

Visitors' report

Name of education provider	Outreach Rescue Medic Skills
Validating body / Awarding body	The Robert Gordon University
Programme name	Diploma of Higher Education Paramedic Practice – Remote and Hazardous Environments
Mode of delivery	Part time
Relevant part of the HCPC Register	Paramedic
Date of visit	1 – 2 March 2016

Contents

Executive summary	2
Introduction.....	2
Visit details	3
Sources of evidence	4
Recommended outcome	5
Conditions.....	6
Recommendations.....	26

Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'paramedic' be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 8 December 2016. At the Committee meeting on 8 December 2016, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring

Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider and validating body validated the programme. The education provider and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Vincent Clarke (Paramedic) Mark Woolcock (Paramedic) Diane Whitlock (Lay visitor)
HCPC executive officer (in attendance)	Alex Urquhart
HCPC observer	Benjamin Potter (Education Manager)
Proposed student numbers	45 per cohort, three cohorts per year
Proposed start date of programme approval	1 September 2016
Chair	Elizabeth Hancock (The Robert Gordon University)
Secretary	Luck Jack (The Robert Gordon University)
Members of the joint panel	Annette Murray (The Robert Gordon University) Kevin Armstrong (Edge Hill University) Keith Best (RAF Valley)

Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC reviewed the external examiners' reports for the last two years from the currently approved programme Hazardous Environment Medicine Paramedic Award.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<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"/>
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the Hazardous Environment Medicine Paramedic Award, as the programme seeking approval currently does not have any students enrolled on it.

The HCPC did not meet with the service users and carers as they were unable to attend the visit.

Recommended outcome

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

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

- a number of conditions are set on the programme, all of which must be met before the programme can be approved;
- and that a further visit is required to make an appropriate assessment of the response to the conditions.

Any further visit would need to focus on the SETs on which conditions have been set. This would include meetings with the programme team, senior team, placement educators and service users and carers but there would be no need for any explicit requirement to meet with the students and conduct a tour of facilities. The Committee is also asked to make a decision on the timescale for any further visit.

The visitors agreed that ten of the SETs have been met and that conditions should be set on the remaining 48 SETs.

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

The visitors have also made a recommendation for the programme.

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

Conditions

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

Condition: The education provider is required to provide further evidence to demonstrate how the admissions procedures 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.

Reason: For this standard the visitors were directed to the programme webpages and the course document which contained the information available to potential applicants. During the meeting with the programme team the visitors were informed of information about the application process and the programme which was not in the documentation available to potential applicants. The visitors considered that the following information would be essential for a potential applicant in order to make an informed choice about whether to take up an offer on the programme:

- Information about the required placement arrangements for the programme and the responsibility of the applicant and the sponsoring organisation to arrange the placements for the programme;
- Information about the expectations for a student to make arrangements for any travel and accommodation when on the programme;
- Information about how applications are handled between The Robert Gordon University (RGU) and Outreach Rescue Medic Skills (ORMS);
- Information that ensures that potential applicants are aware of the award that enables a graduate to apply for registration; and
- Information about the delivery of the programme, including the location of taught aspects of the programme.

The visitors note that without the above information an applicant could potentially not have all the information required to make an informed choice about whether to take up an offer on the programme. Therefore the education provider is required to provide further evidence to demonstrate how the admissions procedures 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.

2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.

Condition: The education provider is required to revise the relevant documentation to clarify the expected entry requirements regarding reading, writing and spoken English.

Reason: For this standard the visitors were directed to page 83 of the student handbook which states “Students whose first language is not English and are not nationals of a country within the European Economic Area or Switzerland will be required by the HCPC to provide evidence that they are 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”. The visitors note that this is an incorrect statement because the HCPC does not specify the IELTS score for students whose first language is not English as part of the entry criteria. Therefore the education provider is required

to revise the documentation to clarify the expected entry requirements regarding reading, writing and spoken English.

2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.

Condition: The education provider is required to provide further evidence to demonstrate how criminal conviction checks are processed as part of the application process.

Reason: For this standard the visitors were directed to the course specification document which states that an applicant must provide a satisfactory Disclosure and Barring Service (DBS) check on application at their own expense and be prepared to complete further DBS checks for placements. However during the meeting with the programme team it was stated that the applicant is required to present the criminal conviction checks undertaken for their sponsor organisation or employing organisation. The visitors note that it is unclear how and when an applicant should provide a DBS check for entrance to the programme. Therefore the visitors require further evidence as to how the education provider will process DBS checks from applicants in alignment with the RGU policies regarding criminal conviction checks.

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

Condition: The education provider is required to provide further evidence to demonstrate how the relevant health checks are carried out and processed as part of the admission process.

Reason: For this standard the visitors were directed to the course specification which stated that "Health screening and immunisation is carried out at the commencement of the course and will be the responsibility of ORMS", in addition any health check needs to comply with the School of Nursing and Midwifery health screening and immunisation policy. However during the meeting with the programme team it was stated that the applicant is required to provide evidence of a satisfactory occupational health check as part of the application process. The visitors were unclear about how ORMS ensures applicants have a satisfactory health clearance, including the requirements of the School of Nursing and Midwifery health screening and immunisation policy as a requirement of the course. Therefore the visitors require further evidence to demonstrate how the relevant health checks are carried out and processed as part of the admission process.

