use the document prior to working with learners. In discussions with the programme team, the visitors also heard that the Work Based Learning Team (WBLT) website, was launched eight weeks prior to the approval visit; however, the learners and practice educators were unaware of the site and the information contained within. In discussions with the placement providers, the visitors heard that some of the practice based learning details where no longer accurate as the placement directory held information about placements that no longer exist or had changed names. In addition,

the visitors heard that learners had been given names of practice educators who had left the practice-based setting. As such, the visitors require further evidence of the mechanisms for regular collaboration between the education provider and practice education providers, which ensures that both parties communicate accurate and pertinent information effectively and in a timely manner.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Condition: The education provider must provide further evidence which demonstrates the effective process by which they ensure the availability and capacity of practice-based learning for all learners.

Reason: In discussions with the programme team, the visitors heard that the Work Based Learning Team (WBLT) website, was launched eight weeks prior to the approval visit and that this resources is used to ensure that there is availability and capacity at the practice-based learning settings. However, the learners and practice educators were unaware of the website and the information contained within. In discussions with the placement providers, the visitors heard that some of the practice based learning details where no longer accurate as the "placement directory" held information about placements that no longer exist. As such, the visitors were unable to see how the education provider ensures that there are sufficient practice-based learning opportunities available for all learners. Consequently, the visitors require further evidence of the effective process used by the education provider, which ensures that there are enough practice-based learning opportunities available, in all settings, for all learners on the programme. In this way, the visitors can determine whether this standard is met.

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 demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver the physiotherapy programme.

Reason: In a review of the documentation and in discussions with the programme and senior teams, the visitors heard that two new posts are to be recruited to for this programme. However, the visitors were not able to ascertain what the education provider required with regards to the newly recruited team members qualifications and experiences and how this relates to the curriculum taught on this programme. As such, the visitors require further evidence to demonstrate the education provider's plan to support the delivery of the programme ensures that two new staff members will be sufficient. The visitors also require information as to how the required experience and qualification profile of the new staff members will complement the team to ensure they can support the delivery of the breadth of knowledge taught on this programme.

3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.

Condition: The education provider must provide further evidence to demonstrate that, subject areas will be taught by staff with the specialist expertise and knowledge.

Reason: In a review of the documentation and in discussions with the programme and senior teams, the visitors heard that two new posts are to be recruited for the physiotherapy programme. However, the visitors were not able to ascertain what the education provider's requirement is with regards to the newly recruited team members' qualifications and experiences and how this relates to the curriculum taught on this programme. As such, the visitors require further evidence of the education provider's rationale about how they intend to support the delivery of the programme and how the two new staff members will support this. The visitors also heard that education provider plans to recruit new staff to the occupational therapy programme to ensure adequate breadth of knowledge of experience within the staff team, particularly with regards to the subject of mental health. As such, the visitors require information as to how the required experience and qualification profile of the new staff members will complement the staff teams to ensure they can support the delivery of the breadth of knowledge taught on this 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 demonstrate that the resources to support learning in all settings effectively support the required learning and teaching activities of the programme.

Reason: At the visit, the visitors accessed the work based learning team (WBLT) website. The visitors saw the information contained on the website regarding practice based learning locations was outdated, as confirmed by the practice providers. Although the visitors understood that the leaners have access to pertinent programme information through this website, they could not see how learners would have access to information that is current and accurate. Additionally, the practice educators and learners were not aware of the website. Therefore, the visitors were unable to see how this resource is kept up to date and accurate so that it supports learning in all settings. The visitors therefore require the education provider to review the WBLT website to ensure that the information contained within the site remains current and supports learning so they can determine if the resources are effectively used.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must provide further evidence to show in which modules learning outcomes can be achieved that ensure that learners meet the standards of proficiency (SOPs) for physiotherapists.

Reason: The visitors were directed to the module descriptors for this standard. In review of the module descriptors, the visitors could not determine the module specific aims of each module. For instance, SOP 14.18 is mapped to the following module Integrated Physiotherapy Practice 2 and the content includes pain assessment and measurements and electrophysical agents. However, the visitors noted that the learning outcomes do not reflect the requirement of SOP 14.18, where learners must be able to be able to select and apply safe and effective electrotherapeutic modalities. The visitors noted that this is just one example of how they were unable to see how the learning outcomes ensure learners meet the SOPs across the programme and in which modules the learning outcomes are situated. As such, the visitors could not ascertain how the

learning outcomes for the modules ensure that the learners meet the standards of proficient for physiotherapists, as they were unable to see how the learning outcomes relate to the standards of proficiency. Consequently, the visitors require further evidence to show how the learning outcomes ensure that learners meet all of the standards of proficiency for physiotherapists to determine whether this standard is met.

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 provide evidence to demonstrate how learners on the physiotherapy programme, are able to learn with, and from, professional and learners in other relevant professions.

Reason: In discussions with the senior team, the visitors heard that the interprofessional education strategy is due to be reviewed in November 2017 with a focus on how to embed IPE in the curriculum.. The programme team told the visitors that interprofessional education will be a part of the programme. As the review has not yet been completed and the programme team do not know how they will implement IPE, the visitors were unable to determine if this standard is met from the evidence provided. As such, the visitors require further evidence of the education provider's plans to deliver interprofessional education including where in the programme IPE is delivered and how it is delivered before they can determine if the programme meets this standard.

5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

Condition: The education provider must demonstrate that there is a thorough and effective system for approving and monitoring all placements.

Reason: In review of the documentation and from discussions at the visit, the visitors understood that there is a practice-based learning audit process in place. In discussions with both the learners and the practice educators, the visitors heard that, on a few occasions, no notice was given to state with whom they would be working. Also, the visitors heard that learners had been given names of people who had left the practice-based setting. Therefore, the visitors cannot see how the education provider can ensure that the learner is working with approved practice educators. Additionally, visitors heard that practice-based learning representatives attend updates and are expected to disseminate information to practice educators. However, the visitors could not see how the education provider ensures that practice educators have received the relevant updates, such as new documentation or new training. As such, the visitors were unable to see how the process for approving and ensuring the quality of practice-based learning is thorough and effective. As such, they require further evidence to demonstrate that there is an effective and thorough system in place for approving and ensuring the quality of practice-based learning including details of how this is maintained.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must provide further evidence to demonstrate that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Reason: In review of the documentation and from discussions at the visit, the visitors understood that there is a practice-based learning audit process in place. The process aims to ensure that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning. In discussions with both the learners and the practice educators, the visitors heard that learners had been given names of individuals who had left the practice-based setting. Consequently, the learner had been matched with someone who no longer worked at the practice-based setting. Therefore, the visitors could not see how the education provider maintains a current overview of how many qualified and experienced staff there are at practice-based learning settings. As such, the visitors require information to show how the education provider maintains updated information regarding the number of appropriately qualified and experienced staff involved in practice-based learning for these programmes to ensure that the provision is adequate.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must provide further evidence demonstrating how they ensure practice educators have the relevant knowledge, skills and experience to support safe and effective learning.

Reason: In review of the documentation and from discussions at the visit, the visitors understood that there is a practice-based learning audit process in place. This process aims to ensure that practice educators have the relevant knowledge, skills and experience to support safe and effective learners. In discussions with both the learners and the practice educators, the visitors heard that learners had been given names of individuals who had left the practice-based setting, and that some practice-based learning providers had changed their name. Consequently, learners had been paired with someone that no longer worked at the practise-based setting. Therefore, the visitors could not see how the process by which the education provider ensures that each practice educator has the relevant knowledge, skills and experience to support safe and effective learning is effective. As such, the visitors require information to show how the education provider maintains updated information regarding which staff have the relevant knowledge skills and experience to work with learners on these programmes.

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 provide further evidence demonstrating how they ensure practice educators undertake regular training appropriate to the programme.

Reason: The visitors heard that the education provider expects all practice educators for the programme to engage in a two-day training provided by the education provider, prior to working with learners. The visitors also understood that practice educators attend "updates" to their training on a yearly basis. However, the visitors were unclear

on how the training is appropriate for the role, learner's needs and the delivery of the learning outcomes. The visitors also heard that practice based learning representatives attend "updates" and disseminate that information to the practice educators in the relevant settings. In discussion with the practice educators, the visitor heard that NHS trusts organise training and invite the education provider to attend. From the information provided, the visitors were unclear as to how the two-day training and the updates prepare practice educators for their role in the programme, whether all practice educators attend the same training or how they ensure that all practice educators have undertaken appropriate training. As such, the visitors require further evidence to demonstrate how the education provider ensures that all practice educators undertake the appropriate training. The education provider should also provide details of how the training it is appropriate for the practice educator role, learners' needs and the delivery of the learning outcomes of 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 provide further evidence of the mechanisms by which they communicate information that learners and practice educators need in order for them to prepare for practice-based learning in a timely manner.

Reason: The visitors reviewed the documentation and met with the practice educators. In discussion with the practice educators, the visitors heard that practice educators where not made aware of how to use the new online documentation prior to working with learners. In discussions with the programme team, the visitors heard that the Work Based Learning Team (WBLT) website contains the information learners and practice educators require to prepare them for practice-based learning, however, the learners and practice educators were unaware of the site and the information contained within. In discussions with the placement providers, the visitors heard that some of the practice based learning details where no longer accurate as the placement directory held information about practice-based learning settings that no longer existed or had different names. In addition, the visitors heard that learners had been given names of practice educators who had left the practice-based setting. As such, the visitors require further evidence of the mechanisms used by the education provider to ensure that practice education providers and learners have 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 provide further evidence that the assessment strategy and design ensures that those who successfully complete the physiotherapy programme meet the standards of proficiency for physiotherapists.

Reason: This condition relates to the condition on SET 4.1. The visitors read the module descriptors and discussed assessments with the programme team. In review of the module descriptors, the visitors could not determine the module specific aims of each module. For instance, SOP 14.18 is mapped to the following module Integrated Physiotherapy Practice 2 and the content includes pain assessment and measurements and electrophysical agents. However, the visitors noted that the learning outcomes do

not reflect the requirement of SOP 14.18, where learners must be able to be able to select and apply safe and effective electrotherapeutic modalities. The visitors noted that this is just one example to demonstrate how they were unable to see how the assessment strategy and design ensures that learners meet the SOPs. As such, the visitors could not ascertain how assessment strategy and design for the programme ensures that the learners meet the standards of proficiency for physiotherapists. Consequently, the visitors could not see how the assessment strategy and design ensures that learners meet all of the SOPs before completing the programme. As such, the visitors require further evidence to show how the assessments ensure that learners are able to meet the SOPs to determine whether this standard is met.

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

Condition: The education provider must provide further information to show that the assessment methods used on the physiotherapy programme are appropriate to, and effective at, measuring the learning outcomes.

Reason: This condition relates to conditions 4.1 and 6.1. The visitors read the module descriptors and discussed assessments with the programme team. In review of the module descriptors, the visitors could not determine the module specific aims of each module. The visitors also could not see what assessment methods are used to measure the learning outcomes, which relate to the SOPs. As such, the visitors require further evidence to show what assessment methods are used to measure the learning outcomes and how they are appropriate and effective at measuring the learning outcomes to ensure that the SOPs can be met. In this way, the visitors can determine whether this standard is met.

Recommendations
We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

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.

Recommendation: The visitors recommend that the education provider considers reviewing the accessibility of the virtual learning environment to ensure ease of access.

Reason: The visitors accessed the virtual learning environment and agreed that the site could be used on a personal computer or laptop. However, they had some difficulty accessing links via the tablet and phone versions of the site. As such, the visitors recommend the education provider consider reviewing the website so that it is accessible by phone and tablet.

HCPC approval process report

Education provider	Medipro Limited
Awarding body	Qualsafe Awards Ltd
Name of programme(s)	Medipro Diploma in Paramedic Practice
Approval visit date	28-29 September 2017
Case reference	CAS-11984-Q8Y3P9

Contents

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

Sheila Needham	Lay
Susan Boardman	Paramedic
Glyn Harding	Paramedic
Jasmine Oduro-Bonsrah	HCPC executive

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.

