

Visitors' report

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| Name of education provider | West Midlands Ambulance Service NHS Trust |
| Programme name | IHCD Paramedic |
| Validating body/awarding body | IHCD (part of Edexcel) |
| Mode of delivery | Full time |
| Relevant part of HPC register | Paramedic |
| Date of visit | 29-30 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 30 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 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 1 October 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 2 February 2010.

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

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|---|---|
| Name of HPC visitors and profession | Mr Bob Fellows (Paramedic) Mr Paul Bates (Paramedic) Ms Linda Mutema (Radiographer) |
| HPC executive officer(s) (in attendance) | Miss Elisa Simeoni |
| Proposed student numbers | 15 |
| Initial approval | September 2000 |
| Effective date that programme approval reconfirmed from | 5 April 2010 |
| Chair | Ms Gill Bennett (West Midlands Ambulance Service NHS Trust) |
| Secretary | Ms Elizabeth Williams (West Midlands Ambulance Service NHS Trust) |

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 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student handbook | <input type="checkbox"/> | <input checked="" 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"/> |
| Edexcel – IHCD qualification reports from the last two years | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generic information from IHCD/Edexcel | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The HPC did not review a practice placement handbook prior to the visit as a separate practice placement handbook has not been produced but information relating to practice placements was included in the documentation.

The HPC did not review a student handbook prior to the visit as a separate student handbook has not been produced but information intended to students about the programme was included in the documentation.

The HPC did not review the external examiners' report from the last two years prior to the visit as these documents do not exist but the Edexcel – IHCD qualification report from the last two years were provided.

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"/> |

The HPC met also with a student from Yorkshire Ambulance Service as the facilities of West Midlands Ambulance Service are used in some cases also by students from Yorkshire Ambulance Service.

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 programme can be approved.

The visitors agreed that 22 of the SETs have been met and that conditions should be set on the remaining 41 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 recommendation 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 admissions 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 for the programme to follow the guidance provided in the HPC “Regulatory status advertising protocol for education providers”.

Reason: From the documentation submitted, it was clear that the programme documentation did not fully comply with the advertising guidance issued by HPC. Therefore, the visitors wish the documentation to be amended in order to be accurate and up-to-date, in particular “state registration” is used as a term in the documentation and does not reflect the independence of the HPC or its performance of its regulatory function through protection of title. Moreover, the current wording in some documents could be misleading and leave people with the impression that HPC registration is an automatic entitlement at the end of the programme. Therefore, the programme documentation must be amended to clearly state that successful completion of the programme will lead to eligibility to apply for registration with the Health Professions Council.

- 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 make or take up the offer of a place on a programme.**

Condition: The education provider must provide evidence of advertising material given to potential applicants.

Reason: In the documentation submitted and in discussions with the programme team and students, it was clear that clear information was not made available to potential applicants. Therefore, the visitors wish to see evidence of advertising material giving all potential applicants the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

- 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 make or take up the offer of a place on a programme.**

Condition: The documentation must be updated to clearly reflect the name of the education provider, West Midlands Ambulance Service NHS Trust.

Reason: In some of the documents, there were references made to Staffordshire Ambulance Service NHS Trust. Since the Trusts have merged, the visitors

considered that documentation must be updated to only refer to West Midlands Ambulance Service NHS Trust.

2.2.1 The admissions 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 make explicit how evidence of spoken English is established in the selection process for all candidates.

Reason: In the documentation provided, there was no reference made to the International English Learning Testing System (IELTS) level required for applicants whose first language is not English. Therefore the education provider must include this information in the documentation in order to make this requirement clear to all international applicants.

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

Condition: The education provider must review the admissions procedures to ensure that enhanced criminal convictions checks have been completed by all students by the point of registration onto the programme.

Reason: In discussions with the programme team and students, it was clear that students do not systematically undertake criminal convictions checks at the point of registration onto the programme. Therefore, the education provider must provide evidence that enhanced criminal convictions checks are systematically undertaken on all students, including those who already work at West Midlands Ambulance Service NHS Trust, at the point of registration onto the programme.

