hcpc **health & care professions council**

HCPC approval process report

Education provider	University of Gloucestershire
Name of programme(s)	BSc (Hons) Paramedic Science, Full time
Approval visit date	16 - 17 October 2018
Case reference	CAS-13373-B9Z1X5

Contents

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards
We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally approved on an open-ended basis, subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed on our website.

How we make our decisions
We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint partner visitors to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view on our website.

HCPC panel
We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

John Donaghy	Paramedic
Tristan Henderson	Paramedic
Roseann Connolly	Lay
Shaista Ahmad	HCPC executive

Other groups involved in the approval visit
There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Andrea Chalk	Independent chair (supplied by the education provider)	Director of Quality and Academic Services, University of Gloucestershire

Debbie Jones	Secretary (supplied by the education provider)	Academic Services Administrator (Quality) University of Gloucestershire
Amanda Blaber	External panel member	Senior Lecturer and Honorary Fellow of the College of Paramedics, University of Brighton
Alex Masardo	Internal panel member	Academic Subject Leader: Early Years and Education, University of Gloucestershire
Fiona Curran	Internal panel member	Academic Subject Leader; Film and Television, University of Gloucestershire

Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
Proposed First intake	28 January 2019
Maximum learner cohort	Up to 60
Intakes per year	1
Assessment reference	APP01969

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
Handbook for practice based learning	No	The information about practice-based learning is contained within

		an online system, which is in the development stage.
Completed education standards mapping document	Yes	
Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	Not Required	As we are considering approval of a new programme this document is not required.

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

Group	Met	Comments
Learners	Yes	The panel met with learners from the current nursing programme delivered by the education provider.
Senior staff	Yes	
Practice education providers	Yes	
Service users and carers (and / or their representatives)	Yes	
Programme team	Yes	
Facilities and resources	Yes	

Section 4: Outcome from first review

Recommendation of the visitors
In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions
Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 26 December 2018.

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

Condition: The education provider must ensure that appropriate information about the programme is provided to potential applicants, to ensure that they can make an informed choice about whether to take up a place on the programme.

Reason: From a review of the programme documentation, the visitors read that the learners will incur additional costs on the programme. However, no specific details were provided as to what these costs would be for, or how much the learner will be required to pay. In discussions with the programme team, the visitors were informed that the applicants would incur costs for uniform, criminal conviction and occupational health checks. No final details were available about what information would be provided to applicants prior to taking up a place on the programme. Therefore, the visitors require further clarification to ensure that applicants for the programme have all the information they require to make an informed choice about whether to take up a place on this programme. As such, the education provider must provide evidence to demonstrate how they inform applicants about the additional costs associated with the programme, in particular the costs associated with criminal convictions checks and occupational health checks.

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

Condition: The education provider must demonstrate how the selection and entry criteria include academic and professional entry standards, which are appropriate for the programme.

Reason: From a review of the programme documentation, the visitors read that the entry criteria for A-level and BTEC entries states "preferably a science". In discussions with the programme team, the visitors were unable to establish whether a science would be required and if this would include a formal science such as biology, chemistry or physics or whether social sciences such as psychology would be acceptable. As the visitors were unclear about the requirements for entry onto the programme, they were unable to establish how the education provider would make a decision on an applicant if the education provider does not have clear requirements set out. Therefore, the education provider must provide further information about the entry criteria for this programme, which demonstrates appropriate academic and professional entry standards, and how they ensure that successful applicants meet the education provider's requirements.

3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

Condition: The education provider must ensure that there is a process in place to appoint an appropriately qualified and experienced person to hold overall professional responsibility for the programme.

Reason: For this standard, the visitors were made aware of the individual who currently has overall professional responsibility for the programme. The visitors agreed that the current staff member identified was appropriately qualified and experienced. In discussions with the senior team, the visitors learned that there are selection and recruitment processes in place to identify a suitable candidate for the role. However,

there were no details provided about how the education provider would ensure that the individual appointed is appropriately qualified and experienced and, unless other alternative arrangements are appropriate, on the relevant part of the Register. Therefore, they could not determine how the education provider will continue to appoint a suitable person for the role. As such, the visitors require evidence which demonstrates that there is an effective process in place which will ensure that the person holding overall professional responsibility for the programme will be appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

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

Condition: The education provider must ensure that there is regular and effective collaboration between the education provider and the practice education providers for non-ambulance practice-based learning.