Martin Wakefield	Independent chair	BEOB foods- Managing director
Tracy Fairfax	Secretary	Qualsafe awards- Business development manager

Section 2: Programme details

Programme name	Medipro Diploma in Paramedic Practice
Mode of study	Full time
Profession	Paramedic
First intake	19 March 2018
Maximum student cohort	Up to 16
Intakes per year	2-4
Assessment reference	APP01741

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	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
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	Not Required	This is a new programme

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

Group	Met	Reason(s) not met
Learners	Yes	The visitors met with learners studying on other Medipro programmes, awarded by Qualsafe awards
Senior staff	Yes	
Practice education providers and educators	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.

- the nature of the proposed conditions mean that a further visit would be the most appropriate method of scrutinising any further evidence provided, enabling further discussions to be conducted with key stakeholders of the programme.

- any further visit should focus on the conditions, with scope to review the wider standards if there is reason to do so, and should include meetings with the programme team, senior team, practice education providers, learners, service users and carers, and a facilities and resources review.

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 23 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.

If the Committee makes the decision to require a further visit, the education provider will need to review the issues identified in this report, and decide on any changes that they wish to make. We will then require evidence to demonstrate how they meet the conditions, along with normal visit documentation with any updates made, at an appropriate time before the date of the visit.

The visit, if required, will be considered the education provider's first attempt to meet the conditions. If, after the further visit, there are any outstanding conditions, the education provider will be given one further opportunity to submit documentation in response to those outstanding conditions.

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

Condition: The education provider must demonstrate that the selection and entry requirement for Stage 1 is appropriate for the level and content of the programme, and enables learner achievement within this programme.

Reason: From the documentation provided, the programme website and discussions at the visit, the visitors learnt that the academic entry requirement for admission onto year one (Stage 1) of the programme is the "Achievement of level 2 (or equivalent) literacy and numeracy". The visitors noted that this was equivalent to a GCSE in maths and English. The visitors were also clear from the documentation and the visit there is no timescale in which the applicant should have gained these qualifications. The visitors were also informed that as this is a 'fast-track paramedic programme to lead to eligibility to apply for registration', the nature of the programme would be 'intense'. As such, the visitors were unclear how the entry requirements noted above will alone equip the learner to undertake this programme. For example, an individual applying to the programme could have gained their level 2 in English and Maths 20 years ago and would not have any other qualifications of recognition of prior learning. In this circumstance, the visitors are unclear how such an individual would be prepared to undertake the programme.

From the evidence provided, the visitors could not see how the entry standards for admission are appropriate for the level and the content of the programme. More broadly, the visitors were unclear how an achievement of level two (or equivalent) in literacy and numeracy will equip the learners with the knowledge they need to succeed throughout the programme. On this basis, the visitors were also unclear how such learners could achieve the learning outcomes for the programme and meet the standards of proficiency upon completion of the programme. The education provider must therefore, submit further evidence to demonstrate that the selection and entry requirement for Stage 1 of the programme will be appropriate for the level and content of the programme to enable learner achievement within this programme.

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

Condition: The education provider must provide further evidence of the processes in place to support learners who do not meet the entry criteria, and also demonstrate how such a process will ensure there are appropriate academic and professional entry standards in place for the programme.

Reason: The visitors noted that the admission material, states, "If any applicant does not meet the entry criteria they will receive a comprehensive learning programme designed to assist them in meeting the required criteria". The visitors received no further information regarding what this 'comprehensive learning programme' consisted of, whether this will need to be completed before starting the programme and whether it was appropriate to support learners entering on the programme. The education provider must therefore, submit further evidence to demonstrate what this comprehensive learning programme consists of and how it is appropriate to ensure there are appropriate academic and professional entry standards in place for the level and content of the programme.

2.7 The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.

Condition: The education provider must ensure that the admissions process implements equality and diversity policies in relation to applicants, and that these policies are implemented and monitored.

Reason: From a review of the documentation, the visitors noted that there are equality and diversity policies in relation to applicants. However, from a review of the occupational health form, the visitors noted that applicants have to give personal information about themselves, including information about their marital status. The visitors were unclear why an applicant's marital status was required to gather information about their health in relation to undertaking the programme. In addition, the visitors noted in the programme specification that the education provider states **"**Medipro actively supports equality, diversity and inclusion and has systems in place to monitor this throughout the programme from admission to completion". However, the visitors did not receive any further information of the systems in place to monitor equality and diversity policies in relation to applicants and learners.

Therefore, the education provider must provide further evidence of the systems in place which ensure the admissions procedures implement and monitor equality and diversity policies. The education provider must also provide a rationale for requiring applicants to disclose specific personal information, including their marital status.

3.1 The programme must be sustainable and fit for purpose.

Condition: The education provider must demonstrate how the programme is fit for purpose with regard to what level of award the programme will be delivered at, how learners will be informed about the level of award, and the basis upon which any equivalence to higher education award levels is established.

Reason: At the visit, the visitors were informed that this programme will be delivered as a level 6 qualification in relation to the Office of Qualifications and Examinations Regulation (OFQUAL) framework. The visitors were also informed at the visit that this programme will be delivered as a vocational level 6 programme which equates to a BSc level programme delivered in other Higher Education Institutions (HEIs). In this regard, the visitors received no further evidence to demonstrate how the programme is benchmarked to the Quality Assurance Agency requirements for Level 6 awards. The visitors also noted that programme documentation and the website states that learners who successfully register with the HCPC after successful completion of this programme with an "up-to-date CPD portfolio could apply to most universities to top-up to achieve a BSc".

The visitors could not determine the level of award offered by the programme. In particular, the visitors noted no further evidence was received to support the assertion made that the programme is equivalent to Bachelors degree delivered within Higher Education Institutions (HEIs) . Furthermore, the visitors noted the advice to applicants and learners around the potential to top up to achieve a higher education degree appears to be in conflict with this assertion. The visitors reviewed no further evidence, which supports the advice given to applicants around the possibility of topping up to a degree following completion of the programme. The visitors were unclear of the basis

for such an arrangement, and whether or not it had been formally explored by the programme team with the higher education sector.

Based on the findings, the visitors were not satisfied the level of award ensured the programme was fit for purpose. The visitors require further evidence which clearly articulates what level the award will be, and the basis upon which any equivalence to award levels within higher education is established. In addition, the education provider must provide further clarity around the potential options for learners who complete the programme to undertake further study, provide evidence which supports how such arrangements would work in practice and demonstrate how clear advice around such arrangements is provided to applicants.

3.1 The programme must be sustainable and fit for purpose.

Condition: The education provider must confirm the maximum number of learners for the programme and provide further evidence which demonstrates that the programme is sustainable and can effectively support all learners.

Reason: From the documentation, the visitors noted that the education provider had initially indicated that up to 16 learners would be recruited across up to four cohorts per year. On this basis, the visitors noted the potential maximum number of learners would be 64 at any given point on the programme.

At the visit, the education provider told the visitors that there will be two Stage 1 (first year of the programme) cohorts and two Stage 2 (Recognition of Prior Learning route-RPL) cohorts each academic year. They also stated that this would apply after the first year that the programme runs, as the first intake will only be at stage 2 through the recognition of prior learning route. This model suggests there will be a separate recruitment for stage 1 and stage 2 cohorts, resulting in a total number 16 learners being recruited into four new cohorts each year.

However, in further discussions with the senior team and the programme team around the recruitment model, the visitors were informed that if 16 learners (per cohort) are not recruited at Stage 1 of the programme, the additional number totalling 16 would be recruited to join that cohort at stage 2. This model suggests that the programme may intend to only recruit students to start at Stage 1 of the programme each academic year, and will only recruit learners via the RPL route to join the programme at stage 2, if spaces exist.

In considering the evidence provided and the discussions at the visit, the visitors were unable to determine the maximum number of learners that will be recruited onto the programme. The visitors note the possible models of learner recruitment and entry across cohorts and stages all have significant and differing levels of impact on the resources required to deliver the programme. Given the ambiguity about the model being proposed, the visitors could not determine if the education provider has the resources and practice-based learning opportunities in place to support all learners on this programme. As such, the visitors were unable to determine whether the programme will be sustainable.

Therefore, the education provider must provide further evidence which clear states the model of learner recruitment in place for the programme, how many learners and learner cohorts will be scheduled for entry and how the entry routes to stage 1 and 2 will

be used to recruit the maximum learner number. In clarifying the maximum number of learners on the programme at any given time, the visitors also require further evidence which clearly demonstrates there are sufficient resources in place to ensure the programme is sustainable and can effectively support all learners.

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 that they have policies and procedures in place to ensure that the person holding overall professional responsibility for the programme is appropriately qualified, experienced and from the relevant part of the HCPC Register, unless other arrangements are appropriate.

Reason: For this standard, the visitors were directed to the Programme Handbook, Operations Manual and Programme Specification. From the documentation provided the visitors were informed that the managing director of Medipro Training Ltd would be the 'programme leader' with overall responsibility for the programme. The visitors noted that the managing director had the appropriate qualifications and experience to manage this programme, and is also from the relevant part of the Register. The visitors however did not see any information to demonstrate that there is an effective process in place to identify and secure a suitable person for this role if it becomes necessary to do so in the future. In particular, the visitors did not receive any evidence which articulates the requirements for fulfilling this role, or what the appointment process for this role would be.

The education provider must therefore provide further evidence to demonstrate that policies and procedures are in place which ensure that the person with overall professional responsibility for the programme is appropriately qualified, experienced and from the relevant part of the Register, unless other arrangements are appropriate.

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

Condition: The education provider must show how the quality enhancement processes of Medipro and Qualsafe work together to enable appropriate updates to be made to the programme.

Reason: For this standard, the visitors reviewed the education provider's monitoring and evaluation policy. The visitors noted that there are groups such as learners and service users who provide feedback about the programme. The documentation highlights what the feedback mechanisms are, and how the education provider aims to make changes to the programme based on the feedback they receive. However, the visitors also note the qualification itself was developed by Qualsafe Awards, and any changes made to the programme would need to be agreed by Qualsafe.

As part of the education provider's 'mechanisms for approving programme changes' the visitors noted that "programme and module changes may be recommended by MEDIPRO and must be sent to the Qualsafe Awards CRE [Customer Relations Executive] who will progress them to the EQA [External quality assurer] for consultation". However, the visitors were unclear how Qualsafe will consider and

implement changes recommended by Medipro, and what mechanisms Qualsafe will use to come to these decisions. The visitors did not know what changes will be consulted on by the EQA, how Qualsafe would inform Medipro about the results of the consultation and whether changes could be implemented as suggested. The visitors were unclear how feedback relating to both the delivery of the programme by Medipro, and more fundamental feedback relating to the Qualsafe-owned qualification framework will be implemented by the awarding body.

As such, the visitors require further evidence to demonstrate how Qualsafe will consider and implement changes recommended by Medipro, to enable appropriate updates to be made to the programme.

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

Condition: The education provider must demonstrate that there is regular and effective collaboration between themselves and practice education providers.

Reason: From the documentation provided and meetings at the visit, the visitors were informed that the practice education providers were involved in the stakeholder meeting to discuss the proposal and content of the programme. However, during the practice education provider meeting, the visitors learnt that the practice education provider and education provider had not yet determined how practice-based learning on this programme will take place, or how many learners they are expected to receive in their practice based learning areas. In this regard, the visitors noted that the significant areas regarding practice based learning, including the structure, capacity, availability, range and duration of practice-based learning had not yet been confirmed.

Additionally, the visitors were informed that the education provider has meetings with the non-ambulance practice education provider on an ad hoc basis, and that they plan to have regular meetings with all practice education providers moving forward. However, the visitors were informed at the visit that there are currently no formal arrangements in place to ensure these meetings are scheduled and will take place. Furthermore, the visitors were not provided with any evidence which articulates what the purpose of these will be, how often they will occur, and who will attend.

