

Health Professions Council

Visitors' report

Name of education provider	University of Teesside (in partnership with Yorkshire Ambulance Service and Tees and North East Yorkshire Ambulance Service)
Name and titles of programme(s)	Foundation degree Paramedic Science
Mode of delivery (FT/PT)	FT
Date of visit	16/17 May 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	David Halliwell (Paramedic) Jim Petter (Paramedic)
HPC executive officer(s) (in attendance)	Abigail Creighton
Joint panel members in attendance (name and delegation):	Alyson Tonge - School of Arts & Media (Chair) Fiona Terry - Quality Manager (Secretary) Janet Brown - Assistant Dean of the School of Health & Social Care (Internal panel member) Julie Watson – School of Science & Technology (Internal panel member) Lesley Greer – Centre for Learning & Quality Enhancement (Internal panel member) Shirley Congdon Liverpool John Moores University (External panel member)

Scope of visit *(please tick)*

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	20 students per cohort Two cohorts per year Cohort split between two sites of delivery
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ALL CONDITIONS MET

The following summarises the key outcomes of the approval event and provides reasons for the decision.

CONDITIONS

SET 2 Programme admissions

The admission procedures must:

2.1 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 programme team must redraft and resubmit the documentation, so that the relationship between obtaining the Foundation Degree qualification and access to the Register is clarified and accurate.

Reason: The current documentation is not consistently clear to applicants that completion of the Foundation Degree leads to eligibility rather than to entitlement to register with the Health Professions Council. It should be clear to applicants that the use of the protected title 'paramedic' comes as a result of registration with the Health Professions Council and not completion of the programme.

2.2.5 apply selection and entry criteria, including the Accreditation of Prior Learning and other inclusion mechanisms

Condition: The programme team must redraft and resubmit the programme specific APL/AP(E)L documentation, so that the Certificate of Higher Education in Paramedic Science (120 credits at Level 1) does not lead to exemption from the first year of the Foundation Degree.

Reason: In the current programme handbook, the programme specific APL/AP(E)L includes the statement "Students who have completed the Cert HE in Paramedic Science (120 credits at Level 1) would exempt the first year". In the meeting with the students and the programme team, the visitors discussed the intention that students who completed the Certificate of Higher Education in Paramedic Science, would progress automatically into year two of the Foundation Degree. The Certificate of Higher Education in Paramedic Science (not approved by the HPC) ran for the first time in the 2006/07 academic year and included the same modules and programme structure as the first year of the Foundation Degree.

The conditions attached to SETs 4, 5 and 6 will require the programme team to revise the programme curriculum and placement arrangements. As a result, it is likely that the first year of the Foundation Degree will be amended in terms of its curriculum design, content and assessment. Consequently, those students who complete the Certificate of Higher Education in Paramedic Science will have studied a different first year to that of the Foundation Degree. The visitors and programme team and placement providers discussed the possibility of a bridging programme to address any 'mismatches'. Keeping this in mind, the visitors believe that the programme specific APL/AP(E)L arrangements need to be amended so that the completion of the Certificate of Higher Education in Paramedic Science alone guarantees entry into the second year of the Foundation Degree.

SET 3. Programme management and resource standards

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

Condition: The education provider and partners must provide evidence of their finance and resource commitment to the revised programme; with particular attention paid to the placements and supernumerary hours.

Reason: The conditions attached to SETs 4.1 – 4.6 will require the programme team to revise the current programme substantially. The creation of new 'non ambulance service' placements and explicit arrangements for supervision will inevitably have an associated finance and resource cost. Under the current management arrangements, it is likely that these costs will be borne by the two partner ambulance services. In the meeting with the senior team and placement providers, there was recognition of these additional costs. The visitors were confident that the current programme was secure within the education provider's and partner ambulance services' business plans, but wished to see a renewed finance and resource commitment, given the changes in placement capacity and supervision.

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

Condition: The programme team must provide evidence of how each member of the programme team contributes to the delivery of modules. It should be clear how, and to what extent, the individuals lead, teach and/or assess on each module.

