
Education and Training Committee – 25 November 2009

Isle of Wight NHS Primary Care Trust – IHCD Paramedic Award

Executive summary and recommendations

Introduction

At the meeting of the Education and Training Committee in June 2007, the Committee agreed to undertake a programme of visits to the delivery sites of IHCD paramedic awards across the UK to reconfirm ongoing approval where appropriate. Isle of Wight NHS Primary Care Trust was subject to an approval visit for this reason on 28-29 October 2008.

The visitors report for this visit can be found as appendix one and details the conditions placed on ongoing approval. The education provider failed to provide a response to conditions at the first deadline. In extenuating circumstances submitted to the Committee to explain the missed deadline, information came to light which led the Committee to consider withdrawing approval from the programme. The Committee directed the Education Department to inform the education provider of the Committee's intent.

The education provider responded with representations on the Committee's intent and also a complete set of documents in response to the conditions. In light of this submission, the Committee decided to allow the education provider the remaining second attempt and requested that the visitors attached to the visit review the documentation and reach a recommendation on the ongoing approval of the programme.

The Committee also noted that within the representations provided by the education provider there were references to a significant change in the programme's intended student profile (using the programme to develop Emergency Care Assistants to Paramedic status). The Committee requested that the visitors respond specifically to this information and indicate whether or not the programme has changed significantly following the visit.

The visitors responded to both requests of the Committee and reported their findings to its meeting on 22 September 2009. The visitors could find no reference to Emergency Care Assistants within the documentation and therefore regarded the programme as being the same as the one visited. Additionally, the visitors recommended that a number of conditions had not been adequately addressed and accordingly standards of education and training were not met. Therefore, the visitors recommended that approval be withdrawn from the IHCD Paramedic Award delivered by Isle of Wight NHS Primary Care Trust. The Committee accepted the visitors' recommendation and directed the Education Department to commence the procedures for withdrawal of approval.

The education provider was informed of the Committee's intent to withdraw approval and provided 28 days in which to provide representations.

On 12 November 2009 the a letter was received from Isle of Wight NHS Primary Care Trust indicating that the education provider has made the decision to withdraw from the approval process. This letter is provided as appendix three.

The Education Department also requested confirmation that no students were currently enrolled on the programme. Though no confirmation has been received, all information received previously indicated that there were no students enrolled or planned for enrolment.

Decision

The Committee is asked to consider the continued approval to the IHCD Paramedic Award delivered by Isle of Wight NHS Primary Care Trust. The Committee is asked to articulate and agree reasons for their decision so that they may be communicated to the education provider. The Committee may wish to consider the following:

- The Committee's intent to withdraw approval as stated at the meeting on 22 September 2009.
- The education provider's decision to withdraw from the approval process.
- The information indicating that there are no students currently enrolled on the programme.

Background information

- 'Guidance for non approval or withdrawal of approval from programmes', Education and Training Committee, 25 March 2009
- "Pre-registration education and training for Paramedics", Education and Training Committee, June 2007, enclosure 11
- "Pre-registration education and training for Paramedics", Education and Training Committee, March 2008, enclosure 14
- Education and Training Panel Decisions from meeting held on 10 February 2009
- 'Isle of Wight NHS Primary Care Trust – IHCD Paramedic Award', Education and Training Committee, 11 June 2009 and the associated minutes.
- 'Isle of Wight NHS Primary Care Trust – IHCD Paramedic Award – Decision on continued approval', Education and Training Committee, 29 July 2009 and the associated minutes
- 'Isle of Wight NHS Primary Care Trust – IHCD Paramedic Award – Decision on continued approval', Education and Training Committee, 22 September 2009 and the associated minutes

Resource implications

If the Committee makes the decision to withdraw approval there will be associated employee time spent in adequately closing the programme and records pertaining to it.

Financial implications

If the Committee makes the decision to withdraw approval there will be no financial cost as it is apparent that the programme has no currently enrolled students.

Appendices

Appendix one – Visitors' report (p3)

Appendix two - Conditions response form (p30)

Appendix three – Statement of education provider's decision to withdraw from the approval process (p35)

Date of paper

12 November 2009

Visitors' report

Name of education provider	Isle of Wight NHS PCT Ambulance Service
Programme name	IHCD Paramedic Award
Validating body/awarding body	IHCD (part of Edexcel)
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Date of visit	28-29 October 2008

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Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 24 December 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on Monday 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 8 May 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 25 August 2009.