2.2.3 The admissions 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 prospective 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.

2.2.5 The admissions procedures must apply selection and entry criteria, including Accreditation of Prior Learning and other inclusion mechanisms.

Condition: The education provider must clarify the accreditation of prior (experiential) learning policy.

Reason: In the documentation submitted, the accreditation of prior (experiential) learning policy was not clear. Therefore the visitors wish that the education provider must clarify this policy in order to be assured that academic and/or professional entry standards are appropriate and that all prospective students who are eligible for AP(E)L are able to meet the standards of proficiency for Paramedics when they successfully complete the programme.

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

Condition: The education provider must provide clarification about the current and future business development plans for the training centres that will be involved in the delivery of the programme.

Reason: Information about the various training centres was provided in the documentation submitted prior to the visit and more information was provided at the visit during the tour of facilities. The visitors were told during the visit that changes that may occur could affect the future of some of the training centres. Therefore the visitors need to have more information about the current and future plans for the training centres to be assured this standard is being met.

3.3 There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.

Condition: The education provider must clarify the names of the programme leaders for each training centre and provide their CVs.

Reason: During the visit it appeared that there were a number of programme leaders as there were various training centres. As the information provided in the documentation and at the visit was not clear, the visitors wish to be assured that each programme leader is either on the relevant part of the HPC register or otherwise appropriately qualified and experienced and therefore wish to review their CVs.

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

Condition: The education provider must provide clearer information about the staff in place to deliver the programme in the various training centres.

Reason: In the documentation provided and in discussions with the programme and senior teams at the visit, the number and qualifications of staff in place to deliver the IHCD Paramedic programme, including staff who will deliver the new modules J and K, was not clear to the visitors. Therefore the visitors need clearer information about the staff in place at each training centre to be assured that the number and qualifications of staff are adequate to deliver an effective programme.

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

Condition: The education provider must review their programme documentation to demonstrate the process in place that ensures that all staff are appropriately qualified to deliver the programme.

Reason: In the documentation provided and in discussions with the programme and senior teams at the visit, the specialist expertise and knowledge of staff in place to deliver the programme, including staff who will deliver the new modules J and K, was not clear to the visitors. Therefore the visitors need clearer information about the staff in place at each training centre and at the associated higher education institutions supporting the West Midlands Ambulance Service NHS Trust to be assured that the subject areas are taught by staff with relevant specialist expertise and knowledge.

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

Condition: The education provider must provide evidence that the resources to support student learning in all settings are used effectively.

Reason: Although some information about the use of the resources was communicated to the visitors in the documentation and at the visit during the tour of facilities, the visitors need to see more evidence about the following elements to be assured this standard is being met. The visitors wish to see the following:

- evidence of a student handbook embracing both the IHCD elements and the modules J and K as none was provided in the documentation submitted prior to the visit;
- module guide to be updated to include modules J and K;
- learning resources to support the new modules, ie library books;
- an action plan in relation to IT updates;
- details of all resources relating to the new modules J and K; and
- evidence of consistency of the use of resources at all training centres.

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Condition: The education provider must clarify the accessibility of the resources to students both on and off site and provide evidence that this information is clearly communicated to the students.

Reason: In the documentation submitted and in discussion with the students, it was not clear how the resources were accessible to students both on and off site, and students were unclear about the resources in place. Therefore the visitors need to see more information about the accessibility of the resources to students at all of the training centres and want to see evidence that the information is clearly communicated to students.

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

Condition: The education provider must provide evidence of the review of the learning resources in line with the inclusion in the programme of the 2 new modules J and K.

Reason: The documentation submitted prior to the visit and the tour of facilities provided information about the learning resources. The visitors considered that the learning resources were not sufficient with the inclusion in the programme of the new modules J and K. Therefore the visitors wish to see evidence for all training centres of a wider range of books, for example health and social care related books and not only clinical/ambulance books, and wish to see evidence of how books are readily available to students and staff, including out of normal office hours.