Reason: Prior to the visit, the visitors were provided with email communications between the education provider and the practice education providers for non-ambulance settings. The emails showed discussions of their plans to agree to support practice-based learning in the primary care settings. However, in the email communications the practice education providers stated, "There was no guarantee that the placements will be available". At the visit, the visitors did not meet with any representatives from the non-ambulance practice-based learning setting. While the visitors have seen email communications, the visitors have not heard from the non-ambulance practice education providers, or the education provider, about what plans are in place to have regular and effective collaboration. As such, the visitors were unable to determine whether regular and effective collaboration was ongoing between the education provider and non-ambulance practice education providers. Therefore, the visitors require further evidence that there is regular and effective collaboration between the education provider and non-ambulance practice education providers.

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

Condition: The education provider must demonstrate that there is an effective process in place to ensure the availability of non-ambulance practice-based learning for all learners on the programme.

Reason: From a review of the programme documentation, the visitors understood that practice-based learning would consist of ambulance and non-ambulance settings. The education provider is in the process of agreeing where the non-ambulance practice-based learning will take place. As the visitors did not have sight of these agreements, they could not determine what arrangements are in place. As such, the visitors could not determine what non-ambulance practice-based learning will be available for learners on the programme. Therefore, they could not determine that an effective process is in place, which ensures the availability and capacity of non-ambulance practice-based learning for all learners. The visitors require further information regarding the process the education provider has in place to ensure there are sufficient practice based learning opportunities for all learners, across the three years, including the agreements in place between the education provider and the non-ambulance

practice education providers. In this way, the visitors can determine whether this standard is met.

3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

Condition: The education provider must clarify what changes have been made, as a response to the internal validation event of the top-up programme and how, with those changes, the programme continues to ensure that resources are effective and appropriate to the delivery of the programme.

Reason: Through discussions at the visit and from the conclusions of the internal validation panel it was clear that the education provider was considering the internal validation of the BSc (Hons) Paramedic Science (Level 6) on a full time and part time basis. As these programmes, are post registration programmes they are not required to be approved by the HCPC as the learners on this programme will already be registered paramedics. The visitors considered that the introduction of this new programme could impact upon the staff numbers and resources for the programme seeking approval. The visitors understood that the same staff would be teaching on both programmes, which would impact upon the teaching resources for the programme. In addition, there would be an increase in the number of learners on the site which could then impact upon the resources available to learners on the programme. As such, the education provider must provide evidence, which demonstrates that while there is an additional programme running, there will be sufficient resources to support learning, which are effective and appropriate to the delivery of the programme.

3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

Condition: The education provider must provide further evidence to demonstrate that the resources to support learning in all settings effectively support the required learning and teaching activities of the programme.

Reason: At the visit, the visitors had a tour of the practical teaching resources and study spaces. They were shown manikins, monitoring equipment and an extrication stimulator. The visitors did not see the full range of practical resources, such as cannulas and ambulance equipment, which they understood would be available for this programme. The education provider informed the visitors they were seeking approval for 40 learners for the first cohort increasing to 60 learners for the forthcoming years. From discussions at the visit, the visitors understood that the education provider has plans in place to order more specialist equipment for the programme. However, as the visitors were not able to see the full range of practical resources, they were unable to determine how the resources would effectively support the required learning and teaching activities of the programme. Therefore, the visitors require further evidence of all the resources that will be used for this programme in order to determine whether there will be sufficient resources to support the required learning and teaching activities for all learners on the programme.

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

Condition: The education provider must ensure learners, educators and others are aware that exit awards do not lead to eligibility to apply for admission to the Register.