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

Condition: The education provider is required to provide more evidence to clarify the selection and entry criteria, including appropriate academic and / or professional entry standards.

Reason: For this standard the visitors were directed to the course specification document which states that an applicant must normally possess 5 GCSEs and 2 A levels. During the meeting with the programme team it was stated that an applicant could apply to the programme with the equivalent of the requirements set out in the

course documentation. The visitors note that use of the term normally is different to the term equivalent and could be potentially misleading to applicants. As such the visitors require written clarification as to the academic entry requirements. Therefore the education provider is required to provide further evidence to clarify the selection and entry criteria, including appropriate academic and / or professional entry standards.

2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

Condition: The education provider is required to provide further evidence to demonstrate how the admissions procedures apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

Reason: For this standard the visitors were directed to the course specification which stated that Recognition of Prior Learning (RPL) or Recognition of Prior (Experiential) Learning (RP(E)L) is accepted for entering the programme and that application process carried out by ORMS will adhere to the RGU RP(E)L policy. During the meeting with the programme team it was clarified that RP(E)L would be considered on an individual basis and that a maximum of 50 per cent of the programme credits could be awarded via RP(E)L. However when looking at the modules for the first year of the programme the visitors noted that placement modules would be considered by RP(E)L. The programme team stated that an applicant would provide a portfolio to demonstrate how they have met the learning outcomes for the modules they wish to access the programme by RP(E)L. However from this the visitors could not determine how the programme team could ensure that someone who will RP(E)L onto the programme can demonstrate how they have met the learning outcomes that are met by placement modules in the first year of the programme. Therefore the education provider is required to provide further evidence to demonstrate how the admissions procedures apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

Condition: The education provider is required to provide further evidence to demonstrate equality and diversity policies in relation to applicants and students are in place, together with an indication of how these will be implemented and monitored.

Reason: For this standard the visitors were directed to the course specification document which states that RGU has equality and diversity policies which ORMS must adhere to as part of the admissions process. However the visitors did not see how these policies would be implemented a part of the admission process, or how ORMS would feedback equality and diversity data to RGU. Therefore the education provider is required to provide further evidence to demonstrate equality and diversity policies in relation to applicants and students are in place, together with an indication of how these will be implemented and monitored, specifically how data is feedback to RGU.

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

Condition: The education provider is required to provide further evidence to demonstrate that the proposed programme has a secure place in the education provider's business plan.

Reason: For this standard the visitors were directed to the business plans for the School of Nursing and Midwifery at RGU and the business plan for ORMS. The visitors were unable to find sufficient information about the assurances that the proposed programme would commit to fulfilling any cohort that starts. Owing to the fact that the BSc programme takes six years to complete and the Dip HE takes four years, the visitors could not determine how the education provider and validating body would ensure that any cohort that starts would run its full length. Furthermore the visitors note that students will self-fund the programme, as such the visitors could not determine that if the programme has a smaller than expected cohort, the education provider would continue to run and fulfil any commenced cohort. Therefore the education provider is required to provide further evidence to demonstrate that the proposed programme has a secure place in the education provider's business plan.

3.2 The programme must be effectively managed.

Condition: The education provider is required to provide further evidence to demonstrate how the programme will be effectively managed.

Reason: For this standard the visitors were directed to the overview and resource document which explained how the programme would be managed on a day to day basis, however the visitors could not determine how the programme would be managed at a management level. During the visit the education provider tabled the Agreement for Educational Services which is an agreement between ORMS and RGU outlining the overall management of the programme. The visitors were unable to review the document in full to determine if the programme would be effectively managed. Furthermore the visitors were unable to determine how the contract would be managed and maintained as the programme commenced and developed. Therefore the education provider is required to provide further evidence to demonstrate how the programme will be effectively managed.

3.2 The programme must be effectively managed.

Reason: The education provider is required to provide further evidence to demonstrate how there would be regular interaction between RGU and ORMS in order to ensure that the programme will be effectively managed.

Reason: For this standard the visitors were directed to the overview and resource document which explained how the programme would be managed on a day to day basis, however the visitors could not determine how the programme would be managed at a management level. During the visit the education provider tabled the Agreement for Educational Services which is an agreement between ORMS and RGU outlining the overall management of the programme. The visitors were unable to review the document in full to determine if the programme would be effectively managed. Furthermore the visitors were unable to determine how regularly ORMS and RGU would meet to ensure the programme would continue to be effectively managed.

Therefore the education provider is required to provide further evidence to demonstrate how there would be regular interaction between RGU and ORMS in order to ensure that the programme continued to be effectively managed.

3.2 The programme must be effectively managed.

Condition: The education provider is required to provide further evidence to demonstrate how the ORMS management team will successfully implement and maintain the RGU policies used throughout the programme.