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 programme team 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 the need to act in the best interest of service users at all times
- understand what is required of them by the Health Professions Council
- understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and well being

- be aware of current UK legislation applicable to the work of their profession

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

1a.8 Registrants paramedics must understand the obligation to maintain fitness to practise

- understand the need to practise safely and effectively within their scope of practice
- understand the importance of maintaining their own health

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 communications 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

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 evaluate research and other evidence to inform their own practice

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

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 the key concepts of the bodies of knowledge which are relevant to their profession-specific practice

- understand the following aspects of physical science:
 - principles and theories of physics, biomechanics, electronics and ergonomics that can be applied to paramedic practice
 - the means by which the physical sciences can inform the understanding and analysis of information used to determine a diagnosis
- 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:
 - 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 programme team, the students and a review of the documents, the visitors considered that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors were told that 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore the programme documentation must be updated to 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 provide the module descriptors including, but not limited to, objectives, learning outcomes and assessment methodology of modules J and K.

Reason: The documentation submitted for the programme did not evidence how the programme reflected the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession. The visitors were told that 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore the visitors need to review in the full modules J and K to be assured this standard is being met.

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

Condition: The education provider must review the programme documentation to include the module descriptors for modules J and K.

Reason: From the documentation provided for the programme there was insufficient evidence to show how theory and practice were integrated. The visitors were told that 2 new modules, modules J and K, were still in development and therefore the curriculum was incomplete at the time of the approval visit. For that reason the visitors need to review the module descriptors of modules J and K to have complete information about the curriculum and to be assured this standard is being met.

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 did not see evidence of the processes in place ensuring the programme remains relevant to current practice. The visitors were told that 2 new modules, modules J and K, were still in development and therefore the curriculum was incomplete at the time of the approval visit. The visitors therefore require further evidence, including modules J and K, 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 for 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 were told that 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. The visitors therefore require evidence, including the new modules J and K, of how effective and evidence-based practice assist autonomous and reflective thinking practitioner to be assured that the delivery of the programme meets this standard.

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Condition: The education provider must review the programme documentation to include the module descriptors of modules J and K.

Reason: In the documentation submitted by the education provider and in discussions with the programme team and the senior team, the visitors were told that 2 new modules, modules J and K, were still in development and therefore the curriculum was incomplete at the time of the approval visit. Therefore the visitors need to see evidence of the range of learning and teaching approaches used in particular to deliver modules J and K to be assured that this standard is met.

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

Condition: The education provider must provide clarification about the new roles of Clinical Development Officers (CDO).

Reason: In the documentation provided and in discussions at the visit with the senior team and the practice placement providers, the new role of CDO as well as the number of CDO positions were not clear. Therefore the visitors wish to see more information about this new role to be assured this standard is being met.

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

Condition: The education provider must provide a list of the practice placement educators (at the hospital/clinical settings) and evidence of the process in place ensuring that practice placement educators have relevant qualification and experience.

Reason: In the documentation submitted the number of practice placement educators (PPE), their qualifications and experience were not clearly evidenced. Therefore the visitors wish clarification on the number and evidence of the process in place ensuring that PPE or equivalent in the hospital/clinical settings have relevant qualifications and experience in order to be assured that this standard is met.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence the practice-based element of the programme.

Reason: In the documentation supplied by the programme team, information about placement audits, and therefore how the programme team ensures that placement practice settings offer a safe environment to students, was not provided. The visitors wish to see evidence of the audits that hospital/clinical site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms to assure practice placements provide a safe environment.

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

Condition: The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence the practice-based element of the programme.

Reason: In the documentation supplied by the programme team, information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice environment for students, was not provided. The visitors wish to see evidence of the audits that hospital/clinical site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment.

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 provide a clear ambulance and hospital/clinical placement supervision strategy.