Reason: From a review of the documentation, the visitors noted that learners could attain exit awards for this programme. This included a "Higher Education Certificate in Emergency Care" and a "Diploma of Emergency Care". From the information provided, it was not clear whether these exit awards would lead to eligibility to apply for admission onto the Register. From reviewing the documentation, the visitors could not determine whether learners would be aware of their eligibility to apply for admission to the Register if they did not complete the approved programme and received an exit award. As such, the visitors require the education provider to amend the documentation relating to exit awards to ensure learners, educators and others are aware that these exit awards do not lead to registration. In this way, the visitors can establish whether this standard is met.

4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

Condition: The education provider must articulate what interprofessional learning there will be on the programme, and how they will ensure that learners learn with and from professionals and learners in other relevant professions.

Reason: For this standard, the visitors were provided with the following statement in the SET's mapping document, "Interprofessional learning will be promoted by shared learning opportunities with paramedic, nursing, social work and social care students". From this information, the visitors were unable to determine what the interprofessional learning sessions consisted of, or how the education provider will ensure that each learner will be able to learn with and from other professionals and learners in other relevant professions. From the discussions at the visit, the visitors were unclear on the rationale behind the design and delivery of interprofessional education, or how the education provider intends to ensure that it is relevant for learners on this programme. From the information provided and through discussions at the visit, the visitors were unable to determine the following:

- what interprofessional education will take place on the programme;
- why the professions and learners selected are relevant for this programme and;
- how learners will be able to learn with, and from, professionals and learners in other relevant professions

Therefore, the education provider is required to articulate what interprofessional learning there will be on the programme, and how they will ensure that learners on this programme will learn with, and from professionals and learners in other relevant professions.

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

Condition: The education provider must demonstrate that there is an effective process in place for obtaining appropriate consent from learners and service users.

Reason: In the SETs mapping document, the education provider referred to the Student Charter document to evidence this standard. From this document, the visitors were unable to locate information around obtaining appropriate consent from learners and service users on the programme. The visitors did not see evidence of the formal protocols to obtain consent from learners or service users. As such, the visitors were unclear, for example, how the education provider manages situations where learners decline from participating as service users in practical sessions. To ensure this standard is met, the visitors require evidence:

- of the formal protocols for obtaining consent from learners and service users, including how records are maintained;
- to demonstrate how learners and service users are informed about the requirement for them to participate,
- to show what alternative learning arrangements will be put in place where learners and service users do not consent to participating as a service user.

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

Condition: The education provider must clearly define the attendance requirements for the programme, the associated monitoring processes in place, and how this is communicated to learners.

Reason: Prior to the visit, the visitors understood the requirement for attendance on the programme was 100 per cent. However, it was not clear exactly how this applies across the programme (for example, in the academic and / or practice setting), or how this is monitored. In discussions with the programme team, the visitors learned the requirement for attendance is 100 per cent in the practice-based learning setting, and 80 per cent for the academic part of the programme. The visitors were informed that plans were in place to monitor attendance through Moodle or a sign in sheet. However, there were no mechanisms currently in place to monitor attendance. From this information, the visitors could not determine how the education provider would apply this attendance requirement, or which parts of the programme could not be missed. Therefore, the education provider must amend the documentation to define the attendance requirements for the programme, the associated monitoring processes in place and demonstrate how this is communicated to learners.

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

Condition: The education provider must provide evidence to demonstrate how they maintain a through and effective system of approving and ensuring the quality of practice-based learning in alternative (non-ambulance) settings.

Reason: From the documentation provided, and through discussions at the visit, the visitors understood that learners would have the opportunity to experience practice-based learning in alternative (non-ambulance) settings. The visitors were provided with a placement audit document for how ambulance practice is managed by South Western Ambulance Service (SWAS). However, the visitors did not see evidence to show how alternative (non-ambulance) practice-based learning areas will be approved or monitored. Therefore, the visitors require evidence to show how the education provider maintains a thorough and effective system for approving and monitoring placements at alternative (non-ambulance) settings.

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

Condition: The education provider must demonstrate how they ensure a safe and supportive environment for learners and service users at alternative (non-ambulance) practice-based learning settings.