Reason: The programme team supplied a number of CVs prior to the event, along with the module descriptors and indicative module leads. During the meeting with the students, the visitors realised that the majority of the teaching was being delivered by tutors in the ambulance training centres, not by the academic staff at Teesside, who's CVs had actually been supplied. During the meeting with the programme team and placement educators, it became clear that recent and current academic achievements of all staff were not included on the CVs. However, the visitors got the general impression that the programme team was either trained, or being trained to deliver a programme at HE level. During the meeting with the programme team, it was explained that the information supplied prior to the event about module teams and leads was a little out of date and that it was explained that all of the modules would be delivered separately at the two partner ambulance services, apart from the Introduction to Evidenced Based Practice module, which they intended to deliver by Teesside staff. The visitors felt that clarification was needed to ensure that the expertise and knowledge of the individual staff was appropriate to the aspects of the programme for which they had designated responsibility to teach and assess.

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

Condition: The programme team must redraft and resubmit the documentation relating to the academic and pastoral support available to students, so that it clearly distinguishes the support available to individuals when they are acting as students of the University of Teesside and the role of employment policies which take effect when individuals are employees of one of the partner ambulance services.

Reason: The parts of the documentation which refer to the academic and pastoral support available to students currently relate to employment policies of the partner ambulance services. The visitors' explained in the meeting with the programme team that it is not appropriate for these policies to be used when the status of the individuals is a 'full-time student' (in contrast to when they are acting as 'employees'). The academic and pastoral support system information could include how the University of Teesside and partner ambulance services support students, for example, mature students, disabled students, support students with dyslexia, support students through periods of sick leave or carers' leave.

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

Condition: The programme team must redraft and resubmit the documentation relating to the attendance policy and monitoring mechanisms. The information should clearly distinguish the when individuals are acting as students of the University of Teesside and when individuals are employees of one of the partner ambulance services and include an attendance policy and monitoring mechanism for the periods when they are students.

Reason: There is a lack of clarity in the current documentation about the attendance policy and monitoring mechanisms that students should adhere to. In the meeting with the programme team, the programme team gave details of how they intended to deal with problematic attendance on a case-by-case basis and referred to the documentation. The visitors' explained that it is not appropriate for employment policies to be used to monitor the attendance of individuals when they are students and that a formal attendance policy would be needed to act as a point of reference for all students. The HPC do not have any specific requirements about attendance, but an education provider needs to make sure that their attendance policy for the taught and placement components of the programme ensures that students can meet all of the standards of proficiency to be able to practice safely and effectively. This means, for example, that aspects of the programme which are essential to make sure that students meet the standards of proficiency will need to be compulsory, with attendance monitored, and lack of attendance followed up to make sure that students gain this knowledge before they complete the programme. An education provider's requirements, and any consequences of missing compulsory teaching, should be clearly communicated to students.

SET 4. Curriculum Standards

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.

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

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

4.4 The curriculum must remain relevant to current practice.

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

Condition: The programme team and partners must review the programme content and design so that it explicitly reflects the curriculum guidance for the profession* and demonstrate clearly where the standards of proficiency are taught and assessed throughout the programme, including the ambulance and non-ambulance placements.

*(British Paramedic Associations' 'Curriculum Framework for Ambulance Education' (February 2006) and Quality Assurance Agency's subject benchmark statements for paramedic science)

Reason: The visitors received an assortment of documents (including mapping documents, programme handbooks, operational manuals and supplementary information) both before and during the visit. There were minimal references in the documentation to the curriculum guidance for paramedics. In the meeting with the programme team, a presentation was given and a discussion followed on the input of the British Paramedic Associations' 'Curriculum Framework for Ambulance Education' (February 2006) and Quality Assurance Agency's

subject benchmark statements for paramedic science in the design of the curriculum and the choice of teaching and learning methods.

A detailed discussion on the curriculum followed, which focused on a number of areas, namely the number of hours that students had dedicated specifically to the Foundation Degree programme (including the taught and independent study hours and the time spent in supervised placements); the 50:50 split between the theory and practice components of the programme; the length and range of placement areas and the role and guarantee of clinical supervision.