Introduction

The HPC visited the programme at the education provider as it was an approved programme which had not been approved since the publication of the QAA subject benchmark statements. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider and validating/awarding body did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	James Petter (Paramedic) Jane Topham (Paramedic) Shaaron Pratt (Radiographer)
HPC executive officer(s) (in attendance)	Paula Lescott
Proposed student numbers	Maximum 12 per cohort
Initial approval	September 2000
Effective date that programme approval reconfirmed from	1 September 2009
Chair	Danny Fisher (Isle of Wight PCT)
Secretary	Joanne Caddy (Isle of Wight PCT)

Sources of evidence

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

	Yes	No	N/A
Programme specification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not review a programme specification, practice placement handbook or external examiners' reports prior to the visit as these documents do not exist.

During the visit the HPC saw the following groups or facilities;

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

Recommended outcome

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

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

The visitors agreed that twenty of the SETs have been met and that conditions should be set on the remaining forty three SETs.

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

The visitors agreed that the education provider may wish to discuss some of these conditions with the validating/awarding body before attempting to respond to the conditions.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

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

Conditions

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

Condition: The education provider must review the programme documentation and the advertising materials to detail the information supplied to applicants for entry on to the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the information that is communicated to applicants to the programme. In particular the visitors felt that information on selection criteria and entry requirements should be clearly stated in programme documentation in order to ensure that all applicants understand any expectations of them and are fully prepared for participation in the programme.

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

Condition: The education provider must review the programme documentation and the advertising materials to demonstrate that all candidates are subject to the same processes, requirements and policies throughout the course of the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the information that is communicated to applicants to the programme. In particular the visitors felt that information must be provided to applicants to clarify that all candidates no matter which Trust they work for are required to follow the same procedures and will be dealt with in the same way by the education provider in order to prevent any confusion amongst students on the programme.

2.2.1 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.

Condition: The education provider must review the programme documentation to provide evidence of how the required level of English of all applicants is established in the selection process.

Reason: From the programme documentation submitted it was not clear how evidence of a good command of English is established for applicants and how this information is communicated to applicants to the programme. The visitors need to see evidence of the policy applied and how this information is clearly conveyed to applicants in order to ensure that this standard is being met.

2.2.2 The admission procedures must apply selection and entry criteria, including criminal conviction checks.

Condition: The education provider must detail the criminal conviction check policy in place and demonstrate that information on these requirements is supplied to applicants for entry on to the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the Criminal Records Bureau check requirement and how this information is communicated to applicants to the programme. The visitors need to see evidence of the policy applied and how this information is clearly conveyed to applicants in order to ensure that this standard is being met.

2.2.3 The admission procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must detail the health requirements necessary for entry on to the programme and demonstrate that information on these requirements is supplied to applicants.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the health requirements criteria and how this information is communicated to applicants to the programme. The visitors need to see evidence of the policy applied and how this information is clearly conveyed to applicants in order to ensure that this standard is being met.

2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider must detail the entry standards applicable for the programme and demonstrate that information supplied to applicants on these standards is clearly articulated within the programme documentation.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the entry criteria for the programme and how this information is communicated to applicants. The information on the academic and/or professional entry standards must be clearly stated so that applicants can make an informed choice about whether to apply to the programme.

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

Condition: The education provider must demonstrate how information on the Accreditation of Prior Learning (APEL) policy utilised is supplied to applicants to the programme.

Reason: From discussions with the programme team it was clear that there is an APEL policy in place for the programme. The visitors felt that the information on this policy must be clearly stated in the programme documentation so that it is clear to applicants.

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

Condition: The education provider must provide evidence of the business plan for the programme to ensure that the programme has a secure place.

Reason: From discussions with the senior team it was clear that there were no current plans to run the programme and that programmes would only run as required. In order to ensure that this standard is being met the visitors require evidence to demonstrate that there is appropriate security to ensure that any cohort will be able to complete once a programme commences.

The visitors felt that by stating the maximum number of programmes that the education provider would consider running in a year and the maximum number of students that this would help them assess that there are appropriate resources.

3.2 The programme must be managed effectively.

Condition: The education provider must demonstrate the systems that are in place to manage the programme effectively.

Reason: From the programme documentation and discussions at the visit the visitors felt that they had not received enough evidence to demonstrate that key systems for the programme were established. In particular, the visitors wish to see evidence that illustrates that the following are in place and copies of documents relating to these processes:

- formal programme review processes, such as the student feedback process and the action plans resulting from this (possible documents could include recent minutes of steering committee meetings and annual reports which could detail items such as attrition rates and student satisfaction);
- practice placement audits and placement feedback process, evaluations and partnership meetings; and
- service level agreements or memoranda of understanding with placement providers.