Reason: Throughout the documentation the visitors noted reference made to RGU policies, on aspects of the programme such as equality and diversity, academic and assessment regulations. However the visitors were unable to determine how all such policies would be implemented and maintained throughout the programme, specifically in the cases where they would be implemented alongside current ORMS policies. Therefore the education provider is required to provide further evidence to demonstrate how the ORMS management team will successfully implement and maintain the RGU policies used throughout the programme.

3.2 The programme must be effectively managed.

Reason: The education provider is required to provide further evidence to demonstrate the roles and responsibilities of each member of the programme team to ensure that the programme was effectively managed.

Reason: For this standard the visitors were directed to the overview and resource document which explained how the programme would be managed on a day to day basis, however the visitors could not determine the exact roles and responsibilities of all the staff on the programme. Without this information the visitors note were unable to determine how the programme would be managed on a day to day basis and be effectively managed. Therefore the education provider is required to provide further evidence to demonstrate the roles and responsibilities of each member of the programme team to ensure that the programme was effectively managed.

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

Condition: The education provider is required to provide further evidence to demonstrate how RGU will oversee the regular monitoring and evaluation of the programme, carried out by ORMS.

Reason: For this standard the visitors were directed to the RGU monitoring and evaluation policies. During the visit the programme team discussed the monitoring and evaluation systems in place at the ORMS site. However the visitors were unable to determine how ORMS would implement the RGU policies in line with their own monitoring and evaluation policies. The visitors note that the processes carried out by ORMS need to be overlooked by the validation body to ensure the quality of the programme. Therefore the education provider is required to provide further evidence to demonstrate how RGU will oversee the regular monitoring and evaluation of the programme, carried out by ORMS.

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

Condition: The education provider is required to provide further evidence to demonstrate that there are an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: For this standard the visitors were directed to the module guides and staff curriculum vitae which outlined the module leaders and teaching staff. From this information the visitors could not determine how there was an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. During discussions with the programme team it was apparent that there are additional staff delivering the programme who are not included in the documentation. The visitors were not presented with the documentation to support the additional staff on the programme. Therefore the visitors could not determine that there was an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme and require further evidence to demonstrate this.

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

Condition: The education provider is required to provide further evidence to demonstrate that the subject areas are taught by staff with relevant specialist expertise and knowledge.

Reason: For this standard the visitors were directed to the module guides and staff curriculum vitae which outlined the teaching staff and module leaders and their relevant expertise and knowledge. However during the meeting with the programme team it became apparent that there were subject specialists who did not have the relevant teaching qualifications. The visitors were not presented with the documentation to support the expertise and knowledge of the additional staff on the programme. As such the visitors were unable to determine that the subject areas would be taught by staff with relevant specialist expertise and knowledge. Therefore the visitors require further evidence to demonstrate how the education provider will quality assure the teaching of the programme in alignment with the RGU policies and procedures in order to ensure that subject areas are taught by staff with relevant specialist expertise and knowledge.

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The education provider is required to provide further evidence to demonstrate the programme for staff development that is in place.

Reason: For this standard the visitors were directed to overview and review document which outlined the requirement for all staff at ORMS to have annual personal development plans as part of their employment with ORMS. However during the meeting with the programme team it was stated that teaching staff also had to adhere to the programme of staff development at RGU University. With this information the visitors could not determine how the programme for staff development would work in practice, specifically how the RGU staff development would be incorporated or how

RGU would oversee and quality assure the programme for staff development teaching at ORMS. Therefore the education provider is required to provide further evidence to demonstrate the programme for staff development that is in place to ensure professional and research development.

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The education provider is required to provide further evidence to demonstrate the funding arrangements in place for staff development.

Reason: For this standard the visitors were directed to overview and review document which outlined the requirement for all staff at ORMS to have annual personal development plans as part of their employment with ORMS. However during the meeting with the programme team it was stated that teaching staff also had to adhere to the programme of staff development at RGU University. This included undertaking professional qualifications, attending conferences and other professional development activities. In light of this information the visitors were unable to determine how this programme for staff development at RGU would be funded. Therefore the education provider is required to provide further evidence to demonstrate the funding arrangements in place for staff development.

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Condition: The education provider is required to provide further evidence to demonstrate how students at ORMS will be able to access the facilities to support the welfare and wellbeing of students at RGU.

Reason: For this standard the visitors were directed to the RGU website which outlined the facilities to support the welfare and wellbeing of students. The visitors noted that a majority of these services can only be accessed at RGU and that a majority of students on the programme would be based throughout the United Kingdom and therefore may not be able to travel to RGU. In light of the information provided, the visitors were unable to determine how students on the programme would access the facilities to support the welfare and wellbeing of students at RGU. Therefore the education provider is required to provide further evidence to demonstrate how students at ORMS will be able to access the facilities to support the welfare and wellbeing of students at RGU.

3.12 There must be a system of academic and pastoral student support in place.

Condition: The education provider is required to provide further evidence to demonstrate how students at ORMS will be able to access the system of academic and pastoral student support in place.