As such, the visitors were not satisfied that the education provider has effective collaboration with practice education providers for this programme. The visitors therefore require further evidence to ensure this standard is met. In particular, the visitors expect to receive clarity around the confirmed arrangements for practice-based learning, and that these arrangements are understood and committed to by all parties. In addition, the visitors require further evidence of the mechanisms in place to ensure formal collaboration takes place and will continue to take place throughout the programme, at both strategic and operational levels for the programme and that all parties are committed to supporting these arrangements.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Condition: The education provider must ensure that there is an effective process in place to ensure the availability and capacity of practice-based learning for all learners

Reason: From a review of the documentation, the visitors noted that the education provider had identified the practice-based learning opportunities learners would undertake throughout the programme. At Stage 1 (the first year) of the programme learners will undertake "a minimum of 710 hours of ambulance based practice placement" with North West Ambulance Service NHS Trust (NWAS) and Medipro Clinical Services supported by North East Ambulance Service NHS Trust (NEAS). Learners will also undertake "40 hours for the placement orientation in A&E and urgent care" with Medipro Clinical Services Limited. At Stage 2 (the second year) of the programme, learners will undertake a variety of placements including practice based-learning in non-ambulance (240 hours) and ambulance (510 hours) settings with North Tees and Hartlepool NHS Foundation Trust, NWAS and NEAS.

However, the visitors did not receive any evidence to demonstrate that the practice education providers had formally committed to provide the amount and range of practice-based learning required to deliver the programme, as articulated by the education provider. At the visit, the practice education providers explained that due to other commitments with other education providers in the region, they currently have limited practice-based learning opportunities for learners who will be on this programme. NWAS provides practice-based learning opportunities to a number of universities in the North West of England and North Tees and Hartlepool NHS Foundation Trust provides practice-based learning for nursing learners within other education providers. In discussing their plans to provide practice-based learning to this programme, the representatives from NWAS explained that currently they only have the capacity to take on 12 learners at any one time. The North Tees and Hartlepool NHS Foundation Trust representative explained that they only have capacity for two learners at any one time.

The visitors also noted from the timetable provided at the visit that there will be a crossover of practice-based learning for Stage 1 and Stage 2 learners. In addition, the visitors also noted the lack of clarity around the maximum number of learners who will be on the programme at any given point, and were particularly unclear around the implications for this in relation to the capacity needed to support practice-based learning.

On the basis of these findings, the visitors were not satisfied the education provider has an effective process in place which ensures the availability and capacity of practice-based learning for all learners. In particular, the visitors are unclear how the education provider has secured the required number of practice-based learning for the programme, how they have considered the regional context and how this will impact the programme and other programmes who rely on the same practice-based learning.

Therefore, the visitors require further evidence to demonstrate that this standard is met. In particular, the visitors expect to receive further evidence of the formal arrangements in place with all practice education providers, and that these arrangements can support the maximum number of learners on the programme at any given point. In addition, the visitors require further evidence, which details the mechanisms in place to ensure the education provider, can understand and act on the impacts of practice-based learning capacity to the programme, and other programmes relying on the same placements in the region.

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

Condition: The education provider must provide evidence to demonstrate what the plans are to involve service users and carers in the programme.

Reason: For this standard, the visitors reviewed the 'Patient and Public Involvement' (PCPI) policy and spoke to a number of groups at the visit including the service user and carers as well as the programme team. In the PCPI the education provider has outlined how the service users and carers will be involved in this programme including being involved in the admissions process and also 'reviewing the course syllabus'. However, the visitors noted in their discussions with service users at the visit, that they did not understand the scope of what their involvement will be in the programme. The service users and carers had only been informed that they can expect to be involved in acting as patient models during the assessment of learners, and were not aware that they will be expected to be involved in other aspects of the programme including the review and development of the programme. As such, the visitors were unclear how the PCPI policy will be implemented and how the service users and carers will be fully prepared and supported to be involved in the programme.

The visitors therefore require further evidence of how the PCPI policy will be implemented, how service users will be informed of the various aspect of their involvement, and how they will be adequately prepared to undertake such roles.

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 demonstrate that they have an adequate number of staff in place, with the appropriate qualifications and experience to deliver the programme, and must demonstrate what their contribution to the programme will be.

Reason: For this standard, the visitors were directed to the Programme Specification, Programme Handbook and Operations Manual. The visitors also reviewed the staff curriculum vitae submitted as part of the documentation. During the senior team meeting, the education provider explained that there will be 4.5 Full time equivalent (FTE) staff members delivering this programme. The visitors were informed that the 4.5 FTE includes the full time role of the programme leader, and that all the members contributing to this programme will be doing so on a full time basis. During the second day of the visit, the programme team meeting informed the visitors that there will be 6.5 FTE staff members delivering this programme. The programme team told the visitors that this 6.5 includes administration staff as well as a practice placement facilitator who will also be part of the programme delivery.

However, the visitors were unclear around how the full time equivalent figure for the programme delivery team is arrived at. Whilst the visitors understood, that some of the teaching staff will be part of the programme on a full time basis, the visitors learnt that they will also have other teaching responsibilities for other programmes currently being delivered by the education provider. The visitors could not determine if all of the 6.5 FTE were Medipro Training Ltd employees, or if some were visiting lecturers who were being sub-contracted, and if this is the case, where such individuals would be involved in the programme. With regard to the programme leader, the visitors were unclear how this person will manage the programme on a full time basis whilst also fulfilling the role as managing director for Medipro Training Ltd.

Based on these findings, the visitors were not satisfied there was an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. The visitors require further evidence, which clearly demonstrates which members of staff will be involved in the delivery of the programme, a clear understanding of each staff members role, and the teaching and learning contributions they will be responsible for. In addition, the education provider must provide further evidence which explains the full-time equivalent staff level for the programme, and which staff contributions are included in reaching this figure. The visitors also require further clarity around the full time role of the programme leader and how this will be managed alongside the role as managing director.

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 demonstrate that all the learners on the programme will have sufficient resources to support their learning and that the educators will have the appropriate resources to deliver this programme effectively.

Reason: On the facilities tour, the visitors were shown the resources available to learners on the programme. The visitors were also told that all learners on the programme will receive three of the core textbooks and will have access to other reference books and learning resources at education provider. On this point, the visitors did not receive any further evidence which detailed what books, and learning resources in general the education provider will make available to learners.

During the facilities tour, the visitors were shown the teaching rooms, practical labs and an ambulance. However, the visitors were not provided with any further information regarding the equipment available to be used in these teaching and learning settings. Specifically, the visitors were unable to identify the ratio of equipment to learner numbers for practical teaching sessions.

Given these points, and the lack of clarity around the number of learners there will be on the programme at any given point, the visitors could not determine whether there will be sufficient resources to support the teaching and learning activities of the programme for all learners. As such, the education provider must provide further evidence to demonstrate that all the learners on the programme will have sufficient resources to support learning and that the educators will have the appropriate resources to deliver the programme effectively.

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 programme team must revise the programme documentation to ensure that the resources to support teaching and learning are accurate and appropriate to deliver an effective programme.

Reason: From a review of the documentation provided prior to the visit, the visitors noted various instances of inaccurate, contradictory and out-of-date information. Examples include:

- In the Mentor handbook, the uniform policy highlights that learners must follow a "bare below the elbows" rule. However, in the same document it states that "no jewellery, except wedding rings or watches are to be worn".
- There are various instances of spelling mistakes and reference to the wrong terminology. For example the education refers to Objective Structured Clinical Examinations (OSCEs) as "Observed Structured Clinical Examinations"
- There are various instances of out-of-date publications used as references within the documentation. These include references to the QAA benchmark statement for Paramedics (2004). However, there is a 2016 version. One of the core books, Nancy Caroline's 'Emergency care in the streets' (2008) is cited, however there are newer versions including the 2016 7th edition.
- In the 'PAD' document there are references to teaching adhering to the 2013 Joint Royal Colleges Ambulance Liaison Committee (JRCALC) guidelines but there has been updated guideline (2016)

These are only some examples of inaccurate, contradictory and out-of-date information identified in the programme documentation, which will be made available to both learners and educators. Considering these and other instances, the visitors were not satisfied the education provider has ensured that learners will have the accurate up-to date information they require in order to support their learning. The education provider must therefore revise the programme documentation to ensure that the resources to support teaching and learning is accurate and appropriate 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 clarify the referencing requirements for the programme to ensure it can effectively support the learning needs of learners.

Reason: From a review of the documentation the visitors noted that learners will be assessed using a variety of assessment methods. The visitors also noted that as part of the guidance for citing and referencing in the Student Handbook ''the Harvard Reference Style is the recommended format for documenting the sources you use in your academic writing". However, during the meeting with the programme team the visitors learnt that learners must use the Harvard referencing style for all their academic writing, otherwise they could be penalised through the academic misconduct procedure for plagiarism. The visitors note that the advice in the Student Handbook contradicts the programme team's expectations, and therefore they are unclear what the expectations of learners are, and how learners will understand the referencing requirements for their written academic work. The education provider must therefore clarify what the referencing requirements are for the programme to ensure that it effectively supports learning.

3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.

Condition: The education provider must ensure that the assessment procedures support learners to achieve within the programme, In particular demonstrate how they will fairly apply the process of giving feedback to learners.

Reason: For this standard, the visitors were directed to the Programme Handbook and Programme specification. The visitors noted that learners will be assessed in a number of ways including written examinations, Objective Structured Clinical Examinations (OSCEs) and coursework. The visitors also noted the criteria learners will be marked against. During the meeting with the learners, the visitors were told that they receive feedback within a short period of time following their assignment hand-in and that this is usually between a "few days" and a "couple of weeks" depending on how many learners are on their individual programmes. The visitors were also informed in the programme team meeting that there were no formal timescales for giving feedback to learners. The visitors note that this could be a disadvantage to learners who are in bigger cohorts than those who are not. The visitors also note that this may have a negative impact on learners who use their feedback to improve on their future assignments, as some learners may have less time with their marked work than others.

The visitors therefore require evidence which demonstrates how the education provider will ensure that the assessment procedures support learners to achieve within the programme, and in particular demonstrate how they fairly apply the process of giving feedback to learners.

3.14 The programme must implement and monitor equality and diversity policies in relation to learners.

Condition: The education provider must demonstrate how they will implement and monitor equality and diversity policies in relation to learners.

Reason: For this standard, the visitors were directed to the equality and diversity policy. Within the policy, the education provider has highlighted that they adhere to the protected characteristics as set out in the Equality Act (2010). The visitors however noted that only eight out of nine of the protected characteristics are mentioned in the policy, with the omission of the 'pregnancy and maternity' characteristic. The visitors were therefore unsure how the education provider will ensure that all learners are treated indiscriminately, and in particular how they will support learners who are pregnant or on maternity leave. The visitors also note that the education provider characterises 'gender' and 'sex' as one of the same in the protected characteristics. As part of the Equality act 'sex' and 'gender' are two different protected characteristics. However, from the visitors' review this distinction was not made clear in the policy.

Furthermore, the visitors noted in the programme specification that it states **"**Medipro actively supports equality, diversity and inclusion and has systems in place to monitor this throughout the programme from admission to completion". However, the visitors received no further information regarding the processes in place to monitor equality and diversity policies in relation to learners.

The education provider must therefore demonstrate how they will accurately and appropriately implement equality and diversity policies in relation to learners. They must also provide evidence to demonstrate how they will monitor these equality and diversity policies in relation to learners.

3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.

Condition: The education provider must demonstrate how they will ensure there are thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.

Reason: To evidence this standard the visitors were directed to the complaints policy in the Student Handbook, a section about Student Support in the Programme Specification and a section about health and fitness in the Programme Handbook.