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

Condition: The education provider must review their programme documentation to demonstrate the process in place that ensures that visiting lecturers and tutors are appropriately qualified.

Reason: From the programme documentation supplied the visitors could not determine the policy in place regarding the qualifications and experience required for all visiting lecturers and tutors. Further evidence is required for the visitors to be able to determine if this standard is being met.

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider must provide the policy on student consent and ensure that the protocols used to gain consent are clearly articulated to students on the programme.

Reason: From the programme documentation and the information supplied at the visit the policy for obtaining consent from students was unclear. The visitors need to receive further evidence in the form of a consent policy and the method of obtaining consent (such as a consent form) to ensure that this standard is being met.

3.10 A system of academic and pastoral student support must be in place.

Condition: The education provider must revisit the programme documentation to clearly state the academic and pastoral support policy for the programme.

Reason: From the documentation submitted by the education provider the visitors felt that whilst there was information relating to the support for students on the programme, information regarding the policy and processes was not clear. The visitors require evidence of the support policy for the programme such as for students with dyslexia and demonstration that this information and guidance is clearly conveyed to students.

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must provide the attendance policy for the programme and demonstrate how this is clearly communicated to the students.

Reason: From the documentation and discussions with the programme team it was clear that there was an expectation for the students to attend 100% of the programme but in instances where this did not occur that cases would be assessed individually. In order to ensure clear guidelines are provided to students and to ensure that all students receive parity of treatment the visitors require evidence of a standardised attendance policy to ensure that this standard is being met.

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

Condition: The education provider must submit documentation to show how HPC standards of proficiency are delivered in the programme (this may include an amended HPC standards of proficiency mapping to assist the visitors).

Reason: In the documentation submitted by the education provider the visitors found it difficult to see how the HPC standards of proficiency were clearly being delivered in the curriculum and learning outcomes of the programme modules. They were assured that the HPC standards of proficiency are considered in the programme however this needs to be made more explicit within the documentation so that the visitors can verify that this standard is being met. In particular the visitors would benefit from the following to be included in the mapping:

- all standards of proficiency to be included in referencing; and
- specific guidance of where standards of proficiency are met currently in the programme.

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

Condition: The education provider must revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are addressed and assessed.

1a.1 Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession

- understand what is required of them by the Health Professions Council
- be aware of current UK legislation applicable to the work of their profession
- be able to practice in accordance with current legislation governing the use of prescription-only medicines by paramedics

1a.2 Registrant paramedics must be able to practice in a non-discriminatory manner

1a.3 Registrant paramedics must understand the importance of and be able to maintain confidentiality

1a.5 Registrant paramedics must be able to exercise a professional duty of care

1a.8 Registrant paramedics must understand the obligation to maintain fitness to practice

- understand both the need to keep skills and knowledge up to date and the importance of career-long learning
- be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment

1b.1 Registrant paramedics must be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers

- be able to make appropriate referrals

1b.3 Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers

- be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
- understand how communication skills affect the assessment of service users and how the means of communication should be

modified to address and take account of factors such as age, physical ability and learning ability

- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

1b.4 Registrant paramedics must understand the need for effective communication throughout the care of the service user

- recognise the need to use interpersonal skills to encourage the active participation of service users

2a.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

2b.1 Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions

- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice

2b.2 Registrant paramedics must be able to draw on appropriate knowledge and skills in order to make professional judgements

- be able to change their practice as needed to take account of new developments
- be able to demonstrate a level of skill in the use of information technology appropriate to their practice

2b.3 Registrant paramedics must be able to formulate specific and appropriate management plans including the setting of timescales

- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
- understand the need to demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and paramedic

2b.5 Registrant paramedics must be able to maintain records appropriately

- be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
- understand the need to use only accepted terminology in making records

2c.1 Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly

- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

2c.2 Registrant paramedics must be able to audit, reflect on and review practice

- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

3a.1 Registrant paramedics must know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice

- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

- understand the theoretical basis of, and the variety of approaches to, assessment and intervention
- understand the following aspects of biological science:
 - how the application of paramedic practice may cause physiological and behavioural change
 - human growth and development across the lifespan
 - the main sequential stages of normal development, including cognitive, emotional and social measures of maturation through the human lifespan
 - normal and altered anatomy and physiology throughout the human lifespan
 - the factors influencing individual variations in human function
- understand the following aspects of behavioural science:
 - psychological and social factors that influence an individual in health and illness
 - how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
 - how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
- understand the following aspects of clinical science:
 - pathological changes and related clinical features of conditions commonly encountered by paramedics
 - the changes that result from paramedic practice, including physiological, pharmacological, behavioural and functional
 - the theoretical basis of assessment and treatment and the scientific evaluation of effectiveness
 - principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice
 - the theories supporting problem solving and clinical reasoning
- understand relevant pharmacology, including pharmacodynamics and pharmacokinetics

Reason: From the discussions with the education provider and a review of the documents the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate where the above standards of proficiency are met in the programme to ensure that those who complete the programme are safe and effective practitioners.

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Condition: The education provider must submit evidence to show where the philosophy, knowledge and values of the College of Paramedics (CoP) curriculum guidance are implemented and assessed in the programme.

Reason: It was not clear from the documentation submitted where issues of law, ethics, professional aspects of practice and research were taught within the programme. The education provider must demonstrate where HPC standards of proficiency that relate to the philosophy and values in the curriculum guidance are covered in the programme.

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

Condition: The education provider must provide evidence of how theory and practice is integrated in the programme.

Reason: From the information provided, the visitors are currently unable to determine that the curriculum integrates all of the necessary theory elements with practical experience on placements. In particular it was clear that students do not undertake an ambulance placement under the supervision of a paramedic in the programme. The visitors were concerned that without supervision by a paramedic on an ambulance the knowledge students gained during the theory element of the programme could stay as theory and not be translated into practice.

The visitors therefore require further evidence to ensure that this standard is being met. Further information detailed in the conditions under SET 4.1 and 5.5 is required.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must review the programme documentation to demonstrate that the curriculum is relevant to current practice.

Reason: From the documentation and discussions with the programme team the visitors could not identify the processes in place to ensure the programme remains relevant to current practice. The visitors therefore require further evidence to ensure that this standard is being met.

4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.

Condition: The education provider must clearly articulate how autonomous practice, reflective thinking and evidence based practice are developed in students within the programme.

Reason: From the documentation submitted by the education provider it was not clear how students develop autonomous practice, reflective thinking and evidence based practice within the programme. The visitors therefore require further evidence to ensure that this standard is being met.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must demonstrate that there are key systems in place to ensure that practice placements are managed effectively in the programme and learning outcomes on placements are in line with the rest of the programme.

Reason: From the documentation provided and discussions with the programme team and placement providers the systems and processes surrounding practice placements on the programme were unclear. In order to determine that this standard is met the visitors need evidence of these systems, in particular details are required regarding:

- placement audits;
- training for practice placement staff; and
- service level agreements or memoranda of understanding with practice placements.

The visitors also require evidence that demonstrates that practice placement learning outcomes are in line with the rest of the programme. As the placement learning outcomes are not currently clearly defined the visitors can not determine if this standard is being met. Providing further information as detailed in the condition under SET 5.5 is required.

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

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that staff numbers and qualifications are adequate was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the sufficiency of placement staff. Therefore providing further information as detailed in the condition under SET 5.6 is required.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placement settings offer a safe environment to students was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms to assure practice placements provide a safe environment. Therefore providing further information as detailed in the condition under SET 5.6 is required.

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

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placement settings provide a safe and effective practice environment for students was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment. Therefore providing further information as detailed in the condition under SET 5.6 is required.

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

Condition: The education provider must demonstrate how learning, teaching and supervision at practice placements is designed to encourage safe and effective practice, independent learning and professional conduct.

Reason: From the documentation supplied by the education provider the visitors could not establish how students are made aware about the conduct expected of them at practice placements. The visitors require further evidence in order to ensure that this standard is being met.

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

Condition: The education provider must provide evidence of the learning outcomes that are required to be achieved at each practice placement.

Reason: From the documentation provided and discussions with students and placement educators the visitors could not determine which learning outcomes were required for the placements. There were two programme documents that contained learning outcomes for placements, the IHCD Ambulance Service Paramedic Training record and the Student handbook and progress record. There was confusion over whether the learning outcomes listed in the student handbook were required or assessed elements on the programme. The visitors require clarification of which learning outcomes are required and assessed at each specific placement, and if learning outcomes are not assessed clarification is required of how it is assured that these learning outcomes are achieved.