Reason: From the documentation provided, the visitors understood that the majority of practice-based learning would take place in an ambulance service setting. This was confirmed in meetings with the programme team and practice educators. These discussions also clarified that learners would have the opportunity to experience practice-based learning in alternative (non-ambulance) settings, such as the accident and emergency department of a hospital. The visitors were provided with a placement audit document for how ambulance practice is managed by South Western Ambulance Service (SWAS). The visitors were not clear what system the education provider has in place to approve and monitor non-ambulance practice-based learning settings, or how they will ensure that these settings provide a safe and supportive environment for learners and service users. Therefore, the visitors require evidence to determine how the education provider ensures a safe and supportive environment at alternative (non-ambulance) settings.

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

Condition: The education provider must demonstrate how they ensure there is an adequate number of appropriately qualified and experienced staff involved in alternative (non-ambulance) practice-based learning.

Reason: At the visit, the programme team clarified that learners would have the opportunity to experience practice-based learning in alternative (non-ambulance) settings, in addition to practice-based learning that will take place in the ambulance service setting. The visitors were provided with agreements in principle for the ambulance based practice education providers. However, for the non-ambulance practice education providers there were initial emails, which mentioned an agreement in principle to support practice-based learning for primary care settings. However, in the email communication the practice education provider stated, "There was no guarantee that the placements will be available". At the visit, the visitors did not meet with any representatives from the non-ambulance setting. As there are no confirmed arrangements with the non-ambulance practice education providers, and because the visitors were unable to meet with them, the visitors were unable to determine what number of practice educators would be available for the number of learners on the programme, or how the education provider ensures the practice educators are

appropriately qualified and experienced. Therefore, the visitors require further evidence to demonstrate how the education provider will ensure there is an adequate number of appropriately qualified and experienced staff in the non-ambulance practice-based learning settings.

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

Condition: The education provider must demonstrate that practice educators at alternative (non-ambulance) practice-based learning settings have the relevant knowledge, skills and experience to support learners on the programme.

Reason: From the documentation provided, and through discussions at the visit, the visitors understood that learners would have the opportunity to experience practice-based learning in alternative (non-ambulance) settings such as the accident and emergency department of a hospital. For the non-ambulance practice-based learning there were initial emails, which mentioned an agreement in principle to support practice-based learning for the primary care settings. However, in the email communication the practice education provider stated, "There was no guarantee that the placements will be available". At the visit, the visitors did not meet with any representatives from the non-ambulance practice-based learning settings. The visitors were not provided with any information about the practice educators for the non-ambulance settings. As such, the visitors were unable to determine whether the practice educators in the non-ambulance settings have the relevant knowledge, skills and experience to support learners on this programme. Therefore, the visitors require evidence to show how the education provider ensures practice educators at alternative (non-ambulance) settings have the relevant knowledge, skills and experience to support learners.

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

Condition: The education provider must demonstrate how they ensure practice educators in the non-ambulance setting undertake regular training appropriate to the programme.

Reason: From the documentation provided, and through discussions at the visit, the visitors understood that learners would have the opportunity to experience practice-based learning in alternative (non-ambulance) settings such as the accident and emergency department of a hospital. For the non-ambulance placements there were initial emails, which mentioned an agreement in principle to support practice-based learning for the primary care settings. The visitors were not provided with information about the training that practice educators in the non-ambulance setting would undertake, and were unable to discuss this with them as there were no representatives at the visit. Therefore, the visitors require evidence to show how the education provider ensures practice educators at alternative (non-ambulance) settings undertake training which is appropriate to their role.

5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice‑based learning.

Condition: The education provider must demonstrate how they provide learners and practice educators with the necessary information for them to be prepared for practice-based learning.

Reason: From the SET's mapping document, the visitors understood that information about practice-based learning would be shared electronically via the Practice Education Module. It states, "The Practice Assessment Document (PAD) is to be converted into an electronic system in 2019 and should be in use by the start of practice". The PAD would contain pertinent information about the practice-based learning element of the programme. The visitors were not provided with the draft version of the PAD, and due to time constraints at the visit, the visitors were unable to view the draft version of the PAD. As the PAD was not finalised, the visitors were unable to establish how the learners and practice educators would be prepared for practice based learning prior to them commencing this part of the programme. For example, whom they should contact in case of an emergency in the practice-based learning environment. Therefore, the visitors require further evidence of the mechanisms used by the education provider to ensure that learners and practice educators receive the information they need in a timely manner in order to prepare for practice-based learning.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate that the assessment strategy and design will ensure that those who successfully complete the programme meet the standards of proficiency for paramedics.