The visitors were satisfied that successful applicants must undergo enhanced disclosure and barring service (DBS) check, and all learners must complete a "health screening questionnaire / declaration which will form part of their personal file" prior to starting the programme. However, the visitors could not find any information regarding how the education provider will ensure there are thorough and effective processes to continuously reassess the suitability of learners' conduct, character and health while undertaking the programme. The visitors could not determine whether these processes exist and therefore could not determine if they were appropriate, fair and / or supportive to help learners deal with concerns raised about their conduct, health or character. The visitors therefore require evidence which demonstrates that there will be thorough and effective processes in place for ensuring ongoing suitability of learners' conduct character and health.

3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.

Condition: The education provider must provide further evidence to demonstrate how they will make learners and educators aware of the exit awards, and that they will not lead to eligibility to apply for admission to the Register.

Reason: For this standard, the visitors were directed to the Programme Handbook and Programme Specification. The visitors noted in the documentation that "upon successful completion, the learner will be 'eligible' to apply for HCPC registration as a paramedic". At the visit, the visitors were told that there may be exit awards for this programme, for example if a learner successfully completes stage 1 of the programme they may be awarded a 'level 5 diploma in First Response Emergency and Urgent Care' (FREUC).

However, the visitors note that this is not included within the documentation and were therefore unclear about how learners and educators are made aware of the exit awards. Furthermore, the visitors were unclear how learners will be told that the FREUC qualification will not lead to eligibility to apply to the HCPC Register. The education provider must therefore provide further evidence about what the exit awards will be for this programme, how they will be communicated to learners and educators, and that they do not lead to eligibility to apply for registration with the HCPC.

4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

Condition: The programme learning outcomes must ensure that learners understand their scope of practice and meet the expectations of professional behaviour.

Reason: For this standard, the visitors were directed to the Programme Handbook, Programme Specification and Module PP12 (Professional Ethical and Legal Aspects of Practice Module). The visitors also noted that the education provider had referred to the HCPC standards of conduct, performance and ethics throughout the programme documentation. However, the visitors noted that learners will be required to administer drugs as part of their training to meet relevant learning outcomes. In year two of the programme for example, learners are expected to administer medicines such as morphine sulphate and diazepam. However, as part of the medicines legislation (Medicines & Healthcare products Regulatory Agency) and guidance set out by the College of Paramedics, learners are not able to administer these drugs, even under direct clinical supervision of appropriately registered mentors.

Given these findings, the visitors are unclear how the education provider will ensure the learners understand and work within their scope of practice whilst in training, particularly regarding the administration of drugs, and know when to appropriately refer service users to a practitioner. Additionally the visitors received no information on how learners will be supported to understand what professional behaviours are expected of them, to ensure service user safety, especially, in relation to drug administration. The visitors therefore, require further evidence to demonstrate how the learning outcomes ensure that learners understand and are able to meet the expectations of professional behaviour. In particular, the education provider must provide evidence to demonstrate how they will ensure learners understand their scope of practice, particularly in relation to drugs administration.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must submit further evidence detailing how the qualification remains relevant to current practice, and the mechanisms in place to ensure it remains so in the future.

Reason: The visitors were directed to the Programme Handbook and Mentor Handbook as evidence to meet this standard. The visitors note the various guidance reference points which have been used to develop the Level 6 award. The visitors also note the processes in place to enable changes to be made to the programme in future, and how feedback and programme development is used to inform this process. The visitors also note the qualification itself was developed by Qualsafe Awards, and any further changes being made to the programme would need to be agreed by QualSafe.

Due to this, the visitors were unclear how the award has been developed, and the mechanisms in place around programme development will ensure it remains relevant in the future. In particular, the visitors did not review any specific evidence around the development of the award by QualSafe, and the structures and individuals involved in this process. The visitors were also unclear how changes to the award would be made by QualSafe, how feedback received from the education provider in this regard would be acted on, and how appropriately qualified individuals will be involved in this process.

As such, the visitors require further evidence of the development of the award itself, evidence to support how the programme is benchmarked against various external reference points, including the Quality Assurance Agency subject benchmark statement for Paramedics (2016) and the College of Paramedic curriculum guidance (2016). Furthermore, the visitors require further evidence of the mechanisms there are in place to develop the award in the future, and what profession specific and educational expertise will be involved in such processes. The visitors also require further information regarding how Qualsafe will manage feedback from the education provider, how it will be used to inform the development of the qualification, and how curriculum changes will be implemented on this programme.

4.5 Integration of theory and practice must be central to the programme.

Condition: The education provider must articulate the structure of theory and practice learning, and must demonstrate how the learning approach will enable learners to meet the SOPs for paramedics.

Reason: Following the review of the documentation, the visitors noted that "the Diploma in Paramedic Practice consists of 2 stages, each of which is equivalent to a year's full-time study…this is a 40 week per year programme". At the visit, visitors were showed timetables for learners who will be on this programme for each stage of the programme from March 2018 to 2021. The visitors noted that in each year of the programme learners would firstly undertake their theory based work at the education provider for a number of weeks and then they will undertake their practice. However, from the timetable provided the visitors noted discrepancies between how much time learners will have to complete their theory and practice. The number of weeks learners have to complete for their theory and practice for Stage 1 is different for each cohort across the 3-year span. Similarly, the number of weeks learners have to complete their theory and practice for Stage 2 of the programme across the 3-year span is also different. In addition, the visitors note that the structure and delivery of practice-based learning has not yet been agreed. In particular, the visitors noted that the practice education providers were not aware that the programme is proposing to deliver block placements, which from their perspective would not be suitable.

Given these findings, the visitors are not satisfied structure and delivery of practice-based learning will enable the integration of theory and practice. The education provider must therefore articulate the structure of theory and practice learning and how the programme is designed to support it. In addition, the education provider must clarify how the timetabling of theory and practice based learning will ensure all learner cohorts are provided with an equitable opportunity to integrate theory and practice, to meet the learning outcomes for the programme and the standards of proficiency upon completion of the programme.

4.8 The delivery of the programme must support and develop evidence-based practice.

Condition: The education provider must demonstrate how the delivery of the programme supports and develops evidence-based practice.

Reason: For this standard, the visitors were directed to the Programme Handbook, Programme Specification and Mentor Handbook. The visitors noted that throughout the

documentation provided it states "students will develop their critical appraisal skills in year 2 which are embedded throughout the programme which aims to promote evidence based care in paramedic practice as an intrinsic part of the programme". The visitors also noted that by the end of the programme, learners "are expected to understand the critical appraisal of research evidence to inform paramedic practice". The visitors noted in the assessment of the last module of the programme (Module PP12) that learners will be expected to engage in and demonstrate evidence based practice.

However, in relation to the statements and from discussions at the visit, the visitors were unclear how the delivery of the programme supports and develops learners' evidenced-base to inform their practice. In particular, the visitors could not determine how the programme would encourage learners to develop their analytical and research skills relevant to paramedic practice, beyond the assessment contained within Module PP12. The visitors gathered no further evidence to indicate that evidence-based practice was embedded throughout the programme and that learners were provided opportunities throughout to develop their ability to use an evidence-base to inform their practice. Therefore, the visitors require further evidence, which clearly articulates how the delivery of the programme will support and develop evidence-based practice as a learner progresses through 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 articulate how they will ensure that learners will learn with, and from, professionals and learners in other relevant professions.

Reason: For this standard, the visitors were directed to the Mentor Handbook, Programme Handbook and Programme Specification. The Programme Specification states "student paramedics will have the opportunity to work alongside and engage with other healthcare students within the programme, for example when on clinical placements". In discussions with the programme team, the visitors were told that there will be 'opportunities for interprofessional learning' including shared simulation sessions with firefighters and police. Specifically, learners will be taken to Serco's international fire training centre, where this simulation would take place. The police and firefighters would go through a simulated fire experience or multi-casualty/ major incident, with the learners expected to engage in this activity as paramedics would. Furthermore, the visitors were told that learners would learn from specialist paramedic professionals who will hold guest lectures at the education provider.

However, the visitors understand that the arrangements for the fire simulation with Serco have not yet been finalised, as it is just in its planning stages. The visitors note there was no reference made to this type of simulation in the documentation, which outlined how this simulation will work and at which point in the programme it would be delivered. The visitors were also not satisfied that such a simulation would constitute evidence of interprofessional learning to meet this standard. Although learners will be working in a multidisciplinary environment, the visitors were unclear how this simulation would enable learners to learn with, and from relevant professions, as each professional would be working as they normally would within their professional roles, in the same environment alongside other professionals. Additionally, the visitors could not determine how paramedic learners' learning from guest lecturers constituted learning with and from professionals and learners in other relevant professions.

Further to these proposals, the visitors could only identify that learners may have contact with other professionals through the practice-based learning environment, which would take place on an ad hoc basis, rather than in a structured considered manner that would ensure learners interact with and learn from other professions.

Given these findings the visitors are not satisfied that learners are able to learn with, and from, professionals and learners in other relevant professions. Therefore, the education provider must provide further evidence which demonstrates what interprofessional learning there will be on the programme, and how this ensures that learners on this programme will learn with, and from professionals in other relevant professions.

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

Condition: The education provider must demonstrate that there will be effective processes in place to obtain appropriate consent from service users and carers who will be involved in the programme.

Reason: From a review of the documentation, the visitors noted that a 'student consent form' was included in the submission. Following the scrutiny of the form, the visitors agreed that it was appropriate to gain consent from learners who act as service users in practical and clinical sessions. The visitors did not however review a consent form for service users and carers who will be involved in the academic taught sessions of the programme. At the visit, the programme team informed the visitors that service users and carers would have to sign a consent form prior to being involved in any academic activity on the programme.

However, as the visitors did not review this consent form, and therefore they could not determine its appropriateness. The education provider must therefore provide further evidence to demonstrate that there will be effective processes in place to obtain appropriate consent from service users and carers who will be involved in the programme.

4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.

Condition: The education provider must clarify what the attendance monitoring processes are and how this will be communicated to learners.

Reason: From a review of the documentation, the visitors noted there was an attendance policy included in the submission. The programme team also informed the visitors at the visit what the attendance requirements are and how attendance will be monitored. The visitors were informed that there will be a register taken during each taught session to be submitted to the human resources department, who will be responsible for monitoring attendance.

However, the visitors noted the attendance policy highlights that "records of attendance will be kept by Medipro Ltd", but, the Student Handbook states that the "monitoring of attendance may take place at any point during the year". The visitors note that this information could be misleading as learners are informed that attendance 'may' be

monitored, whereas the policy states that this will always take place for taught sessions. The education provider is therefore required to provide evidence which clarifies what the attendance monitoring processes are for the programme and how this will be communicated to learners.

5.1 Practice-based learning must be integral to the programme.

Condition: The education provider must ensure that there are formal arrangements in place to secure practice-based learning for all learners on the programme.

Reason: To evidence this standard the visitors were directed to the Programme Handbook, Mentor Handbook and Programme specification. At the meeting with the practice education providers, the visitors were informed that the structure and detail of how practice-based learning for this programme will work has not yet been determined. The visitors noted that the practice education providers have not confirmed whether these will be block placements, and how many learners they are expected to receive at any one time, and whether these learners will be at Stage 1 or Stage 2 of the programme. In addition, the visitors receive no further evidence to demonstrate that formal arrangements are in place with each practice education provider to secure practice-based learning opportunities for all learners on the programme.

The visitors also note that the education provider has identified Medipro Clinical Services supported by North East Ambulance Service NHS Trust (NEAS) as a practice-based learning opportunity. The visitors were informed of the relationship and contract Medipro has with NEAS, however no formal documentation, which details the arrangements for this contract with NEAS was provided to the visitors, and NEAS were not represented at the visit itself.

As such, the visitors were not satisfied the education provider has formal arrangements in place to secure practice-based learning for learners. The visitors were also not satisfied that the education provider had developed and finalised how practice-based learning will be delivered, and that these arrangements would be supported by practice education providers. As such, were not satisfied that practice-based learning is an integral part of the programme.