Reason: For this standard the visitors were directed to the RGU website which outlined the system of academic and pastoral student support in place. The visitors noted that this system can only be accessed at RGU and that a majority of students on the programme would be based throughout the United Kingdom and therefore may not be able to travel to RGU. In light of the information provided, the visitors were unable to determine how students on the programme would access system of academic and pastoral student support in place at RGU. Therefore the education provider is required

to provide further evidence to demonstrate how students at ORMS will be able to access the system of academic and pastoral student support in place at RGU.

3.13 There must be a student complaints process in place.

Condition: The education provider is required to provide further evidence to demonstrate information from practice placements and distance learning aspects of the programme would feed into the student's complaints process at RGU.

Reason: For this standard the visitors were directed to the student complaints procedure at RGU. Considering the complaints procedure is owned by RGU the visitors could not determine how information from practice placements or distance learning aspects of the programme would feed into this procedure if a complaint was to arise. Therefore the education provider is required to provide further evidence to demonstrate how information for practice placements and distance learning feeds into the student's complaints process at RGU.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider is required to provide further evidence to demonstrate the protocols used to obtain consent when students participate as service users in practical and clinical teaching.

Reason: For this standard the visitors were directed to the consent form which outlined the process for obtaining consent when students participate as service users in practical and clinical teaching. However the consent form did not outline the right a student has to withdraw consent for any practical or clinical teaching sessions or how alternative teaching and learning methods would be arranged to ensure how the learning outcomes would be met. During the meeting with the programme team it was clarified that a student could withdraw consent from teaching sessions and alternative teaching and learning methods would be arranged to ensure the learning objectives would be arranged. In light of this information the visitors felt that this was not clear in the consent form or any relevant student guidance. Therefore the education provider is required to provide further evidence to demonstrate the protocols used to obtain consent when students participate as service users in practical and clinical teaching.

3.15 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 is required to provide further evidence to demonstrate the attendance requirements and the associated monitoring mechanisms in place for all aspects of learning.

Reason: For this standard the visitors were directed to the student handbook which stated that all components of the programme are compulsory and attendance will be monitored by a register. However, considering the blended learning element of the programme the visitors could not determine how attendance would be monitored in all aspects of the programme, especially for online learning. Therefore the education provider is required to provide further evidence to demonstrate the attendance

requirements and the associated monitoring mechanisms in place for all aspects of learning.

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Condition: The education provider is required to provide further evidence to demonstrate how information from practice placements and distance learning aspects of the programme would feed into the process for dealing with concerns about students' profession related conduct at RGU.

Reason: For this standard the visitors were directed to School of Nursing and Midwifery Fitness to Practice (FTP) Policy at RGU. Considering that the FTP procedure is owned by RGU the visitors could not determine how information from placements or distance learning aspects of the programme would feed into this procedure if a concern was to arise. Therefore the education provider is required to provide further evidence to demonstrate how information for practice placements and distance learning feeds into the FTP process at RGU. Therefore the education provider is required to provide further evidence to demonstrate how information from practice placements and distance learning aspects of the programme would feed into the process for dealing with concerns about students' profession related conduct at RGU.

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

Condition: The education provider is required to provide further evidence to demonstrate how services users and carers are involved in the programme.

Reason: For this standard the visitors were directed to the ORMS service user and carer document which defined the services users and carers of ORMS as organisations that use the training services of ORMS. The visitors did not consider this as an appropriate definition of a service user as they are service users of ORMS and not service users of a paramedic. During the meeting with the programme team it was explained that there were plans to involve service users and carers in the interview process for the programme and send students to national conferences to meet with service users and carers. The visitors note that this involvement is more appropriate, however could not determine how this would be implemented and how the service users would be recruited, supported and trained for their involvement on the programme. Therefore the education provider is required to provide further evidence to demonstrate how services users and carers are involved 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 is required to provide further evidence to demonstrate that the learning outcomes met at stage two of the programme ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

Reason: For this standard the visitors were directed to the SOPs mapping document which demonstrate how the learning outcomes map against the standards of proficiency. However some of the learning outcomes mapped against the SOPs are part of modules that run in stage three of the programme which leads to the BSc award.

During the meeting with the senior team it was stated that someone who completes and exits the programme at stage two will receive a PGDip award which allows eligibility to apply for registration with the HCPC. In light of this information the visitors could not determine if the learning outcomes in stages one and two of the programme ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register. Therefore the education provider is required to provide further evidence to demonstrate that the learning outcomes met at stages one and two of the programme ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

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

Condition: The education provider is required to provide further evidence to demonstrate how the programme reflects the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: For this standard the visitors were directed to the Mapping to HCPC standards for proficiency for Paramedics, Mapping to the College of Paramedics curriculum guide and mapping to QAA. The visitors noted that only some of the College of Paramedics curriculum guide was mapped to the curriculum of the programme. In light of this evidence the visitors could not determine that the programme reflects the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance and require further evidence to demonstrate how the standard is met.

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

Condition: The education provider is required to provide further evidence to demonstrate how the programme, in the context of a spiral curriculum and blended learning, ensures that theory and practice are central to the curriculum.