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

Condition: The education provider must provide evidence of how the number and range of placements are appropriate to the learning outcomes.

Reason: From the information provided, it was clear that students do not undertake an ambulance placement under the supervision of a paramedic in the programme. The visitors were worried that without supervision by a paramedic on an ambulance the knowledge students gained during the theory element of the programme could stay as theory and not be translated into practice. The visitors are currently unable to determine that the number and range of placements are appropriate to the learning outcomes.

The visitors therefore require further evidence to ensure that this standard is being met.

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

Condition: The education provider must provide evidence that demonstrates that the duration of placements is standardised on the programme.

Reason: From discussions with the students it was apparent that placement durations could vary depending on which trust the student works for and therefore where the placements were attended. The education provider must provide evidence that demonstrates that all placement experience, irrespective of location will be standardised in the programme.

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

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: From a review of the documentation supplied by the education provider and discussions with the programme team information about placement audits and therefore how the programme team ensures that placement environments are suitable was not clear. It was apparent that currently audits carried out by other HEIs were being utilised and that the education provider had plans to develop their own audits. The visitors require further evidence to demonstrate the processes and policies in place regarding audits and confirmation that if utilising other HEIs audits that the education provider maintains full responsibility for this information and that there are formal agreements in place to ensure this.

From discussions with the students at the visit it became apparent that candidates from other trusts participated in the theory elements of the programme but carried out the placements in their own trusts. The visitors need evidence to show how the education provider approves and monitors these placement environments.

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

Condition: The education provider must provide evidence of the learning outcomes to be achieved at practice placements and demonstrate that this information is communicated effectively to both students and practice placement educators.

Reason: From the documentation provided and discussions with students and placement educators the visitors could not determine which learning outcomes were required for the placements. There were two programme documents that contained learning outcomes for placements, the IHCD Ambulance Service Paramedic Training record and the Student handbook and progress record. There was confusion over whether the learning outcomes listed in the student handbook were required or assessed elements on the programme. The visitors require clarification which learning outcomes are required and assessed at each specific placement and evidence to demonstrate that these are clearly communicated to students and practice placement educators.

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

Condition: The education provider must provide evidence of how information regarding the timings and duration of practice placements are communicated effectively to both students and practice placement educators.

Reason: From discussions with the students it was apparent that placement durations could vary depending on which trust the student works for and therefore where the placements were attended. The education provider must provide evidence that demonstrates that all placement experience, irrespective of location will be standardised in the programme and how this information is clearly communicated to students and practice placement educators.

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

Condition: The education provider must demonstrate where students are informed about HPC Standards of conduct, performance and ethics and the expectations of their conduct as part of the programme.

Reason: From the documentation submitted by the education provider it was unclear where information is given to students around professional conduct within the programme and specifically the requirement as a student to follow the HPC Standards of conduct, performance and ethics. The visitors require further evidence to ensure that this standard is being met.

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

Condition: The education provider must demonstrate how the assessment and failure policy for the programme is clearly communicated to students and practice placement educators.

Reason: From the documentation provided by the education provider the communication of the assessment and failure policy was not always clear. The visitors require evidence that demonstrates that information on assessment and failure is conveyed to students and practice placement providers to demonstrate that this standard is being met.

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

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placement educators have the relevant qualifications and experience was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the standards of knowledge, skills and experience of placement staff. Therefore providing further information as detailed in the condition under SET 5.6 is required.

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

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placement educators are appropriately registered was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the required standards of placement staff. Therefore providing further information as detailed in the condition under SET 5.6 is required.

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

Condition: The education provider must clearly articulate the mechanisms which ensure the practice placement educators have received appropriate training.

Reason: In the documentation supplied by the education provider information about placements and how the programme team ensures that practice placement educators have received appropriate mentor training was not clear. The visitors wish to see evidence of the mechanisms in place to ensure the required standards of placement staff.

5.9 There must be collaboration between the education provider and practice placement providers.

Condition: The education provider must provide evidence of the collaboration that occurs between the education provider and the practice placement providers.

Reason: From the documentation submitted by the education provider and discussions with the programme team and placement providers there was no evidence to show that formal collaboration between the two parties occurred. The visitors require further information (such as recent minutes of meetings between the two parties) to demonstrate that this standard is being met.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The education provider must provide evidence of the information sharing that occurs between the education provider and the practice placement providers.