Therefore, the visitors require further evidence, which demonstrates that there are formal arrangements in place to secure practice-based learning opportunities for all learners on the programme. In particular, the visitors expect to review formal contracts with all practice education providers which detail, amongst other things, the number of learners to be supported, the range of placements to be offered and the timings for when practice-based learning will occur. The education provider must also provide further evidence to demonstrate that all parties understand and are committed to how placement-based learning will be delivered to support learning and achievement of the learning outcomes for all learners on the programme.

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 the range of practice based learning settings that learners will experience will support the achievement of the learning outcomes and standards of proficiency for paramedics.

Reason: From the documentation provided, the visitors understood that the majority of practice-based learning would take place in an ambulance service setting. This was confirmed in meetings with the programme team and with practice education providers. These discussions also clarified that learners would have the opportunity to experience placements in alternative (non-ambulance) settings (such the emergency department, urgent care, theatres, and elderly / acute wards) at North Tees and Hartlepool NHS Foundation Trust.

However, the visitors noted that practice-based learning in both ambulance and non-ambulance based settings had not yet been secured. In particular, the visitors noted that the practice education providers and education provider are currently discussing the logistics of how this will work and are yet to agree formal arrangements. As mentioned in previous conditions, the practice education providers were also unclear on the number of practice-based learning opportunities they could provide and how these practice-based learning opportunities would be scheduled for delivery within the programme. The NWAS representatives confirmed they would only provide capacity to take up to 12 learners at any given point. Additionally, the representative from North Tees and Hartlepool NHS Foundation Trust explained that can only accommodate two learners in the trust at any one time.

Based on this information, the visitors were not satisfied all learners will be able to undertake practice-based learning. In particular, the visitors were unclear how all learners would be able to complete 240 hours of practice-based learning in the non-ambulance setting identified, within 40 weeks. More broadly, the visitors were unclear how the programme can ensure all learners have the opportunity to experience and complete a range of ambulance and non-ambulance based placements. The visitors therefore require further evidence to show how the education provider ensures a range of practice-based learning to support the achievement of the learning outcomes and standards of proficiency for paramedics.

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 define what the structure of practice-based learning on the programme will be, and demonstrate that this structure supports the achievement of the learning outcomes and standards of proficiency.

Reason: For this standard, the visitors were directed to the Programme Handbook, Mentor Handbook and Programme specification. Additionally, at the visit the visitors were shown the timetable for learners who will be on the programme. As highlighted in previous conditions, there are discrepancies between the programme structure for different cohorts, including discrepancies regarding practice-based learning for learners. In addition, during the meetings at the visit, the visitors noted there were inconsistencies between what the practice education providers' needs were and what the education provider was proposing regarding the practice-based learning model. In particular, the practice education providers expressed that they would not be able to offer block practice-based learning. However, from the timetable provided, the education provider highlighted that they would require a block practice-based learning provision for learners as key component of the overall programme delivery.

Furthermore, in discussions with the education provider, the visitors were informed that learners will be non-supernumerary for 'about 50 per cent' of their Stage 2 practice-

based learning. During the meetings with the learners and the programme team, the visitors were told that some of the learners will be employees of Medipro Services Ltd and they would sometimes be non-supernumerary. However, it was unclear when non-supernumerary hours would need to be achieved, in which setting, and whether all learners in stage 2 would be required to undertake non-supernumerary placements. Furthermore, as the visitors were unclear on when and how this programme will offer a non-supernumerary provision, they could not determine whether this non-supernumerary model will be appropriate to support the achievement of the learning outcomes.

Therefore, the visitors require further evidence, which confirms the structure of practice-based learning for the programme and clear details around how this structure will be delivered consistently for all learners. In addition, the visitors require further evidence that such a structure is formally supported by the practice education providers to enable the achievement of the learning outcomes. Lastly, the visitors require further evidence to show where and when supernumerary for learners at practice-based learning settings will be achieved. The education provider will need to detail how this non-supernumerary model will support learners to fulfil the requirements of the programme, meet the relevant learning outcomes and meet the standards of proficiency upon completion of the programme.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must provide further evidence to demonstrate how they ensure practice-based learning settings have an adequate number of appropriately qualified and experienced staff in place to support learning.

Reason: From the documentation provided the visitors understood that the majority of practice-based learning would take place in an ambulance service setting. This was confirmed in meetings with the programme team and with practice education providers. These discussions also clarified that learners would have the opportunity to experience placements in alternative (non-ambulance) settings, such as the accident and emergency department at North Tees and Hartlepool Hospital. In the evidence provided and at the visit the visitors were shown an audit process, which states that "all clinical practice placement areas have an adequate number of clinical mentors / educators who are registered healthcare professionals with, or working towards, a recognised teaching and / or mentoring qualification". In addition, the audit form states that "the Clinical Practice Placement area has an up-to-date copy of all Clinical Mentors/Educators Professional Registration details". Following a review of the audit process document, the visitors could not determine how these requirements will ensure that there are an adequate number of appropriately qualified and experienced staff in the practice-based learning environment. In particular, the visitors were unsure of what the education provider deems an adequate number of appropriately qualified staff to effectively support learners needs and could not determine how they will monitor this through the mechanisms they reviewed. In addition, as explained in the condition for SET 5.1, the education provider does not currently have formal arrangements in place to secure practice-based learning for all learners. There is uncertainty around what the practice-based capacity and availability will be, and therefore the visitors are unclear how many staff there will be within the practice education providers to support practice-based learning.

Therefore, the visitors require further evidence of how the education provider ensures an adequate number of appropriately qualified and experienced staff will be in place within practice-based learning settings. In particular, the visitors require further evidence of how the audit process to assess and monitor practice-based sites will record that there are appropriate numbers of staff. The visitors also expect more evidence of the capacity available with all practice partners to support learners, and that formal agreements exist which will ensure these resources are available to the programme.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must provide further evidence to demonstrate that all practice educators who supervise and mentor learners have the relevant knowledge, skills and experience to support safe and effective learning in practice settings.

Reason: From the documentation provided the visitors understood that the majority of practice-based learning would take place in an ambulance service setting. This was confirmed in meetings with the programme team and practice education providers. These discussions also clarified that learners would have the opportunity to experience placements in alternative (non-ambulance) settings, such as the accident and emergency department North Tees and Hartlepool Hospital. In the evidence provided and at the visit the visitors were shown an audit process in which the education provider has stated that the "all clinical practice placement areas have…educators who are registered healthcare professionals with, or working towards, a recognised teaching and / or mentoring qualification". The education provider told the visitors that all mentors who do not hold an appropriate mentorship qualification would have to undertake the 'L3A for mentors in prehospital care (RQF) qualification'. The visitors noted that this is a recognised qualification, which will help the education provider to determine that the mentors will have the knowledge, skills and experience required to support safe and effective learning in practice-based learning settings. Additionally, in the documentation provided and at the visit, the visitors learnt that Stage 1 learners will be mentored by ambulance technicians or paramedics and Stage 2 learners will be mentored by a paramedic or "other registered professionals". The visitors were informed that these other registered professionals will mostly be from non-ambulance practice-based learning settings and they could be either be nurses or doctors.

Based on these findings, the visitors were unclear what alternative teaching and / or mentoring qualifications the education provider would accept, or how someone working to a qualification would make them suitable to supervise learners. In addition, the visitors were unclear how the programme ensures other healthcare professionals who may not be registered with the HCPC would be deemed appropriate to support learners for this programme.

Therefore, the education provider must provide further evidence to demonstrate that all practice educators who supervise and mentor learners have the relevant knowledge, skills and experience to support safe and effective learning in practice-based learning settings. In addition, the visitors require further clarification around the requirements for supporting learners, particularly where practice educators do not hold the stated required qualifications, or where they are working towards a qualification. The education provider must also provide evidence to demonstrate how practice educators

who are not on the relevant part of the HCPC Register are appointed and on what basis this is deemed appropriate to support learners for 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 undertake appropriate regular training.

Reason: The education provider told the visitors that all mentors who do not hold a mentorship qualification would have to undertake the 'L3A for mentors in prehospital care (RQF) qualification' and that this qualification would form part of the training. The visitors however noted that not all practice educators would undertake this training before supervising learners and the visitors do not know what other teaching / mentorship qualification mentors could hold before supervising learners.

In discussions with the programme team informed the education provider that they would hold regular update training for mentors. This training would be specific to the programme to ensure practice educators can support learners appropriately. However, the visitors received no information regarding what the regular training sessions for mentors will include, how often these training sessions will be, and whether or not this training is required before learners can be supported in practice.

The visitors were also informed by the practice education providers that they would prefer to have joint regular training sessions with the other education providers to save time and resources and avoid repeating similar refresher trainer sessions. In this regard, the visitors note there are currently no formal partnerships and effective processes in place to ensure effective collaboration, and as such are unclear whether these arrangements have been agreed with the practice education providers.

Based on these findings, the visitors require further evidence which demonstrates how practice educators undertake appropriate regular training, in order to sufficiently support the learners' needs and to ensure that they are kept up-to-date with the expectations of their role. Additionally, the education provider must demonstrate what this training will be, the requirements placed on practice educators to complete it, and that these arrangements are supported and formally agreed with all practice placement providers.

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 revisit the assessment strategy and design to ensure that it is appropriate to ensure that those who complete the programme meet the standards of proficiency (SOPs) for paramedics.

Reason: The visitors noted in the Practice Assessment Document (PAD) for both year 1 and 2 that learners need all competencies signed off, in order to pass the practice modules. The visitors also noted that learners would have to achieve each competency three times such as invasive skills in clinical practice and demonstrate administering drug therapy. The visitors were unclear how the learners will achieve this, as in practice there could be limited opportunities to demonstrate these competencies. On this point,

the visitors also noted that the education provider has mentioned that there will be other arrangements such as more practice-based learning hours to be completed or for simulation to be arranged. The visitors were unclear how such arrangements would be managed in practice, particularly as it may be difficult to secure additional practice hours or difficulties in arranging simulations at short notice with limited resources.

Furthermore, the practice education providers also noted that learners will not be allowed to undertake certain competencies detailed in the PAD, especially the demonstration of administering drug therapy. As explained in previous conditions, the visitors note that learners are not allowed to administer certain drugs whilst in training to become a registered paramedic.

Given the findings, the visitors are unclear how learners will be able to demonstrate that they meet all the competencies set out in the PAD, as learners will either not have the opportunity to do so, or are not permitted to by law. The education provider must therefore revisit the assessment strategy and provide further evidence that it is appropriate to ensure that those who complete the programme meet the standards of proficiency (SOPs) for paramedics. In particular, the visitors require further evidence, which clarifies how the education provider ensures all learners, will have the opportunity to demonstrate required competencies, and where learners do not, what arrangements are in place to ensure learners are appropriately assessed.

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

Condition: The education provider must ensure that the assessment policies specify what is expected of learners, to enable them to achieve and progress within the programme and enable them to achieve the SOPs for paramedics.

Reason: For this standard, the visitors noted in the programme documentation that there was no information which outlines the resit policies for this programme and the maximum amount of time a learner can take to complete the programme. During the learners' meeting, the visitors noted that learners are currently unaware of how many times they could resit, what elements of the programmes they could resit, the time period in which the resit would need to take place, and the maximum time they had to complete their qualification.

As such, the visitors were unclear about how learners will be informed about the requirements for progression on the programme and require further evidence to ensure this standard is met. In particular, the visitors require further evidence of policies in place regarding opportunities for learners to resit elements of the programme and where limits apply in relation to this. Furthermore, the visitors require further clarity around the maximum time allowed to complete the award, and how all information around progression and achievement is communicated to learners.

6.7 The education provider must ensure that at least one external examiner 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 ensure that the external examiner is independent from the programme, that they have the appropriate qualifications and experience, and are from the relevant part of the Register, unless other arrangements are appropriate.

Reason: From a review of the documentation and discussions at the visit, the visitors learnt that an external quality assessor (EQA) and external examiner had been recruited for this programme. According to the education provider, the person fulfilling the EQA role must be "A suitably qualified and [Qualsafe Awards] QA approved EQA who meets the required criteria to quality assure the QA Level 6 Diploma in Paramedic Practice (RQF), on behalf of QA". The awarding body, Qualsafe Awards appoints the EQA, and their role includes providing "comment on course content, balance and structure, and on the modes of teaching, learning and assessment used, to support on-going development of the programme".