Reason: For this standard the visitors were directed to the course specification document and the module guides which outline the delivery of the curriculum and learning outcomes for the programme. The visitors noted that the programme was delivered using a spiral curriculum and taught by blended learning. In the context of the spiral curriculum and blended learning the visitors could not determine how theory and practice were integrated in the curriculum. Therefore the education provider is required to provide further evidence to demonstrate how the programme, in the context of a spiral curriculum and blended learning, ensures that theory and practice are central to the curriculum.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider is required to provide additional evidence to demonstrate how the curriculum will remain relevant to current practice.

Reason: For this standard the visitors were directed to the course specification document and the module guides which outline the delivery of the curriculum and learning resources for the modules, including the indicative reading list which listed the key readings for the modules. The visitors noted that the reading lists included the expected reading for the module topics but did not have the expected reading resources that provide information about the latest guidelines, for example guidelines published

by the National Institute of Clinical Excellence (NICE). During the meeting with the programme team meeting it was stated that the module guides only have the five key textbooks and that the module handbooks would have further reading including reading related to current practice. The visitors note that these handbooks were not part of the visit documentation submitted. In light of this information the visitors could not determine that the curriculum would remain relevant to current practice. Therefore the education provider is required to provide additional evidence to demonstrate how the curriculum will remain relevant to current practice.

4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.

Condition: The education provider is required to provide further evidence to demonstrate how the curriculum will make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics (SCPEs).

Reason: For this standard the visitors were directed to the module guides which demonstrate how the curriculum ensures students understand the implications of the HCPC's SCPEs. The visitors noted that the module guides refer to the SCPEs but not the guidance for students on the standards of conduct, performance and ethics. In light of this and considering stage three of the programme requires HCPC registration, the visitors could not determine how the programme team managed the understanding the students' relationship of the SCPEs as they progress through the programme from a student to a registrant. Therefore the education provider is required to provide further evidence to demonstrate how the curriculum will make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.

4.7 The delivery of the programme must encourage evidence based practice.

Condition: The education provider is required to demonstrate how the delivery of the programme at stage one and two encourage evidence based practice.

Reason: For this standard the visitors were directed to the module guides which outline the learning outcomes. The visitors noted that only modules delivered at stage three involved elements that encourage evidence based practice, for example module NU3994 practice project encourages the student to research evidence and apply to a practice environment. The visitors note that a student who completes the programme and exits the programme after completion of stage two will be awarded a Diploma of Higher Education in paramedic practice and will be eligible to apply for registration with the HCPC. In light of this the visitors could not determine how in stages one and two the programme would encourage evidence based practice. Therefore education provider is required to demonstrate how the delivery of the programme at stage one and two encourage evidence based practice.

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

Condition: The education provider is required to provide further evidence to demonstrate how the range of learning and teaching approaches used are appropriate for the effective delivery of the curriculum.

Reason: For this standard the visitors were directed to the course specification document and the module guides where the range of learning and teaching approaches used were outlined. The visitors were also directed to the programme timetable which outlines the blended learning element of the programme. However from the information provided the visitors could not determine how the learning and teaching approaches were to be used in the context of blended learning. Furthermore the visitors could not determine when the programme would be delivered at the ORMS site or when the programme would be delivered online. In light of this information the visitors could not determine that range of learning and teaching approaches used are appropriate for the effective delivery of the curriculum. Therefore the education provider is required to provide further evidence to demonstrate how the range of learning and teaching approaches used are appropriate for the effective delivery of the curriculum.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider is required to provide further evidence to demonstrate that where there is interprofessional learning how there will be paramedic input into the learning and demonstrate how the profession-specific skills and knowledge of each professional group will be adequately addressed.

Reason: For this standard the visitors were directed to the course specification document which stated that the programme recognises the demands of a paramedic's interaction with other health and care professionals, and that this is embedded in various modules on the programme. However from this evidence the visitors could not determine the extent of this interprofessional learning, or how the modules allowed students to interact with other professionals in a learning environment. In light of this the visitors could not determine how the profession-specific skills and knowledge of each professional group would be adequately addressed within these modules. Therefore the education provider is required to provide further evidence to demonstrate that where there is interprofessional learning how there will be paramedic input into this learning and how the profession-specific skills and knowledge of each professional group will be adequately addressed.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider is required to provide further evidence that demonstrates how ORMS will ensure that there is a sufficient number, duration and range of practice placements that are appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Reason: For this standard the visitors were directed to the course specification document which stated, on Page 8, that "Students will spend significant time in practice learning placements in their employers/sponsors' normal operational environment." During the meeting with the programme team the visitors were told that students would have the opportunity to do hospital placements in North Wales. The visitors noted that these were conflicting statements and therefore could not determine that the proposed number, duration and range of practice placements would be appropriate to support the delivery of the programme and the achievement of the learning outcomes. The visitors were further unsure what would happen if a student

could not get an appropriate placement at their employing or sponsoring organisations' normal operational environment and whether this would impact their ability to continue or apply to the programme. Therefore the education provider is required to provide further evidence that demonstrates how ORMS will ensure that there is a sufficient number, duration and range of practice placements that are appropriate to support the delivery of the programme and the achievement of the learning outcomes.