Reason: From the documentation submitted by the education provider evidence regarding the transfer of information between the education provider and placement providers was not supplied. In discussions with the placement providers there was some confusion regarding the responsibilities of placement educators and their role in the programme and the learning outcomes that require achievement in each environment. The visitors require further evidence, including the nature of information communicated and the format of this communication (such as a practice placement handbook) to demonstrate that this standard is being met across all placement environments.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Condition: The education provider must provide evidence of the information sharing processes in place between the practice placement providers and the education provider and students.

Reason: From the documentation submitted and discussions with the programme team and placement providers the process in place for the transfer of information between placement providers and the education provider and students was not clear. The visitors were therefore unable to determine when and what information was provided to the students and the education provider. The visitors require further information around these areas to demonstrate that this standard is being met.

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

Condition: The education provider must provide evidence of how the learning and teaching methods used during the practice placements respect the rights and needs of patients, clients and colleagues.

Reason: From the documentation submitted the demonstration of how the learning and teaching methods of the practice placements respect the needs of patients, clients or colleagues was not supplied. The visitors require further evidence relating to this, including how patient confidentiality is protected, to ensure that this standard is being met.

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placements have the required policies in place was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the required standards of placement providers. Therefore providing further information as detailed in the condition under SET 5.6 is required.

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

Condition: The education provider must clearly articulate how the assessment design and procedures assure that students can demonstrate fitness to practice.

Reason: From the documentation provided, including the standards of proficiency mapping and module descriptors, the visitors found it difficult to determine whether through the learning outcomes and associated assessment methods all the standards of proficiency would be met. As this provides a direct link to fitness to practice, the visitors were unable to determine whether a student on completion of the programme would be able to demonstrate fitness to practice. The visitors therefore require further evidence (which could include standards of proficiency mapping) to ensure that this standard is being met.

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

Condition: The education provider must revisit the student performance ratings for grading practical skills to ensure that students who achieve the pass level will be fit to practice upon completion of the programme.

Reason: In the programme documentation submitted by the education provider the performance ratings for practical skills in the programme indicated that a score of 4 would result in a pass with the following wording: Candidate performs

the skill to the required standard on a consistent basis with only minimal input or advice from instructional staff. Without further guidance the visitors felt that there was no indication of what levels of input and advice were appropriate and acceptable. The visitors felt that the ratings must be revisited to effectively measure student performance, to ensure that anyone performing at the pass level must have demonstrated that they are capable of autonomous practice.

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

Condition: The education provider must clearly articulate the assessment methods that are employed to measure the learning outcomes and skills required to practice safely and effectively.

Reason: From the documentation provided the visitors found it difficult to determine whether through the learning outcomes and associated assessment methods all the standards of proficiency would be met. The visitors therefore require further evidence (which could include HPC standards of proficiency mapping) to determine whether the assessment methods measure the learning outcomes and skills that are required to practise safely and effectively.

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

Condition: The education provider must submit evidence to show how the programme demonstrates that all assessments provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Reason: From the documentation and discussions with the programme team it appeared that the only assessments used were that of the awarding/validating body. The visitors require evidence which shows how compliance with other external reference frameworks, such as the curriculum guidance from the CoP, can be measured.

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Condition: The education provider must provide information to demonstrate that they monitor student performance and to show that objective criteria to assess students are in place.

Reason: From the documentation submitted the visitors could not fully determine how student performance is measured during the programme and the criteria used to assess students. The visitors felt that it was unclear how assessment standards were monitored particularly within the practice area and how student performance and progression are monitored. Therefore the visitors felt that the education provider must provide evidence to demonstrate that this standard is being met.

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Condition: The education provider must provide evidence of the assessment criteria for the programme and demonstrate how this information is communicated to the students.

Reason: From a review of the programme documentation, specifically the Information for students undertaking courses at The Isle of Wight Ambulance Service Education and Training Unit, the visitors saw that the assessment criteria supplied to the students is generic to all programmes that are offered. The visitors need to receive evidence that the assessment criteria for the programme, including the policy for offering vivas in the programme, is clearly communicated to students within the programme documentation.

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

Condition: The education provider must provide evidence of the mechanisms in place to moderate the assessments for the programme.

Reason: From the documentation submitted the visitors could not determine the mechanisms in place to assure appropriate standards in the programme assessments outside of the validating/awarding body's verification visit and report process. The visitors require evidence of the other processes in place to ensure that this standard is fully met.

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

Condition: The education provider must clearly articulate how professional aspects of practice are assessed in the programme.