Reason: From the documentation supplied by the education provider the visitors could not see evidence of adequate placement supervision. Therefore the visitors wish to see a placement supervision strategy in order to be assured that learning, teaching and supervision is designed to encourage safe and effective practice, independent learning and professional conduct.

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

Condition: The programme team must revisit the programme documentation to provide evidence of a consistent audit process that all placements are subjected to before students commence the practice-based element of the programme.

Reason: In the documentation supplied by the programme team information about placement audits, and therefore how the programme team ensures that placement environments are suitable, it was clear that the system for approving and monitoring all placements was not evidenced. Therefore the visitors wish to see evidence of a consistent audit process that all placements are subjected to before students commence the practice-based element of the programme in order to ensure that this standard is appropriately met.

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 ensure that the learning outcomes during all of the placements are clearly communicated to practice placement educators in formal documentation.

Reason: During the meeting with the practice placement providers, it was clear that information about the learning outcomes to be achieved given by the education provider to this group was not sufficient. Therefore in order for practice placement educators to be fully prepared for placement, the visitors wish that the learning outcomes to be achieved during all of the placements are included in the formal documentation (eg a practice placement handbook).

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 ensure that practice placement educators are provided with detailed information in formal documentation about the assessment procedures, including the implications of, and any action to be taken in the case of failure.

Reason: During the meeting with the practice placement educators, it was clear that the information about the assessment procedures including the implications of, and any action to be taken in the case of failure, given by the education provider to this group was not sufficient. Therefore the visitors considered that formal documentation for practice placement educators, including the assessment procedures and the implications of, and any action to be taken in the case of failure, must be produced (eg a practice placement handbook).

5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of communication and lines of responsibility.

Condition: The education provider must ensure practice placement educators at all of the ambulance and hospital/clinical placements are provided with detailed information in formal documentation about communication and lines of responsibility in placement.

Reason: During the meeting with the practice placement educators, it was clear that the information about communication and lines of responsibility given by the education provider to these groups was not sufficient. Therefore the visitors wish information about communication and lines of responsibility to be included in formal documentation for practice placement educators at all of the ambulance and hospital/clinical placements (eg a practice placement handbook).

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

Condition: The education provider must provide a list of all of the various practice placement educators and evidence of the process in place ensuring that practice placement educators have relevant qualifications and experience.

Reason: In the documentation submitted by the education provider, there was no evidence of the qualifications and experience of the practice placements educators. Therefore the visitors wish the education provider to provide a list of all of the various practice placement educators with the subjects they teach to students as well as explicit information on the qualifications and the experience required by the education provider to be a practice placement educator in order to be assured that this group of people have relevant qualifications and experience.

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

Condition: The education provider must provide evidence that all practice placement educators are appropriately registered.

Reason: In the documentation submitted, there was no evidence that all practice placement educators were appropriately registered. Therefore the visitors considered that evidence must be provided to demonstrate that this standard is met.

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

Condition: The education provider must provide evidence of a process in place for initial and refresher practice placement educator training.

Reason: From the documentation and in discussion the practice placement educators, it was not clear whether a formal process for practice placement educator training and refreshers was in place. Therefore, the visitors considered that evidence of a process ensuring that practice placement educators gain the appropriate knowledge, skills and experience to fulfil their role must be provided.

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(s) and the various 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 various parties occurred. Therefore the visitors require further information (such as recent minutes of meetings between the various parties, minutes of committees or evidence of channel of communication) demonstrating that this standard is met.

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 a practice placement co-ordination policy.

Reason: From the documentation submitted and in discussion with the practice placement providers, it was not clear how the practice placement providers ensure that necessary information is available at the appropriate time for both the education provider and students. Therefore the visitors wish the education provider to put a practice placement co-ordination policy in place ensuring that students and the education provider receive the information they need from the various placement providers at the appropriate time.

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

Condition: The education provider must provide evidence that there is a process in place to audit the placement providers in order to make sure that there is an equal opportunities and anti-discriminatory policy in place in relation to students.