5.3 The practice placement settings must provide a safe and supportive environment.

Condition: The education provider is required to provide further evidence to demonstrate how the practice placement settings provide a safe and supportive environment.

Reason: For this standard the visitors were directed to the ORMS Educational Audit for Placements document. This document outlines the process that ensures that a placement site continues to meet the set criteria. However from this evidence and considering the fact that the placement locations are not clear, the visitors could not determine that the placement settings provide a safe and supportive environment. Therefore the education provider is required to provide further evidence to demonstrate how the practice placement settings provide a safe and supportive environment.

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

Condition: The education provider is required to provide further evidence to demonstrate that there is a thorough and effective system for approving and monitoring all placements.

Reason: For this standard the visitors were directed to the RGU online regulations and the ORMS Educational Audit for Placements. However from this evidence the visitors could not determine the process by which placements are approved and monitored. During the visit this was discussed. The programme team explained that the placement site would be visited prior to the placement. However, as the placements will run at the students employing or sponsoring organisations' normal operational environment the visitors were unsure when this initial visit would happen and what impact this would have on a student starting the programme. Therefore the visitors could not determine the system for approving and monitoring all placements and require further evidence to demonstrate that there is a thorough and effective system for approving and monitoring all placements.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provided is required to provide further evidence to demonstrate the equality and diversity policies in place in relation to students, together with an indication of how these will be implemented and monitored.

Reason: For this standard the visitors were directed to the ORMS policy document which includes the Conduct Equality and Diversity Policy. However the visitors noted

that this policy made no specific reference to how it would be implemented at the placement setting. During the meeting with the programme team it was stated that the practice placement provider would be expected to have equality and diversity policies in place. However the visitors could not see how this reflected in the documentation and could not be assured that the placement providers have equality and diversity policies in relation to students. Therefore the education provider is required to provide further evidence to demonstrate the equality and diversity policies in place in relation to students, together with an indication of how these will be implemented and monitored.

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

Condition: The education provider is required to provide further evidence to demonstrate that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: For this standard the visitors were directed to the ORMS Educational Audit for Placements as a means to ensure that there are an adequate number of appropriately qualified and experienced staff at the practice placement setting. The visitors noted that the audit collected information about the number of HCPC registered staff, however this does not include other staff at the placement setting. The visitors also noted that the audit form did not allow ORMS to stipulate any requirements for the number of staff at the placement setting. As such the visitors could not determine how ORMS would ensure that there would be an adequate number of appropriately qualified and experienced staff at the practice placement setting. Therefore the education provider is required to provide further evidence to demonstrate that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

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

Condition: The education provider is required to provide further evidence to demonstrate that practice placement educators have the relevant knowledge, skills and experience.

Reason: For this standard the visitors were directed to the ORMS Educational Audit for Placements as a means to ensure that Practice placement educators have the relevant knowledge, skills and experience. The visitors noted that the audit collected information about then number if HCPC registered staff, however this does not include information about other relevant knowledge, skills and experience of other practice placement educators. The visitors also noted that the audit form did not allow ORMS to stipulate any requirements for the relevant knowledge, skills and experience of practice placement educators. As such the visitors could not determine how ORMS would ensure that practice placement educators have the relevant knowledge, skills and experience. Therefore the education provider is required to provide further evidence to demonstrate that practice placement educators have the relevant knowledge, skills and experience.

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

Condition: The education provider is required to provide further evidence to demonstrate how ORMS will ensure practice placement educators undertake appropriate practice placement educator training.

Reason: For this standard the visitors were directed to the course specification what stated that practice placement educators undergo training provided by ORMS. However the visitors could not find any information about this training, specifically, what the training would involve, where it would be delivered and how often it would be required. As such the visitors could not determine how ORMS ensured all practice placement educators underwent the appropriate practice placement educator training. Therefore the education provider is required to provide further evidence to demonstrate how ORMS will ensure practice placement educators undertake appropriate practice placement educator training.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider is required to provide further evidence to demonstrate how ORMS ensures that practice placement educators must be appropriately registered, unless other arrangements are agreed.

Reason: For this standard the visitors were directed to the course specification which stated that a practice placement educator would have HCPC registration. The visitors were also directed to the ORMS Educational Audit for Placement which collected information about then number if HCPC registered staff, however did not stipulate that the practice educator was required to have HCPC registration. This was discussed at the meeting with the programme team who confirmed that a practice placement educator must have HCPC registration as a paramedic. However the visitors were unable to determine that the documentation and the process ensured that all practice placement educators would have relevant registration. Therefore the education provider is required to provide further evidence to demonstrate how ORMS ensures that practice placement educators must be appropriately registered, unless other arrangements are agreed.

5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.

Condition: The education provider is required to provide further evidence to demonstrate how regular and effective collaboration between the education provider and the practice placement provider is facilitated by ORMS.