Reason: From a review of the documentation prior to the visit, the visitors understood that part of the assessment strategies included a 'Practice Assessment Document (PAD)' which is used to assess a learners clinical practice whilst in the practice-based learning environment, on a pass / fail mark. The PAD document was not provided during the initial submission as the education provider explained that it was an online system, which is still in development. The education provider explained that a demonstration would be provided at the visit. Due to time constraints at the visit, the visitors were unable to view a demonstration of the e-PAD. As the visitors have not seen the final version of the practice assessment document, the visitors were not clear how the learners would be assessed whilst in the practice-based learning setting. As such, the visitors could not determine how the assessment strategy and design would ensure that those who successfully complete the programme will meet the standards of proficiency for paramedics.

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

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

Reason: From a review of the documentation, the visitors noted that part of the assessment strategies include a 'Practice Assessment Document (PAD)' which is used to assess a learners clinical practice while in the practice-based learning environment, on a pass / fail mark. The PAD document was not provided during the initial submission as the education provider explained that it was an online system, which is still in development. The education provider explained that a demonstration would be provided at the visit. Due to time constraints at the visit, the panel were unable to view a demonstration of the e-PAD. As the visitors have not seen the contents of the practice assessment document, they could not make a judgement on the assessment throughout the programme and how this will ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics. Therefore, the visitors require further information in order to determine whether this standard is met.

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

Condition: The education provider must demonstrate how assessment will provide an objective, fair and reliable measure of learners' progression and achievement.

Reason: From a review of the documentation, the visitors noted that part of the assessment strategies include a 'Practice Assessment Document (PAD)', which is used to assess a learners clinical practice while in the practice-based learning environment, on a pass / fail mark. The PAD document was not provided during the initial submission as the education provider explained that it was an online system, which is still in development. The education provider explained that a demonstration would be provided at the visit. Due to time constraints at the visit, the panel were unable to view a demonstration of the e-PAD. As the visitors have not seen the contents of the clinical practice assessment document, they could not make a judgement that the assessment throughout the programme will provide an objective, fair and reliable measure of learners' progression and achievement. Therefore, the visitors require further information in order to determine whether this standard is met.

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

Condition: The education provider must demonstrate that assessment methods used are appropriate to, and effective at, measuring the learning outcomes.

Reason: From a review of the documentation, the visitors noted that part of the assessment strategies include a 'Practice Assessment Document (PAD)', which is used to assess a learners clinical practice while in the practice-based learning environment, on a pass fail mark. The PAD document was not provided during the initial submission as the education provider explained that it was an online system, which is still in development. The education provider explained that a demonstration would be provided at the visit. Due to time constraints at the visit, the panel were unable to view a demonstration of the e-PAD. As the visitors have not seen the contents of the practice assessment document, they could not determine whether the assessment would be appropriate to, and effective at, measuring the learning outcomes. As such, the visitors require further evidence, which demonstrates that the assessments methods used are appropriate and effective at measuring the learning outcomes.

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

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

Recommendation: The education provider should consider reviewing how they make information about the process to support and enable learners to raise concerns about the safety and wellbeing of service users readily available to learners.

Reason: From a review of the programme documentation, the visitors noted that there was an effective process in place for learners to raise a concern about service users and carers, which was contained on the website. As this information was provided, the visitors were satisfied that this standard was met. However, the visitors considered that currently the information about the process is not contained within the handbooks and there is no reference in the handbooks as to where the learner could find the relevant information provided on the website. As such, the visitors recommend that the education provider ensure that the information regarding this process is easily accessible to learners regarding how to raise a concern about the safety and wellbeing of service users.

Section 5: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 30 January 2019 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available on our website.