During the meeting with the programme team, the visitors questioned whether the programme reflected the curriculum guidance of no less than 3000 cumulative learning hours on an educational programme, as the hours given in the documentation calculated to a lot less than this. The programme team explained that there were hidden notional days, not explicit in the documentation, and that students did receive the contact hours outlined in the module descriptors and that there was a balance between theory and practice. In the meeting with the students, it was apparent that students did not currently have designated time slots for independent study and there was difficulty in accessing mentors, due to work patterns and the geographical distances involved. Consequently, the visitors also queried the time allocated to independent study days and accessing mentors, outside of the front loaded teaching blocks. It is important that the curriculum design creates a learning environment which guarantees a time for reflection and independent study.

In the meeting with the programme team, the visitors discussed the current mismatches in the documentation between the placement hours and lengths with the curriculum guidance (for example, no less than 1500 cumulative clinical practice learning hours) and the range of placements and with the curriculum guidance (for example, a range of twenty one placement settings). The visitors were not confident that the balance between placements in acute and primary settings, or the length, location and quality of placement learning had been designed with sufficient safeguards in place, to ensure that students could achieve all of the standards of proficiency. For example, it was not clear how long and to what extent a student would be exposed to a range of patient groups (such as learning disabilities, mental health, paediatrics, obstetrics and trauma) and how they would be assessed in each of these areas. In the meeting with the students, they gave examples of how they had proactively arranged observations in CCU and maternity settings, as they felt these placement areas were relevant to their learning and achieved of portfolio competencies in year one of the programme.

During the meeting with the programme team, the visitors discussed the role of the clinical supervisor in both ambulance and non ambulance placements. The curriculum guidance recommends a minimum of 750 hours of clinical practice for each stage of the programme, with a minimum of 150 in a supernumerary capacity and the remaining 600 in a supervised capacity and the visitors were not convinced that the programme design reflected this. In the meeting with the placement providers, there was acknowledgment that the students were not utilised in a supernumerary capacity on ambulance placements. Whilst the visitors appreciated the requirements of the workforce and the difficulty of students always being able to work under the supervision of a paramedic, or with their assigned mentor, they were doubtful that the programme could produce graduates who meet the standards of proficiency without appropriate periods of clinical supervision within their training.

In the meeting with the students, they explained that on the occasions when their mentors had been the 'third man' on an ambulance (i.e. operated in a supernumerary capacity) they had found this the most valuable learning environment. In parallel, the students cited access to mentors as one of the most frustrating aspects of the programme, as they wished to gain more experience through working with them.

Much of the current curriculum design is based on the underlying premise that the individuals taking the programme hold a dual status (they are students as well as employees). The programme team explained that the students were considered full-time students because of the accreditation of their work based learning. The visitors recognised the education

provider's experience in work-based learning and the value of it in contributing towards an academic award, but felt that additional safeguards were needed as this work based learning acted as a route to professional registration. In approving the programme the HPC are focused on the individual as a student (as opposed to an employee) and the opportunities that the curriculum design and content gives them to meet the standards of proficiency upon completion of the programme. Currently, the visitors were doubtful whether the programme design enabled a student to meet the standards of proficiency and practise safely and effectively, given their overlapping employment commitments as an ambulance technician and the lack of protected 'student' time as a 'paramedic student'.

SET 5. Practice placements standards

5.1 Practice placements must be integral to the programme.

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

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

Condition: The programme team must provide evidence that 'non ambulance trust' placements are mapped to the British Paramedic Associations 'Curriculum Framework for Ambulance Education' (February 2006) and an integral part of the overall programme design and operation.

Reason: The conditions attached to SETs 4.1 – 4.6 will require the programme team to revise the current programme's placement system considerably. In particular, section 5.6 and 6 of the BPA's 'Curriculum Framework for Ambulance Education' provide guidance on the themes, areas and hours of clinical practice based learning.

In the meeting with the programme team, the visitors discussed the current mismatches in the documentation between the placement hours and lengths with the curriculum guidance (for example, no less than 1500 cumulative clinical practice learning hours) and the range of placements and with the curriculum guidance (for example, a range of twenty one placement settings). The programme team explained that students experienced non-ambulance settings as part of their induction process when they begin employment within the ambulance services and also as part of their work-based learning. The programme team and visitors discussed how the work based learning (detailed in section 3.7 of the programme handbook) would operate in practice and the programme team acknowledged that the scope, length and importance of the non-ambulance placements was not clear from the current documentation. The links to the assessment process and module descriptors and credit accumulation process were also unclear.