Reason: For this standard the visitors were directed to information about the course moderator who's role it is to oversee the collaboration between RGU and ORMS, however this information did not specify how there would be effective collaboration between ORMS and the practice placement providers, considering that the practice placement providers are the employing or sponsor organisation of the individual student the visitors could not determine how there would be effective collaboration between the education provider and the practice placement provider. Therefore the education provider is required to provide further evidence to demonstrate how regular and effective collaboration between the education provider and the practice placement provider is facilitated by ORMS.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;
- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
- communication and lines of responsibility.

Condition: The education provider is required to provide further evidence to demonstrate how the procedures and policies that ORMS and RGU use ensure that students, practice placement providers and practice placement educators are fully prepared for placement.

Reason: For this standard the visitors were directed to the information available to students, practice placement providers and practice placement educators about the placements, including module guides and practice placement handbook. The visitors noted that these documents provided the relevant procedures and policies for placement. However considering that the practice placement providers are the employing or sponsor organisation of the individual student the visitors could not determine how students, practice placement providers and practice placement educators would receive this information during the process of application. Therefore the visitors could not determine how procedures and policies that ORMS and RGU use ensure that students, practice placement providers and practice placement educators are fully prepared for placement. As such, the education provider is required to provide further evidence to demonstrate how the procedures and policies that ORMS and RGU use ensure that students, practice placement providers and practice placement educators are fully prepared for placement.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

Condition: The education provider is required to provide further evidence to demonstrate how ORMS ensures that the range of learning and teaching methods used respect the rights and needs of service users and colleagues are in place throughout practice placements.

Reason: For this standard the visitors were directed to documents about the practice placement aspect of the programme. This documentation explained that students would do their practice placements in their employing or sponsoring organisations' normal operational environment, however the visitors could not locate any information or guidance to demonstrate how students are able to identify themselves as students on placement, or whether students would be supernumerary when on placement. This was discussed at the programme meeting where it was explained that uniforms are provided which state that they are a student. However it was also stated that students would not be supernumerary. Therefore the visitors were concerned that when on placement a student may not be in a situation where they have an opportunity to meet the learning objectives because they are not in a capacity of a student. Therefore the visitors could not determine how ORMS ensure that the range of learning and teaching methods used

respect the rights and needs of service users and colleagues are in place throughout practice placements.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider is required to provide further evidence to demonstrate that the assessment strategy and design at stage two of the programme ensures that those who successfully complete the programme has met the standards of proficiency (SOPs) for their part of the Register.

Reason: For this standard the visitors were directed to the SOPs mapping document which demonstrated how the assessment strategy and design ensure that those who successfully complete the programme has met the standards of proficiency for their part of the Register. However these assessment strategy and design included learning outcomes in modules that run in stage three of the programme which leads to the BSc award. During the meeting with the senior team it was stated that someone who completes and exits the programme at stage two will receive a Diploma of Higher Education which allows eligibility to apply for registration with the HCPC. In light of this information the visitors could not determine if the assessment strategy and design in stages one and two of the programme ensure that those who successfully complete the programme has met the standards of proficiency for their part of the Register. Therefore the education provider is required to provide further evidence to demonstrate that the assessment strategy and design at stages one and two of the programme ensure that those who successfully complete the programme has met the standards of proficiency (SOPs) for their part of the Register.

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

Condition: The education provider is required to provide further evidence to demonstrate how all assessments within the first two years provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

Reason: For this standard the visitors were directed to the academic affairs assessment policy, guidance and procedures. During the visit the programme team stated that ORMS would set and carry out the assessments that adhere to the policies set by RGU. The visitors considered the RGU assessment regulations to be the external framework that needs to be complied with. From this information the visitors could not determine how all the assessments carried out by ORMS would adhere to and feed into the academic affairs assessment policy, guidance as set by RGU. Therefore the education provider is required to provide further evidence to demonstrate how all assessments within the first two years provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

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

Condition: The education provider is required to provide further evidence to demonstrate how the assessment methods employed measure the learning outcomes.

Reason: For this standard the visitors were directed to the module descriptors which outline the assessment methods employed to measure the learning outcomes. However the visitors noted that the information about the assessment methods did not clearly articulate the extent of the assessment methods. For example Module NU1995 Working in healthcare stated that the only component is an examination. The visitors noted that more information such as the type of examination or duration of examination would be required in order to determine that the assessment methods employed measure the learning outcomes. Therefore the education provider is required to provide further evidence to demonstrate how the assessment methods employed measure the learning outcomes.

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

Condition: The education provider is required to provide further evidence to demonstrate how objective structured clinical examinations (OSCEs) will be used to ensure objectivity and fitness to practise.

Reason: For this standard the visitors were directed to the module descriptors which state that OSCEs will be used as assessment methods throughout the programme. However the visitors could not find any information about how the OSCEs would be used in practice and used to ensure objectivity. The visitors noted that without this information about how OSCEs would be used to assess students, they could not determine how the assessment of OSCEs would ensure objectivity and fitness to practise. Therefore the Education provider is required to provide further evidence to demonstrate how objective structured clinical examinations (OSCEs) will be used to ensure objectivity and fitness to practise.