Reason: While it was felt that placements providers have an equal opportunities and anti-discriminatory policy in place, the visitors did not see any evidence that the education provider has a process in place to audit the placements providers to be assured that there is an equal opportunities and anti-discriminatory policy at placements. Therefore the visitors considered that the education provider must provide evidence that there is a process in place to audit the placement providers.

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

Condition: The education provider must review the programme documentation to include the module descriptors of modules J and K.

Reason: From the documentation submitted prior to the visit and in discussions with the programme and senior teams, it was clear that the 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore the visitors wish that evidence demonstrating how the assessment design and procedures assure that the student can demonstrate fitness to practice must be provided for the whole programme, including modules J and K.

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

Condition: The education provider must review the programme documentation to include the module descriptors of modules J and K.

Reason: From the documentation submitted prior to the visit and in discussion with the programme and senior teams, it was clear that the 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore the visitors need to see evidence for the whole programme of the assessment methods employed and how the methods are in line with the learning outcomes of each module, including modules J and K. The visitors must to be assured that, whatever method of assessment applies, it leads to safe and effective practice.

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 review the programme documentation to include the module descriptors of modules J and K.

Reason: From the documentation submitted prior to the visit and in discussions with the programme and senior teams, it was clear that the 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore the visitors need to see evidence for the whole programme, including modules J and K, that the assessment methods are thorough and effective and that any relevant external reference frameworks like the mapping document against the College of Paramedics (British Paramedic Association) curriculum guidance (2008) and competence framework must be updated to reflect the whole programme, including modules J and K.

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 review the programme documentation to include the module descriptors of modules J and K.

Reason: From the documentation submitted prior to the visit and in discussions with the programme and senior teams, it was clear that the 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore, in order to be assured that this standard is being met, the visitors wish to review information for the whole programme, including modules J and K, which must demonstrate how student performance is monitored and show that objective criteria are in place to assess students' performance and progression.

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

Condition: The education provider must review the programme documentation to include the module descriptors of modules J and K.

Reason: : From the documentation submitted prior to the visit and in discussions with the programme and senior teams, it was clear that the 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore the visitors wish to see evidence for the whole programme, including modules J and K, that there are effective mechanisms in place to assure appropriate standards in the assessment in order to be assured this standard is being 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 review the programme documentation to include the module descriptors of modules J and K.

Reason: From the documentation submitted prior to the visit and in discussions with the programme and senior teams, it was clear that the 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore the visitors need to see evidence that the education provider clearly articulates for the whole programme, including module J and K, how professional aspects of practice are assessed in the programme.

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

Condition: The education provider must review the programme documentation to include the module descriptors of modules J and K.

Reason: From the documentation submitted prior to the visit and in discussions with the programme and senior teams, it was clear that the 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore the visitors wish to see evidence that assessment regulations for the whole programme, including modules J and K, clearly specify requirements for student progression and achievement within the programme.

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

Condition: The education provider must include the procedure for the right of appeal for students in the programme documentation.

Reason: From the documentation submitted prior to the visit and in discussions with the programme and senior teams, it was clear that the 2 new modules, modules J and K, were still in development and therefore the programme was incomplete at the time of the approval visit. Therefore the visitors wish the procedure for the right of appeal for student for the whole programme to be included in the programme documentation in order to be assured this standard is being met.

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 the 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 considered that this was not the equivalent of an external examiner's review. Therefore the programme team must appoint an appropriately experienced and qualified external examiner and clearly state in the documentation that this standard is being followed on the programme.

Recommendations

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

Recommendation: The education provider should include information about the new Clinical Development Officers in the formal documentation communicated to the practice placement providers.

Reason: During the visit, the visitors were told that new roles of Clinical Development Officers were currently being developed at West Midlands Ambulance Service NHS Trust. Therefore the visitors would recommend the education provider to include information about these new positions in the formal documentation communicated to practice placement providers for this group of people to be kept up-to-date about the changes implemented at the West Midlands Ambulance Service NHS Trust.

Mr Bob Fellows
Mr Paul Bates
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