Currently, the EQA is an employee of the awarding body. As part of the requirements of an external examiner highlighted in the policy by the education provider, an external examiner must not be "influenced by previous association with the module/programme, the staff or any of the students". Furthermore, they have outlined that the "external examiner should be impartial in making judgement and not have previous close involvement with Medipro Ltd, which might compromise their objectivity". However, the visitors learnt that the EQA will also act as the external examiner for this programme. Considering that Qualsafe Awards provide Medipro with the programme's curriculum, the visitors were not satisfied the external examiner will be able to maintain their objectivity, as they are not independent from the programme.

Additionally, as part of the criteria of appointment for external examiners outlined in the external examiner policy document, it states that external examiners "can meet the applicable criteria set by the Professional, Statutory of Regulatory Bodies (PSRB)". However, the visitors could not be certain from this evidence that this would mean that the HCPC standard would be met. It is not defined in the external examiner policy whether the external examiners would have to be from the relevant part of the HCPC Register and, if not, that there is an appropriate reason for appointing an examiner who is not from the relevant part of the Register.

The education provider is therefore required to appoint an external examiner who is independent from the programme, has the appropriate qualifications and experience and is from the relevant part of the HCPC Register.

HCPC approval process report

Education provider	Newcastle University
Name of programme(s)	BSc (Hons) Speech and Language Therapy, Full time
	Master of Speech and Language Sciences, Full time
Approval visit date	11 October 2017
Case reference	CAS-12022-C7Q2W3

Contents

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:

Lucy Myers	Speech and language therapist
Lorna Povey	Speech and language therapist
Frances Ashworth	Lay
Eloise O'Connell	HCPC executive

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.

Simon Pallett	Independent chair (supplied by the education provider)	Newcastle University
Gillian Cavagan	Secretary (supplied by the education provider)	Newcastle University
Julie Lachkovic	Representative for Royal College of Speech Language Therapists	Royal College of Speech Language Therapists

Section 2: Programme details

Programme name	BSc (Hons) Speech and Language Therapy
Mode of study	FT (Full time)
Profession	Speech and language therapist
First intake	01 September 2018
Maximum student cohort	Up to 50 across the two programmes
Intakes per year	1
Assessment reference	APP01867

Programme name	Master of Speech and Language Sciences
Mode of study	FT (Full time)
Profession	Speech and language therapist
Proposed First intake	01 September 2018
Maximum student cohort	Up to 50 across the two programmes
Intakes per year	1
Assessment reference	APP01760

We undertook this assessment of the two new programmes 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 meets our standards for the first time.

The education provider informed the HCPC that their currently approved four year BSc (Hons) Speech and Language Sciences programme will be moving to two programmes.

Considering the broad scope of changes proposed to the speech and language therapy provision at the education provider, and as a new programme at a higher academic level is being proposed, we decided the most appropriate way to scrutinise how the two replacement programmes will meet our standards is via the approval process.

As noted in the tables above, the two proposed programmes are:
- a three year BSc (Hons) Speech and Language Therapy programme and
- a four year Master in Speech and Language Sciences.

The Masters programme is an integrated masters, which would be an additional one year programme following on from the three years BSc (Hons) Speech and Language Therapy programme, however the programme is named a Master of Speech and Language Sciences.

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
Programme specification	Yes
Module descriptor(s)	Yes
Handbook for learners	Yes
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	Yes

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

Group	Met	Comments
Learners	Yes	We met with learners and graduates of the current BSc (Hons) programme, as well as a learner on the HCPC-approved MSc Language and Pathology programme, which was not reviewed through this process
Senior staff	Yes	
Practice education providers and educators	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 44 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 15 December 2017.

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

Condition: The education provider must demonstrate there are processes in place for service users to give consent when working with learners in all practice-based learning settings.

Reason: From a review of the documentation, the education provider referenced the staff handbook, which states that service users and carers are to provide verbal and / or written consent when working with learners, and in some cases, the consent procedures are determined within specific external organisations. At the visit, the programme team explained there are a number of ways that learners and practice-based learning staff obtain consent from service users. For example, in paediatric settings, there would be permissions slips and a phone call with parents before the learner works with the child. In these cases there would also be a conversation when first meeting the parents, with the clinical educator and learner involved. At the meeting with the practice educators, the visitors heard that formal consent letters are sent to service users who will be working with learners on the programmes. The programme team noted that there are different consent forms for the different clinics where the service users work with learners on the programme. Considering the evidence provided, the visitors agree that there are processes in place to obtain consent from service users. However, from the information provided the education provider does not have a process in place to audit the consent processes in all practice-based learning settings, to enable them to make the judgement that there are effective consent protocols in place. Therefore, it is not clear how the education provider has oversight of the processes in place for all practice based learning settings. Therefore, the education provider must clearly demonstrate there is a process in place to manage and make judgements about the appropriateness of consent protocols in all practice-based learning settings.

4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.

Condition: The education provider must define level of attendance required, the parts of the programme where attendance is mandatory, and the consequences for learners where there is non-attendance.

Reason: On review of the documentation, the visitors were unclear on the specific attendance requirements and what the follow up action would be if learners fell below any threshold. The speech and language sciences general handbook defines the process for learners to follow for absences, and that all learners record their attendance by swiping their SMART card at every class. However, the documentation does not define a specific requirement for where attendance is mandatory on the programmes. The placement handbook for students states that "attendance at clinical placement sessions is mandatory, except in cases where ill-health or other serious factors make this impossible". The process to follow if learners are unable to attend is made clear in the documentation. However, the visitors are unclear what the consequences or follow-up action would be for learners where there is non-attendance. The general handbook

states that "after a significant number of absences, action may be taken under the University General Regulations that could results in termination of your programme of study". From discussion with the learners, the understanding was that there was an expectation from the education provider for 100 percent attendance, however if attendance fell below 95 percent, the education provider would be in contact with them. From discussion with the programme team, the visitors heard that attendance at clinical placement is 100 percent mandatory, and that it would be assessed on a case-by-case basis how to proceed if a learner has a fair reason to fall below 100 percent. The programme team advised the visitors that if a learner's attendance fell below 80 percent, this would be flagged by the administrator and taken forward. The visitors heard that there are some sessions that are mandatory for learners to attend, such as the safeguarding session; if this were missed, the learner would be required to make this up. From this information, the visitors were not clear of the level of attendance required, which parts of the programmes are mandatory, or the consequences for learners if their attendance drops below any threshold, or where there is non-attendance of mandatory sessions. As such, the education provider must define the level of attendance required, the parts of the programme where attendance is mandatory, and the consequences for learners where there is non-attendance.

5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

Condition: The education provider must demonstrate there is a system in place for approving and monitoring all practice-based learning.

Reason: At the visit, the visitors heard from the programme team that there are no formal agreements or processes in place for approving placements, and that placement approval is based on long-standing collaboration between the practice-based learning providers and the education provider.

The education provider has campus clinic practice-based learning as well as external organisation practice-based learning for learners on the programmes. The visitors learned that ensuring quality of practice-based learning is largely based on learner feedback. The placement handbook for practice educators talks about a clinical placement / educator feedback form that is completed by all learners at the university immediately following the placement. The clinical coordinator collates a summary of the feedback and this is discussed at the Clinical Coordinator Committee (CCC) and Student Practice Experience Committee (SPEC) meetings to ensure relevant issues are addressed. During discussions with practice education providers, the visitors heard that historically, the education provider visited all placement providers and vetted them for initial approval. Currently, the practice education providers largely monitor all their own placements, and learner feedback is used through learner evaluations of placements for ongoing monitoring.

At the visit, the visitors questioned the programme team on what the process is now for approving new placements. The visitors heard there would first be informal discussion; the education provider would then visit the practice education provider to provide in-service training, identify a range of placements they expect in placement, and to encourage the practice education provider to identify their representatives for the Clinical Coordinator Committee. The education provider noted this will also be based on collaboration, as there is not process currently for formal agreements when approving practice education providers. The visitors understand from the documentation that the

education provider is the only institution that offers pre-registration speech language therapy programmes in the region, and as such, partnerships with local organisations and services are seen as longstanding and successful. However, in order for the visitors to make a judgement on whether the standard has been met, the education provider must demonstrate that there is a well-defined, robust process for approving and ensuring the quality of all practice-based learning settings.

5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.

Condition: The education provider must demonstrate there is a system in place to ensure that practice-based learning takes place in a safe and supportive environment for learners and service users.

Reason: From a review of the documentation, the visitors were unclear what policies the education provider has in place to ensure that the practice-based learning settings take place in environments that are safe and supportive for learners and service users. This relates to the visitors not being clear on what policies are in place to effectively approve and monitor all practice-based learning settings. The visitors learned that historically, the education provider visited all practice education providers and vetted them for initial approval. During discussions with practice education providers and the programme team, the visitors learned that practice education providers largely monitor their own practice based learning. However, the education provider has not demonstrated whether the audit process, which is largely based on learner feedback, is effective, and how any new practice-based learning settings would be approved. As the education provider has not identified an effective system for approving and ensuring the ongoing quality of practice-based learning, the visitors cannot make a judgement about whether the education provider has a system for ensuring that the practice-based learning settings provide a safe and supportive environment for learners and service users. As such, the education provider will need to demonstrate what systems they have in place that will ensure the practice-based learning settings provide a safe and supportive environment for learners and service users.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must define what they consider as an appropriate number of practice-based learning staff, demonstrate why this is the case, and how they will monitor this number going forward.

Reason: On review of the documentation, the visitors found information on the processes for selecting appropriately qualified practice-based learning staff. However, there was no information on staff numbers or what the education provider considered to be a suitable number for staff involved in practice-based learning, for the number of learners and the type of placement. The clinical placement process: a guide document, states that "it is the Clinical Coordinator Committee (CCC) representatives' responsibility to consider staffing to ensure an adequate number of appropriate qualified, registered and trained staff are available for the duration of a particular placement". While there is information on how practice educators are selected, there is no information on what the education provider defines as an appropriate number of practice based learning staff. In addition, it is not clear how this is monitored by the education provider to ensure the number of practice-based learning staff is suitable for

the number of leaners and the type of placement. As such, the education provider must define what they consider as an appropriate number of practice-based learning staff, demonstrate why this is the case and how they will monitor this number going forward.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must demonstrate they have a system in place for ensuring practice educators are HCPC registered, or have the relevant knowledge, skills and experience to support safe and effective learning in the practice-based learning setting.

Reason: On review of the documentation, the visitors found that the placement handbook for practice educators states that practice educators for learners on the programmes should be HCPC registered. However there was no information in the documentation to demonstrate that the education provider has a system in place to ensure this. In discussion with the programme team, it was noted that the practice education provider's human resources team would have a process to check and record that practice educators are HCPC registered. However, the visitors were unclear how the education provider had oversight of these policies to ensure that all practice educators would be registered as appropriate. The visitors also noted that there could be practice-based learning where learners would be supervised by professionals other than speech and language therapists, and were unclear whether these individuals would need to be registered with the appropriate regulator. Therefore, the education provider must demonstrate there is system in place to ensure that all practice educators are HCPC registered, or have the relevant knowledge, skills and experience to support safe and effective learning in the practice-based learning setting.

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 there is a process in place for ensuring that all practice educators are receiving the appropriate initial and update training.