The representatives from the partner ambulance services explained that they had begun work on developing a wider range of placements. Yorkshire Ambulance Service has developed links with twelve placements to date and confirmed that they expected to students to experience all placements on the twenty one on the BPA's recommended list. Tees and North East Yorkshire Ambulance Service plan to utilise placements already used by other students in the strategic health authority.

The visitors consider the recommended hours and range of placements in the curriculum guidance necessary for students to be able to meet the standards of proficiency and be able to practise safely and effectively upon completion. To ensure this, it was felt that confirmation of how the 'non ambulance trust' placements would operate was required (For example, indicative hours of each placement, location within the programme structure, attendance requirements, supervision and assessment arrangements)

Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

5.7.1 the learning outcomes to be achieved;

5.7.2 timings and the duration of any placement experience and associated records to be maintained;

5.7.3 expectations of professional conduct;

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

5.7.5 communication and lines of responsibility.

Condition: The programme team must provide evidence of how placement educators in 'non ambulance trust' placements will be fully prepared for students undertaking the Foundation Degree programme.

Reason: It is not clear from the current documentation how the 'non ambulance trust' placements will operate and contribute to the overall programme assessment. During the meeting with the programme team, the programme team explained how they envisaged students completing placements in a wide range of settings and outlined plans for recruiting and communicating with placement educator in these settings. The visitors felt that clarification was needed to ensure that the information given to placement educators guaranteed that students were able to meet the standards of proficiency relevant to particular placements.

SET 6. Assessment standards

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

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

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

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

Condition: The programme team should update the assessment design, procedures and methods, following their review of the curriculum and learning outcomes, to ensure that the students who complete the programme meet the standards of proficiency and are fit to practise.

Reason: The conditions attached to SETs 4 and 5 will require the programme team to revise the programme curriculum and placement arrangements. As a result, it is likely that new and/or amended learning outcomes will be proposed. The visitors need to receive evidence that the assessment procedures and methods appropriately test academic and theoretical learning and knowledge as well as the practical application of skills and knowledge in all the standards of proficiency.

Deadline for conditions to be met: To be confirmed

Expected date visitors' report submitted to Panel for approval: 2 August 2007

Expected date programme submitted to Panel for approval: To be confirmed

RECOMMENDATIONS

SET 2 Programme admissions

The admission procedures must:

2.2.3 apply selection and entry criteria, including compliance with any health requirements

Recommendation: The programme team should review the entry criterion that stipulates that “insulin dependant drivers are excluded from driving an emergency vehicle and therefore will not be able to apply for this programme”.

Reason: The standards of proficiency for paramedics do not include require an individual to drive an emergency vehicle, therefore this entry criterion is not essential to gain registration with the Health Professions Council and use the protected title of ‘paramedic’. The visitors highlighted the difference between being registered as a health professional and being employed as a health professional. The visitors appreciated that the programme has been designed to meet workforce needs, but emphasized the HPC’s role in guaranteeing ‘fitness to practise’ and distinguished this from a guarantee of the opportunity to practise or fitness to work. The visitors noted that existing ambulance technicians within the two ambulance services were the target group for the first few years of operation of the programme, so the criterion would not disadvantage applicants, but they strongly recommended that it be reviewed before the programme is opened up to a wider market. The programme team is recommended to consult the HPC’s guidance document ‘information about a health reference’.

2.2.4 appropriate academic and/or professional entry standards;

Recommendation: The programme team should review the entry standard that stipulates that any applicant who applies must have a full clean driving licence including C1.

Reason: The standards of proficiency for paramedics do not include require an individual to drive, therefore this entry criterion is not essential to gain registration with the Health Professions Council and use the protected title of ‘paramedic’. The visitors highlighted the difference between being registered as a health professional and being employed as a health professional. The visitors appreciated that the programme has been designed to meet workforce needs, but emphasized the HPC’s role in guaranteeing ‘fitness to practise’ and distinguished this from a guarantee of the opportunity to practise or fitness to work. The visitors noted that existing ambulance technicians within the two ambulance services were the target group for the first few years of operation of the programme, so the criterion would not disadvantage applicants, but they strongly recommended that it be reviewed before the programme is opened up to a wider market. The programme team is recommended to consult the HPC’s guidance document ‘information about a health reference’.