Reason: From the documentation the visitors were unable to clearly link professional aspects of practice with the learning outcomes and assessment procedures of the programme. The visitors therefore require further evidence to determine whether professional aspects of practice are integral to the assessment.

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

Condition: The programme team must provide evidence that an external examiner has been appointed to assess this programme. In order to meet this standard the external examiner must be from the relevant part of the Register unless alternative arrangements are made with the HPC. The programme documentation must be revisited to state this policy requirement.

Reason: In discussions with the programme team it was apparent that there was no external examiner for the programme. The visitors recognise that the

validating/awarding body visits the education provider every year to assess the programme against their rules and regulations. However, the visitors did not feel this was the equivalent of an external examiner's review. The programme team must appoint an appropriate external examiner and clearly state in the documentation that this standard is being followed on the programme.

Recommendations

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

Recommendation: The visitors recommend that the education provider amend the guidance for applicants to the programme regarding the information on HPC registration.

Reason: The visitors felt that the information for students attending programmes with the education provider could be amended in order to prevent potential confusion. Therefore the visitors wished to recommend that the words “pre-hospital environment” are removed in relation to paramedic registration.

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

Recommendation: The visitors wished to recommend that the programme team produce a practice placement handbook for students and for practice placement educators that would aid understanding of the practice placements, and give all parties involved further information to guide them through the placement elements of the programme.

Reason: The visitors felt that the students and practice placement educators would benefit from receiving a placement handbook containing information such as the learning outcomes to be achieved, timings and duration of any placement experience, expectations of professional conduct and assessment regulations to enhance the understanding of all parties involved in placements on the programme.

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

Recommendation: The visitors recommend that the education provider amend the programme guidance regarding the information on programme content.

Reason: The visitors felt that the information for students attending programmes with the education provider could be amended in order to prevent potential confusion. Therefore the visitors wished to recommend that the programme team revisit the wording around programme content to clearly reflect that the programme follows HPC standards.

4.4 The curriculum must remain relevant to current practice.

Recommendation: The visitors recommend that the education provider review the programme curriculum regularly to adapt to changes in clinical practice in the profession.

Reason: The visitors felt that the programme would benefit from a regular review process in order for the curriculum to remain relevant to changes in the profession.

James Petter
Shaaron Pratt
Jane Topham

Appendix two

Isle of Wight NHS Primary Care Trust IHCD Paramedic Award Conditions response form

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

The provider has stated in a recent letter:

"the original program was designed to develop Technicians to Paramedic status rather than Emergency Care Assistants (ECA's) and as a result, the work required is significantly more than we envisaged and we have been forced to re-evaluate the program to ensure that it is fit for purpose rather than just to meet the requirements of the Paramedic Curriculum."

The visitors have found no evidence in the documentation that the programme has been adapted to the needs of ECA applicants.

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

The documentation provided refers the reader to the IHCD advice on the APEL of "non-ambulance" healthcare applicants. However the IHCD rules and regulations (2005) provide APEL information for non-UK paramedics and UK registered nurse only. There is no indication in the documentation about how others (e.g. other UK AHP's) could be APEL'd.

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

At the original approval visit, it was clear that there were no plans to run a programme and that they would be run as required. In their latest documentation the provider states that the programme has been reduced to allow for entry to Isle of Wight Ambulance Service (IoWAS) staff only and that there will be one run per year. There is no indication of how many students are expected to enter the programme, or how long the programme is likely to be continued.

3.2 The programme must be managed effectively.

Following the original visit the HPC Panel asked for further information on formal programme review processes. The provider has stated that these will

be dealt with by management meetings and by the Learning Forum (LF). However the LF appears to be a generic Trust-wide forum and there is no evidence provided of discussion about the programme concerned or plans for it.

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

The documentation states that all external tutors are drawn from “specialists in their field” (p7 HPC Accreditation Response Document) But no specific information is provided on such tutors, for example CV’s. There is no indication of who would provide expertise for the expanded curricula, such as the “Module J” components, which have not previously been a part of the programme.

No tutor CV’s or CPD information is provided.

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Whilst a consent form has now been devised, (*Student Handbook p50*) it begins with the statement: “*I understand the range of practical activities and I agree to participate in these activities both in the training centre and clinical placement in a variety of settings*”. The visitors feel that this is confusing, as students could not be expected to know what activities they are being asked to agree to beforehand. The consent form should also make clear the fact that students will not be disadvantaged, should they decline to participate

3.10 A system of academic and pastoral student support must be in place

The response provided does not make it clear who students report a disability to. The lines of communication must be made clearer.