Reason: On review of the documentation, the visitors noted that there is appropriate and regular training made available to practice educators. However, the visitors were not clear how the attendance or undertaking of this training is monitored, or how the education provider ensures that all practice educators are using the available training. The placement handbook for practice educators includes a section on practice educator support and training. The training includes a series of workshops each year, run by the education provider. The workshops include introductory, follow-up, annual update, professional context and advanced workshops. The introductory workshop is mandatory and the education provider asks that all practice educators attend before taking students for the first time. The annual update workshop is also a mandatory training requirement involving one representative from each practice education provider. The placement handbook states "each placement provider or service sends a representative to this workshop and then attendees disseminate a written summary of key updates to service colleagues". However, the visitors were unclear how the education provider ensures that attendees pass this information to other practice educators. All other

workshops mentioned are provided as opportunities for practice educators to attend, rather than being mandatory. However, the visitors could not see from the documentation how attendance was recorded, where mandatory, or how attendance is monitored for each practice educator. During discussions with the programme team, the visitors learned there is a record of who has undertaken the training at the end of placements only. The visitors agree there is regular and appropriate training made available to practice educators, however there is no evidence to show that all practice educators are receiving the appropriate initial and update training, especially where the training is disseminated from representatives who attend the training. Therefore, in order for the visitors to make a judgement on whether this standard is met, the education provider must demonstrate the process in place to ensure all practice educators are receiving the appropriate and regular training.

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

Condition: The education provider must demonstrate how the criteria for passing clinical placements is an objective, fair and reliable measure of learners' achievement.

Reason: On review of the documentation, the visitors noted that there is a 'clinical evaluation report' that is used to assess learners throughout placement. The report states that for an overall assessment mark as a pass "the student has reached competency in most or all areas expected for the corresponding stage of the course". The visitors noted that there could be varying interpretations for "most or all" by learners and practice educators. During discussions with the programme team, the visitors heard that the 'most' is dependent on the range of experiences that learners are able to cover across their placements. For example, a learner may not have the opportunity to experience a particular area while on placement, therefore cannot be marked on all areas expected. However, the visitors noted that the term 'most or all' may not be interpreted objectively, reliably and fairly by learners and practice educators. As such, the education provider must revise the documentation to clearly define what requirements are for learners to obtain an overall assessment mark as a pass, in order to demonstrate there is an objective, fair and reliable measure of learners' progression and achievement.

Recommendations
We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

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

Recommendation: The visitors recommend that the education provider strengthen how they plan and monitor service user and carer involvement, including service user and carer contribution to the governance and continuous improvement of the programmes.

Reason: On review of the documentation, the visitors understood that service users and carers were involved in teaching and learning on the current approved programmes. The staff handbook states that service users and carers are involved in admission process (video resources for interviews), student learning and assessment (video resources), teaching sessions and evaluation of campus clinic provision. At the

visit, the visitors met the service users and carers who are involved in teaching and learning, such as those who present guest lectures or are involved in discussions with learners. The visitors were unable to meet with those service users and carers involved in the video resources, however the programme team talked about a group of service users with aphasia who were involved in a video, which is used for the interview process for programme admissions. The visitors noted that there is currently no involvement of service users and carers in committees or planning, and that the education provider does not currently arrange regular or formal meetings for service users and carers involved in the programmes. While the visitors found that service users and carers were involved in the programmes in various ways, the visitors noted that the education provider could strengthen the planning and monitoring of this involvement to ensure meaningful and ongoing involvement. This could include regular meetings organised by the education provider to involve service users and carers in planning and to meet with other service users and carers involved in the programmes. The visitors also found that service users and carers were mainly involved through teaching and learning, and that the education provider could strengthen the involvement of service users and carers by involving them in the governance processes and continuous improvement of the programme.

HCPC approval process report

Education provider	University of Stirling
Name of programme(s)	Professional Doctorate in Health Psychology, Full time
	Professional Doctorate in Health Psychology, Part time
Approval visit date	27 September 2017
Case reference	CAS-12008-J7P4H6

Contents

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:

Deirdre Keane	Lay
Lynn Dunwoody	Practitioner psychologist - Health psychologist
Gareth Roderique-Davies	Practitioner psychologist - Health psychologist
Eloise O'Connell	HCPC executive
Jamie Hunt	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.

Tessa Parkes	Independent chair (supplied by the education provider)	University of Stirling, Faculty of Social Sciences

Nicola Hunt	Secretary (supplied by the education provider)	University of Stirling
Helen Poole	Convenor of BPS Accreditation Team	British Psychological Society
Liz Simpson	Member of BPS Accreditation Team	British Psychological Society
Susan Quinn	Partnership and Accreditation Officer for BPS Accreditation Team	British Psychological Society
Jason Rowbottom	Member of BPS Accreditation Team	British Psychological Society

Section 2: Programme details

Programme name	Professional Doctorate in Health Psychology
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Health psychologist
Proposed First intake	01 September 2018
Maximum learner cohort	Up to 6 across both programmes
Intakes per year	1
Assessment reference	APP01749

Programme name	Professional Doctorate in Health Psychology
Mode of study	PT (Part time)
Profession	Practitioner psychologist
Modality	Health psychologist
Proposed First intake	01 September 2018
Maximum learner cohort	Up to 6 across both programmes
Intakes per year	1
Assessment reference	APP01750

We undertook this assessment of new programmes 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	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
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	Not Required	As this is not yet an approved programme, the education provider was not required to submit this.

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

Group	Met	Comments
Learners	Yes	As this is not yet an approved programme, we met with potential trainees for the programme as well as learners on the current MSc Health Psychology programme.
Senior staff	Yes	
Practice education providers and educators	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 31 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 31 January 2018.

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 that admissions information will give applicants the information they require so that they can make an informed choice about whether to take up a place on a programme, including information about sourcing their own potential practice-based learning.

Reason: As part of the documentary submission, the visitors were given some advertising information specific to the programme. Prior to the visit, the visitors requested information from the education provider relating to various costs for the programme and whether these would be paid by the education provider or by learners (for example, criminal conviction checks, travel to and from placement). This information was made available to the visitors by email prior to the visit; however, the education provider has not demonstrated how or where this information will be made available to potential applicants for the programme. The education provider has also listed one of the entry requirements for applicants onto this programme, is to have successfully completed a 'British Psychological Society Accredited MSc in Health Psychology'. The visitors were unclear how recently this qualification must have been completed. At the visit, the visitors heard that the MSc programme must have been completed within the last 5 years. The visitors agree that 5 years is reasonable, however this cut off is not noted in the admissions documentation. Therefore, the visitors require that the education provider reviews and revises this documentation, to demonstrate how they will meet this standard.

2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.

Condition: The education provider must demonstrate how their admissions process appropriately and effectively assesses applicants' prior learning.

Reason: From their review of the documentation, the visitors were not clear what the process for recognition of prior learning will be for this programme. From discussions at the visit, the visitors understand there is a process in place for assessing applicants' prior learning, however there is limited information in the documentation about how this process works. During the visit, the visitors heard that the recognition of prior learning process would be at the point of application and would be assessed through a series of documentation, which would be completed as part of the application process. However, the visitors were not clear about the criteria that would be used to make judgements about prior learning, how any policy would be applied to applicants to the programme, or how this policy would be made available to applicants and the staff who would apply it. As such, the education provider will need to clearly define the process for assessing applicants' prior learning, and how this will be reflected in relevant programme documentation, in order for the visitors to make a judgement about whether this standard is met.

3.1 The programme must be sustainable and fit for purpose.

Condition: The education provider must demonstrate that the future plans for the programme are sustainable.

Reason: Prior to the visit the visitors understood there would be five learners per cohort with one annual intake, as per the visit request form. At the visit, the programme team confirmed that there would be a maximum of six learners per cohort with one annual intake. At the visit, the senior team and programme team noted there may be not be sufficient resources over the three year programme if they take in the maximum of six learners each year. The senior team noted that if they recruited to six learners each year, that by the time of the third year of the programme running they would be over their intended staff-student ratio. In this case, the senior team theorised that the programme would need to take fewer learners in the next year, or recruit more staff. The senior team also noted that they could take more learners in one year, and less in another, and that the maximum of six learners per year would be on a full time equivalent (FTE) basis, and therefore apply across both full time and part time programmes.

The visitors also note the education provider will provide a 'top-up doctorate' award alongside this programme. The visitors were not clear if or how the top up doctorate would impact on the resources for the programmes considered through this process. For example, they were not clear how the education provider will staff the top up programme, or whether the intended learner numbers discussed above include learners on the top-up doctorate.

The visitors did not see a plan in place to manage the various scenarios of learners broken down between years and / or programmes, or information which demonstrates that their staff-student ratio will remain at their desired level, once the programme has been running for several years. Therefore, the education provider will need to demonstrate how they will ensure that the learner and staff numbers for the programme are managed, to ensure it is sustainable in the longer term.

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 between the education provider and practice education providers.

Reason: Applicants for this programme must source their own practice-based learning, so practice education providers will be confirmed on an applicant-by applicant basis when the applicant is accepted onto the programme. In evidencing this standard, the education provider referenced policies about the approval and monitoring of practice placements. However, the visitors were unclear how the information provided demonstrates that regular and effective collaboration between the education provider and the practice education provider wold be undertaken on an ongoing basis, such as planned future meetings. As such, the education provider needs to demonstrate that there is a plan in place on how they intend to maintain regular and effective collaboration with any future practice education providers.

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

Condition: The education provider must demonstrate how service users and carers will be involved in this programme, and how their needs will be supported.

Reason: On review of the documentation, the visitors were not clear how service users and carers would be involved in this programme specifically. The SETs mapping document refers to the faculty operating a 'Patient and Public Involvement Group' who will be involved in programme development, monitoring and feedback. At the visit, the visitors met with service users and carers who are part of this 'Patient and Public Involvement Group.' During discussion, the visitors learned that the service users and carers have attended meetings and lectures at the education provider, though this was intended as fact finding for the members of the group, rather than involvement specific to this programme. During discussions with the programme team, the visitors learned that the team hoped to involve service users and carers in an advisory group for this programme, which meets at least annually. The SETs mapping document also mentions service users and carers will be invited to participate in annual programme review. However, the visitors noted that none of the education providers intentions were drawn together in an overarching policy or strategy which would ensure appropriate and ongoing service user and carer involvement in the programme.

Additionally, during discussions with the service users and carers at the visit, the visitors learned that they experienced some difficulty in arriving to the meeting, for example parking at the education provider. In order to enable service users and carers to be appropriately involved in the programme, the education provider needs to ensure there is appropriate support available, including the facilities and resources allowing them to contribute their time.

As such, the education provider will need to demonstrate how service users and carers will be involved in this programme, and how they will be appropriately supported to do so. The education provider seemed aware that they could involve service users and carers through programme development, monitoring and feedback. The visitors note there are other possible areas for involvement in our SETs guidance document.

3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.

Condition: The education provider must demonstrate that the process in place for ensuring ongoing monitoring of the suitability of learners' conduct, character and health is effective.

Reason: The SETs mapping document noted that the education provider intends to have "ongoing monitoring" related to this standard. However, the education provider did not provide any supporting evidence which showed how the process for ongoing monitoring would work (ie by whom and how) in the academic setting. The visitors were also unclear on the process involved for ongoing criminal records checks or how any issues that may impact on the professional suitability of learners is monitored on placement. The visitors also noted that the programme team were unaware of whether or how the education provider's overarching fitness to practice policy would need to be applied by the programme, in either the academic or practice setting. As such, the education provider must demonstrate that the process for ensuring the ongoing suitability of learners is thorough and effective and is clearly documented.

3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.

Condition: The education provider must demonstrate that there is an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.

Reason: The documentation referenced in the SETs mapping document refers to supervision requirements, which outlines how the supervisor will support the learner in practice. However, there was no specific information in this documentation about providing support to enable learners to raise concerns about the safety and wellbeing of service users. During discussion with the programme team, the visitors heard that there would be discussions upfront, at the start of the programme about how learners can raise concerns regarding service users' safety and wellbeing. The programme team also referred the visitors to the professional practice and health environment module, as well as the university's safeguarding policy. However, the visitors were unclear where learners, practice staff, and the programme team would access information and support to help learners raise concerns about the safety and wellbeing of service users. Therefore, the education provider will need to demonstrate that there is an appropriate process in place, and that this is clearly documented.

3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.

Condition: The education provider must review documentation to ensure it is clear which programmes provide eligibility to apply for admission to the Register.