SET 3. Programme management and resource standards

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

Recommendation: The education provider is strongly encouraged to recruit and utilise two academic paramedic posts, within the School of Health & Social Care.

Reason: During the meeting with the senior team, a verbal commitment was given to the creation of two new paramedic posts within the School. The visitors would welcome the inclusion of two paramedic lecturers into the programme team as it would strengthen the

profession-specific skills and knowledge within the School, which in turn could help future developments of the programme and its opportunities for using inter-professional learning and resource available within the School already.

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

Recommendation: The education provider and partners are recommended to review the IT facilities available to students, when they are off site, or 'on placement'.

Reason: The visitors were confident that the IT facilities currently available to students at both the University of Teesside and at the ambulance services' training centres are acceptable. However, during the meeting with the students, it became apparent that it was often difficult for students to access IT facilities, when they were 'on placement' (i.e. whilst working under supervision, located at different ambulance stations). The visitors wished to recommend that the education provider review the access to IT facilities in both ambulance and non-ambulance placements to ensure that the resources were available to facilitate students' work-based learning.

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.

Recommendation: The education provider and partners are recommended to review the resources available, to ensure that current levels increase in line with future cohort sizes and intakes.

Reason: The visitors were confident that the profession-specific resources currently available could support the programme's learning and teaching activities. In the meetings with the programme team and senior team, the possibility of increases in cohort sizes, or intakes were discussed. The visitors felt that some equipment paediatric ALS manikins would not be able to sustain a big increase in student numbers and recommended that the education provider and partners monitored the overall numbers and overlap in cohorts to ensure resources maintained their current levels.

COMMENDATIONS

- The students showed signs of becoming reflective practitioners.

We recommend to the Education and Training Committee of the HPC that they approve this programme, subject to all conditions being met.

Given the nature of the conditions recommended, we further recommend that confirmation of the meeting of conditions in done by way of a further visit.

Visitors' signatures:

David Halliwell

Jim Petter

Date: 13 June 2007

Name of education provider	University of Teesside (in partnership with Yorkshire Ambulance Service and Tees and North East Yorkshire Ambulance Service)
Name and titles of programme(s)	Foundation degree Paramedic Science
Mode of delivery (FT/PT)	FT
Date of follow up visit	11 September 2007
Name of HPC visitors attending (including member type and professional area)	David Halliwell (Paramedic) Jim Petter (Paramedic)
HPC executive officer(s) (in attendance)	Abigail Creighton

Following the visit, the visitors were satisfied that the following standards of education and training had now been met:

- 2.1 The admission procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme
- 2.2.5 apply selection and entry criteria, including the Accreditation of Prior Learning and other inclusion mechanisms
- 3.1 The programme must have a secure place in the education provider's business plan.
- 3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.
- 3.10 A system of academic and pastoral student support must be in place.
- 3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.
- 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.
- 4.4 The curriculum must remain relevant to current practice.
- 4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.
- 5.1 Practice placements must be integral to the programme.
- 5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.
- 5.9 There must be collaboration between the education provider and practice placement providers.
Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
 - 5.7.1 the learning outcomes to be achieved;

- 5.7.2 timings and the duration of any placement experience and associated records to be maintained;
- 5.7.3 expectations of professional conduct;
- 5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and
- 5.7.5 communication and lines of responsibility.
- 6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.
- 6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.
- 6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.
- 6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

Following the visit, the visitors agreed that they required further documentation before deciding whether the standards of education and training detailed below had been met.

- 4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.
- 4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

In particular, the visitors wished to see how the delivery of the programme consistently and thoroughly demonstrated the application of the module specifications. In addition, the visitors wished to see how the delivery of the programme demonstrated the achievement of the supernumerary hours.

Please note that the visitors cannot make a final recommendation on programme approval until all conditions have been met. Until confirmation has been received from the Education and Training Panel on the programme's approval status, the programme should continue to be advertised as 'subject to HPC approval'.

It was agreed that the additional documentation would be submitted by Monday 24 September 2007. This would hopefully allow the visitors sufficient time to assess whether SET 4.2 and 4.3 have been met and make a recommendation to the Education and Training Panel on Thursday 25 October 2007.

In the event that these outstanding conditions are not met on the second attempt, the Education and Training Panel will need to be informed. The Committee may decide not to approve your programme.