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

The information provided on attendance is confusing and contradictory. The Student Handbook clearly states that attendance is mandatory:

“It is therefore important that students understand that all modules and their contents, including practice placements, require a mandatory attendance in order to successfully complete the programme”. (Student Handbook p 8, para 2)

However the same section then continues to discuss absence through illness and bereavement and the arrangements for such absences.

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

Whilst the curriculum has been adapted to meet the problems raised at the original visit, questions remain that are addressed in other parts of this feedback, for example, who will teach the new curriculum elements (3.5) and how will learning of these new elements be assessed. (6.3/6.5)

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

The documentation submitted states that students on ambulance placements will be deployed as part of an ambulance crew are part of a "crew", the visitors feel that such a limited amount of supervision cannot result in adequate competency and will not allow for sufficient demonstration of fitness to practice in the expected learning outcomes.

4.4 The curriculum must remain relevant to current practice.

The visitors are unable to source specific evidence that results of the work of the Clinical Effectiveness Group is amalgamated into the delivery of educational programmes, as suggested by the documentation.

5.1 Practice placements must be integral to the programme.

The further documentary evidence provided creates more questions. Specifically, it discusses practice placement audits that have been *“carried out in conjunction with audits by other HEI’s”* as evidence, (*HPC Accreditation Response Document, p17, para 3*) without providing details of such evidence or any further information.

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

As above, mention is made in this section of the documentation of audits “by other HEI’s” without further detail or clarification.

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

As above at 5.1 and 5.2, mention is made in this section of the documentation of audits “by other HEI’s” without further detail or clarification.

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

There is confusion here as to which system applies to students on placement in the event of failure. The Student Handbook provides the IoWAS Assessment, Referral & Appeals Policy (incorporating the IHCD Rules and Regulations (2005), for IHCD modules G, H and I as an appendix. However this appears separate from the newly added Module J. Whilst a marking matrix is supplied for the new module there is no indication as to the referral or appeals procedure for this.

5.9 There must be collaboration between the education provider and practice placement providers.

The provider describes the collaboration between practice placement providers and the programme managers as being “interdepartmental”, due to the unique organisation the IoW Primary Care Trust. The PCT Learning Forum is proffered as the group in which such collaboration takes place, but there is no evidence of any discussions or specific collaboration over this programme. The documentary evidence provided (minutes from meetings etc) makes no mention at all of the programme, or of any paramedic or ambulance service focussed training.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Whilst the new Practice Placement Handbook provides a useful focus for the management of individual student placement, there is scant evidence of the dialogue between placement providers and the programme management. For example, does a meeting between managers of placements and education centre take place?

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

There is little evidence of how confidentiality issues are managed. More explicit guidance how patient confidentiality is protected is required.

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

From the documentation, compliance with external guidance frameworks is unclear.

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

Whilst the introduction of OSCE assessments is to be commended there is little detail about how the new module (module J) will be assessed. A marking matrix is supplied but there is no information about who will be marking the essays, what their background is, and what happens in the event of failure to achieve a pass.

In addition, some learning outcomes from the new module are assessed by means of examination of other modules. For example, in element J8 (*folder 1, section 8*) learning outcomes around Protection of Vulnerable Adults are assessed within the IHCD Module G examination, but there appears to be no mention of this subject in the module learning outcomes.

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

The documentation provides evidence of the recruitment of an External Verifier, but no detail of what this will entail or evidence of dialogue. This leaves some remaining questions about how the External Verifier role will compare to that of an External Examiner, a point which was raised in the original condition.

Appendix 3

12-11-2009



Isle of Wight

Isle of Wight Ambulance Service
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KF/PC/AS

9 November 2009

Marc Seale
Chief Executive & Registrar
Health Professions Council
Park House
184 Kennington Park Road
London, SE11 4BU

Dear Mr Seale

Further to your letter dated 29th September 2009.

It is with great disappointment that we advise you of our decision to withdraw from the accreditation process at this time. This is an unfortunate situation as we feel we have successfully developed Paramedics over a number of years but can now no longer afford the time, resources and funding to gain accreditation.

We would like to thank Paula Lescott for the valuable support that she has provided during the process, despite it being unsuccessful. We understand we may submit an application at a later date.

Should you require any clarification on the contents of this letter, please do not hesitate in contacting me.

Yours sincerely

Kevin Flynn
Chief Executive