Reason: The visitors noted there is a section on aegrotat awards on page 33 of the student handbook. The documentation does not state that aegrotat awards do not confer eligibility to apply to the HCPC Register. In addition, the visitors noted that the education provider will provide a "top-up doctorate" award alongside this programme. However, the visitors were not clear form the documentation whether this award was intended to be a registrable qualification. From discussions, it seems that this award would only be accessible to existing registered health psychologists, and would not confer eligibility to apply for registration. As such, the education provider must review documentation to clearly specify that aegrotat awards do not provide eligibility for admission to the HCPC Register, or remove any reference to an aegrotat award, and to clarify the intended status of the top up doctorate qualification.

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 demonstrate how learners will be able to learn with, and from, professionals and learners in other relevant professions.

Reason: On review of the documentation, the visitors found limited information related to this standard. The SETs mapping document referenced a section on programme quality standards in the student handbook, which noted that "trainees will be encouraged to share best practice within the programme, the University of Stirling postgraduate community, with multidisciplinary colleagues in the workplace, and other

stakeholders." The visitors noted the optional nature of this best practice sharing would not ensure that all learners will interact with these groups. The education provider also referenced the Teaching and Training module proposal to evidence this standard, in which learners would teach other health care professionals. The module proposal states that the learner will develop experience of using different "teaching/training approaches, methods and techniques and to use these in an autonomous manner with different groups, which will include recipients of health care or health-related interventions (including patients and the general population) and health professionals". The visitors noted that this approach seemed to link to the learners teaching others, rather than learning with and from others. At the visit, the programme team noted that there would be many other opportunities for shared teaching and shared learning, but that no further formal plans have been put in place. Therefore, in order for the visitors to make a judgment about whether this standard is met, the education provider must demonstrate how they will ensure learners are able to learn with, and from, professionals and learners in other relevant professions.

4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.

Condition: The education provider must define where attendance is mandatory, demonstrate that associated monitoring processes are in place, along with how these requirements are communicated to learners on the programme.

Reason: From review of the documentation, the visitors were unclear on the parts of the programme where attendance is mandatory, or what the consequences would be for learners that do not attend parts of the programme. In the documentation, there is an eighty percent attendance requirement, however, it is not clear exactly how this applies across the programme (for example, in the academic and / or practice setting), or how this is monitored. When questioned, the programme team were unclear how they would apply this requirement, or which parts of the programme could not be missed. Therefore, the education provider must define what the requirements are, how attendance is monitored, and how this is communicated to learners.

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 the structure, duration and range of practice-based learning supports the achievement of the learning outcomes and the standards or proficiency, and how this is communicated to learners.

Reason: From review of the documentation and discussions with senior staff, the visitors identified discrepancies about the duration of the programme. The visitors noted that the placement handbook states the programme is over a minimum of three years full-time, while the student handbook states the programme will be over a maximum of three years full-time. It was confirmed at the visit that the programme would be a minimum of three years full time. The student handbook states that while most learning takes place in the placement, the programme supports this with short blocks of teaching. The visitors noted that learners would "work one day a week" (as set out in the programme documentation), but were not clear what was meant by this. At the visit, the programme team clarified this to mean there would be one day set aside for study time for learners, and that four days of the week would be spent in practice. During the

meeting with possible practice educators, the educators could not confirm what the structure and duration of practice placements would be for the programme, suggesting that they could envisage supporting learners for one or two days a week. As such, the education provider must demonstrate how the structure, duration and range of practice-based learning supports the achievement of the learning outcomes and the standards or proficiency, and is clearly documented and communicated to learners and practice education providers.

5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

Condition: The education provider must demonstrate that there is an effective system in place for approving and ensuring the quality of practice-based learning.

Reason: From a review of the documentation, the visitors were unclear how the education provider will effectively approve and ensure the quality of practice-based learning for this programme. It was noted that learners coming onto the programme would be responsible for arranging their own placements, and would need to have identified a practice education provider as part of the admissions process. During the programme team meeting, the education provider noted there will be a 'placement assessment process' in which suitable supervisors will need to be identified, however currently the education provider do not have a set criteria for agreeing the suitability of practice-based learning staff. In addition, the visitors note there appears to be no process in place to capture learner feedback. During the programme team meeting, the education provider noted there will be both informal and formal feedback mechanisms for the various groups involved with practice based learning. However, it is not clear how the various feedback mechanisms discussed, along with audit processes are drawn together by the education provider into a thorough and effective system for approving and ensuring the quality of practice based learning. Considering each learner will be reliant on the practice based learning opportunities that they bring to the programme, the visitors were unclear what would happen if a learners' practice based learning failed the initial audit. As such, the education provider will need to demonstrate that there is an effective system in place for approving and ensuring the quality of practice-based learning. This condition links to the conditions for SET 5.4, 5.5, 5.6 and 5.7.

5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.

Condition: The education provider must demonstrate how they will ensure that all practice-based learning will provide a safe and supportive environment for learners and service users.

Reason: From a review of the documentation, the visitors were unclear what policies the education provider has in place to effectively approve and ensure the quality of practice-based learning for this programme. The SETs mapping document references the Placement Handbook for evidencing this standard, in particular, the plan of training, roles of workplace supervisors, 'pre-acceptance placement visit' and 'risk assessment' forms. The plan of training talks about expectations of a trainee health psychologist, including scope for handling complex situations and tasks, utilising ethical awareness, professional best practice etc. Requirements for placement include the learner identifying a suitable workplace contact and having a signed provisional workplace

agreement. The placement handbook states that the coordinating supervisor will normally make a pre-approval workplace visit including a risk assessment at this stage. The documentation provided makes no specific reference to service users in the practice-based learning environment. As the education provider has not identified an effective system for approving and ensuring the ongoing quality of practice-based learning, the visitors cannot make a judgement about whether the education provider has a system for ensuring that the practice-based learning settings provide a safe and supportive environment for learners and service users. As such, the education provider will need to demonstrate what systems they have in place that will ensure the practice-based learning setting provide a safe and supportive environment for learners and service users.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must demonstrate that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Reason: The visitors understand that learners will need to source their own placement for this programme, and as such will need to have a suitable placement as part of the admissions process. As the education provider has not demonstrated there is an effective process in place for approving and monitoring practice-based learning, the visitors cannot make a judgement at this stage that the education provider will have an adequate number of appropriately qualified and experience staff involved in practice-based learning. Specifically, the education provider has not demonstrated there is a process in place for identifying suitable practice-based learning staff, including the criteria that they will use to make this judgement. In order for the visitors to make a judgement about whether this standard has been met, the education provider must demonstrate there is a process in place for identifying an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must demonstrate how the system for approving all practice-based learning on this programme will ensure that practice educators have relevant knowledge, skills and experience.

Reason: The visitors understand that learners will need to source their own placement for this programme, and as such will need to have a suitable placement as part of the admissions process. As the education provider has not demonstrated there is an effective process in place for approving and monitoring practice-based learning, the visitors cannot make a judgement at this stage that the education provider has a suitable process for ensuring that practice educators will have relevant knowledge, skills and experience. Specifically, the education provider has not demonstrated there is a process in place for identifying suitable practice-based learning staff, including the criteria that they will use to ensure that these individuals have relevant knowledge, skills and experience. In order for the visitors to make a judgement about whether this standard has been met, the education provider must demonstrate there is a process in

place for ensuring practice educators have the relevant knowledge, skills and experience to support safe and effective learning.

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 that practice educators undertake regular training, which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Reason: Prior to the visit, the visitors were unclear on what training would be provided for practice educators, or when the training would be provided. At the visit, during the programme team meeting the visitors learned that the education provider would have links with the practice education providers once a learner applies for the programme. The programme team noted that at that point they would ascertain what training the practice educator may need to support the trainee. However, it is not clear what criteria the education provider will use to determine what training individuals will need, or an indication of the content of training. The visitors are also unclear what training is required of placement staff, for example, when initial training would need to be completed, how frequently refresher training would need to be completed, or about the content of this training. Therefore the visitors require evidence to to demonstrate how the education provider ensures that all practice educators are receiving appropriate and regular training.

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 will ensure the learners and practice educators have the information they need in order to be prepared for practice-based learning.

Reason: Prior to the visit, the visitors were unclear what information applicants and potential practice educators would be provided in order to prepare them for practice-based learning. The SETs mapping document references the placement handbook, in particular sections on learning outcomes, details on requirements for practice log and relevant assessments and details on placement assessment and progression. The visitors heard that potential learners and practice-based learning staff had received some information about the new programme, such as the student handbook and placement handbook. The visitors also noted that possible practice educators would benefit from some orientation, for example what type of supervision would be required, knowledge of the content of the programme, such as what the trainees are learning as the year progresses. However, the visitors are unclear specifically what information will be given to practice-based learning staff and learners prior to admission to allow them to prepare for the practice based learning element of the programme. As learners on this programme will source their own practice based learning, the visitors considered that timely provision of this information is key to the ensuring all groups are sufficiently prepared for practice-based learning. Therefore, the education provider must demonstrate how this information is provided and that there is sufficient information in order to ensure learners and practice educators will be prepared 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 that the assessment strategy and design will ensure those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Reason: On review of the documentation, the visitors noted that the education provider intends to use the 'common grading scheme' for this programme. The visitors read that the common grading scheme states that 50 percent pass means the learners meet 'most of the learning outcomes'. However, in order for learners to meet the standards of proficiency for health psychologists, they will need to meet all of the learning outcomes. The visitors also noted that the programme specification document mentions a pass / fail grading system, while the student handbook mentions the use of the postgraduate marking scheme. The education provider will need to clearly identify the assessment strategy and design that will be used and ensure this is consistent throughout documentation. In order for the visitors to make a suitable judgement on whether this standard is met, the education provider must demonstrate how their assessment strategy ensures that those who successfully complete the programme meet the standards of proficiency for health psychologists.

6.2 Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

Condition: The education provider must demonstrate that assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectation of professional behaviour, including the standards of conduct, performance and ethics.

Reason: On review of the documentation, the visitors noted that the education provider intends to use the 'common grading scheme' for this programme. The visitors read that the common grading scheme states that 50 percent pass means the learners meet 'most of the learning outcomes'. However, in order for learners to demonstrate they are able to meet the expectation of professional behaviour, including the standards of conduct, performance and ethics, they will need to meet all of the learning outcomes. The visitors also noted that the programme specification document mentions a pass / fail grading system, while the student handbook mentions the use of the postgraduate marking scheme. The education provider will need to clearly identify the assessment strategy and design that will be used and ensure this is consistent throughout documentation. In order for the visitors to make a suitable judgement on whether this standard is met, the education provider must demonstrate how assessment throughout the programme will ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

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

Condition: The education provider must define the requirements for learners to reach a pass or fail, and demonstrate that this requirement is an objective, fair and reliable measure of learners' achievement.

Reason: On review of the documentation, the visitors noted that the education provider intends to use the 'common grading scheme' for this programme. The visitors read that the common grading scheme states that 50 percent pass means the learners meet 'most of the learning outcomes'. The visitors also noted that the programme specification document mentions a pass / fail grading system, while the student handbook mentions the use of the postgraduate marking scheme. The education provider will need to clearly identify how the assessment on the programme will be measure, and ensure that the approach(es) used are clear throughout documentation. As such, the education provider much revise the documentation to clearly define what requirements are for learners pass or fail, in order to demonstrate there is an objective, fair and reliable measure of learners' progression and achievement.

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

Condition: The education provider must ensure that their requirements for progression onto the research element of the programme are conducive to completing the research in the expected time.

Reason: From review of the documentation the visitors note that trainees can only progress to the research component after completing the taught modules in the first two years of the programme. The visitors noted that it will often not be feasible to carry out a piece of research at this level in one year, especially considering the possible need to gain ethical approval and conduct a research study. Therefore the education provider must demonstrate how the assessment policies relating to progression onto the research component of this programme enable learners to undertake research in the expected timeframe.