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

Condition: The education provider is require to provider further evidence to demonstrate how there will be effective monitoring and evaluation mechanisms in place that ensure appropriate standards in the assessment.

Reason: For this standard the visitors were directed to RGU policies that outline the assessment policies and the role of the moderator in the monitoring and evaluation mechanisms which are in place to ensure appropriate standards in the assessment. From this information the visitors noted that a course moderator had been appointed to overlook the monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment. However from discussions with the programme team at the visit it became apparent the course moderator is located at RGU and to carry out this role would require significant investment in time to fulfil the expected requirements of a course moderator. Therefore the visitors could not determine how the course moderator located at RGU would be able to facilitate the effective monitoring and evaluation mechanisms in place that ensure appropriate standards in the assessment at the ORMS site. Therefore the education provider is require to provide further evidence to demonstrate how there will be effective monitoring and evaluation mechanisms in place that ensure appropriate standards in the assessment.

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

Condition: The education provider is required to provide further evidence to demonstrate how students are informed of their progression through the programme and at what point students will be able to exit the programme and apply for registration with the HCPC.

Reason: For this standard the visitors were directed to the course specification which outlined the possible exit awards in the programme, the visitors were also directed to the SETs mapping which outlined how the SOPs map against the curriculum. The visitors noted that completion of stage two of the programme entitled a student to the award of Diploma of Higher Education Paramedic Practice and apply for registration with the HCPC. It was also stated during the visit that a prerequisite for continuing onto stage three of the programme was HCPC registration. In light of this the visitors noted that a student could exit stage two of the programme and apply for registration with the HCPC. However, a student that completes the programme at stage three with a BSc could not apply for registration with the HCPC as the student would already have HCPC registration in order to have started stage three of the programme. The visitors therefore note that the assessment regulations do not clearly specify requirements for student progression and achievement within the programme. Therefore the education provider is required to provide further evidence to demonstrate how students are informed of their progression through the programme and at what point students will be able to exit the programme and apply for registration with the HCPC.

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

Condition: The education provider is required to provide further evidence to demonstrate that all the relevant policies clearly specify the requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.

Reason: For this standard the visitors were directed to the course specification which outlined the final award and the possible exit awards for the programme. However this document did not explicitly state which awards would allow a student who completes the programme to apply for registration. During the visit it was made clear that the Diploma of Higher Education Paramedic Practice completed at stage two would allow eligibility to apply to the Register. It was also stated during the visit that a prerequisite for continuing onto stage three was HCPC registration as a paramedic. As a result someone who completes the programme at level three would not be able to apply for registration with the HCPC as a student would already have HCPC registration as a paramedic. Considering this information the visitors noted that the assessment regulations do not reflect the fact that Diploma of Higher Education Paramedic Practice is the programme the HCPC is. Therefore the education provider is required to provide further evidence to demonstrate that all relevant policies clearly specify the requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.

6.10 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.

Condition: The education provider is required to provide further evidence to demonstrate how students on the programme can access the academic appeals process at RGU and how ORMS staff escalate and feed information about an appeal into the RGU policy.

Reason: For this standard the visitors were directed to the academic regulations at the RGU website, these regulations include the student's right to appeal. The visitors note that Regulation A3: Section 1: Student Appeals (Awards and Progression) Procedure is the procedure used by RGU for students studying at RGU, from the information provided the visitors could not determine how students would access this process when then are studying as an ORMS student. During the visit the programme team stated that appeals would be fed into the RGU process by the ORMS staff, however the visitors could not determine this process in the documentation. Therefore the visitors could not determine how a student would access the appeals process or how the ORMS staff would escalate an appeal to the RGU policy. Therefore the education provider is required to provide further evidence to demonstrate how students on the programme can access the academic appeals process at RGU and how ORMS staff escalate and feed information about an appeal into the RGU policy.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider is required to provide further evidence to demonstrate that the assessment regulations must clearly specify requirements for the appointment of at least one external examiner who is from the relevant part of the Register

Reason: For this standard the visitors were directed to the RGU assessment regulations online which state the requirements for an external examiner for the programme. From the information provided the visitors could not determine whether an external examiner for the programme would be required to have HCPC registration. During the visit the programme team confirmed that the external examiner for the programme would be required to have HCPC registration as a paramedic. The visitors note that without this requirement being in the assessment regulations there is potential for an external examiner being appointed who is not appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register. Therefore the education provider is required to provide further evidence to demonstrate that the assessment regulations must clearly specify requirements for the appointment of at least one external examiner who is from the relevant part of the Register

Recommendations

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

Recommendation: It is recommended that the education provider keep under review the availability of resources for all students in all settings.

Reason: In meeting this standard the visitors were directed to the learning resources available to students in all settings, specifically at the ORMS site. The visitors agreed that the resources were appropriate for the programme and the standard was met at threshold level. However the visitors note that ORMS propose to run this programme alongside a current approved programme and that the parallel running of the programmes may impact the availability of resources available to all students in all settings as the new programme is phased in. For this reason it is recommended that the education provider keep under review the availability of resources for all students in all settings.

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