![hcpc health & care professions council logo]

Approval process report

University of Derby, Paramedic, 2022-23

Executive Summary

This is a report of the process to approve a paramedic programme at the University of Derby. This report captures the process we have undertaken to assess the institution and programme(s) against our standards, to ensure those who complete the proposed programme(s) are fit to practice.

We have:
- Reviewed the institution against our institution level standards and found our standards are met in this area
- Reviewed the programme(s) against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities
- Recommended all standards are met, and that the programme should be approved
- Decided that all standards are met, and that the programme is approved

Through this assessment, we have noted:
>   The programme met all the relevant HCPC education standards and therefore should be approved.

Previous consideration	This approval case was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide: • whether the programmes are approved
Next steps	Outline next steps / future case work with the provider: • The provider's next performance review will be in the 2026-27 academic year

Included within this report

Section 1: About this assessment

About us

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.

This is a report on the approval process undertaken by the HCPC to ensure that the programme(s) detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme(s) approval / ongoing approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which 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.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:
- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are approved on an open-ended basis, subject to ongoing monitoring. Programmes we have approved are listed on our website.

The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:
- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)

- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

This report focuses on the assessment of the self-reflective portfolio and evidence.

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 design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the 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 takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view on our website.

The assessment panel for this review

We appointed the following panel members to support this review:

Matthew Catterall	Lead visitor, paramedic
Gemma Howlett	Lead visitor, paramedic
John Archibald	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 32 HCPC-approved programmes across seven professions. It is a higher education institution and has been running HCPC approved programmes since 1992. They currently run two degree apprenticeship programmes. The programme will sit within the College of Health, Psychology and

Social Care. All approved programmes at the education provider sit within this college.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in Appendix 1 of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Arts therapist	☐Undergraduate	☒Postgraduate	2002
	Occupational therapist	☒Undergraduate	☒Postgraduate	1995
	Operating Department Practitioner	☒Undergraduate	☐Postgraduate	2019
	Practitioner psychologist	☐Undergraduate	☒Postgraduate	2022
	Prosthetist / Orthotist	☒Undergraduate	☐Postgraduate	2022
	Radiographer	☒Undergraduate	☒Postgraduate	1992
Post-registration	Independent Prescribing / Supplementary prescribing			2014

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes.

This data is for existing provision at the institution, and does not include the proposed programme(s).

Data Point	Bench-mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	672	772	2022	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number

				of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision.
Learners – Aggregation of percentage not continuing	3%	7%	2019-2020	This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 2%. We explored this by looking at the measures introduced to improve the non-continuation rates. The visitors were satisfied with the information the education provider supplied.
Graduates – Aggregation of percentage in employment / further study	94%	96%	2019-2020	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 1%. We did not explore this data point through this assessment because the education provider is performing above sector norms.

Teaching Excellence Framework (TEF) award	n/a	Gold	June 2017	The definition of a Gold TEF award is "Provision is consistently outstanding and of the highest quality found in the UK Higher Education sector." We did not explore this data point through this assessment because the education provider's provision is of the highest quality.
National Student Survey (NSS) overall satisfaction score (Q27)	76.0%	78.1%	2022	This data was sourced at the summary. This means the data is the provider-level public data. The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 11%. However, the previous year's data point was sourced at a different level. It was sourced at subject level. This means the data was for HCPC-related subjects. We did not explore this data point through this assessment because the education provider is performing above sector norms.

The route through stage 1

Institutions which run HCPC-approved provision have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review of whether we need to undertake a full partner-led review against our institution level standards, or whether we can take assurance that the proposed programme(s) aligns with existing provision.

As part of the request to approve the proposed programme(s), the education provider supplied information to show alignment in the following areas.

Admissions

Findings on alignment with existing provision:
- **Information for applicants** –
  - The education provider will ensure information related to admissions will be on their website. This will include entry requirements and information about the process to apply to study on the programme. There will be a dual admission procedure for the apprenticeship programme, so both the employer's recruitment requirements as well as the education provider's minimum entry requirements for the academic programme are satisfied. Additional information will be provided on education provider open days where applicants can speak to the programme team. The programme specification and programme website are in development and will provide information about the admission process.
  - This aligns with our understanding of how the education provider runs programmes.
  - We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Assessing English language, character, and health** –
  - The education provider will direct all international applicants to specific guidance about visas and immigration on their website. It will include specific guidance on tier 4 visas which allows international applicants from outside the UK or Europe to study in the UK. The education provider will require all international applicants to demonstrate evidence of 6.5 in all elements of the International English Language Testing System (IELTS) as part of the admissions criteria and having a good command of English. The education provider will also require applicants to complete an occupational health assessment.
  - All applicants will also be required to undergo checks with the Disclosure and Barring Service and are subject to an occupational health assessment. This information will be in programme specification and clearly outlined on marketing information.
  - This aligns with our understanding of how the education provider runs programmes.
  - We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Prior learning and experience (AP(E)L)** –
  - The education provider has a recognition of prior learning policy within their academic regulations. The education provider will require all applications for prior learning and experience for entry onto HCPC approved programmes to comply with this.
  - This aligns with our understanding of how the education provider runs programmes.

- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Equality, diversity and inclusion** –
  - o The education provider has an equality, diversity, and inclusion policy which is available on their website. They are committed to providing an environment which is open and diverse. They will not tolerate unlawful discrimination, intimidation, or harassment of anyone connected to them. Also, they will work to advance equality of opportunity and foster good relations between all stakeholders. The aims and objectives of this policy will be addressed through the equality and diversity strategy and action plan, quality processes, annual monitoring, business planning, policies, and guidelines.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None

Management and governance

Findings on alignment with existing provision:
- **Ability to deliver provision to expected threshold level of entry to the Register[1]** –
  - o The education provider has several policies which ensure the programme meets the threshold level of entry. These are the procedures for validation and approval; external examiner processes; academic regulations; and oversight and governance by Academic Board and Academic Development and Quality Committee (ADQC).
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Sustainability of provision** –
  - o The education provider has several policies which ensure the programme is sustainable and fit for purpose. These are the procedures for validation and approval; continual monitoring procedures and processes; and oversight and governance by Academic Board and Academic Development and Quality Committee (ADQC).
  - o The education provider has structures to work with programme partners, so they are reassured of workforce development.

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[1] This is focused on ensuring providers are able to deliver qualifications at or equivalent to the level(s) in SET 1, as required for the profession(s) proposed

- o This aligns with our understanding of how the education provider runs programmes.
- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Effective programme delivery** –
  - o The education provider has an online academic principles framework. They also have procedures for the validation and approval of programme; continual monitoring procedures and processes and oversight and governance by the Academic Development and Quality Committee (ADQC).
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Effective staff management and development** –
  - o The education provider informed us they will have responsibility for the day-to-day delivery of the academic programmes and associated staff and physical resources. Individual discipline areas will be the focus for professional specific management of the curriculum and learner experience. Staff training and continuous professional development will be centred around either school, discipline, or individual development needs. These will be further centred to curriculum and pedagogy, learner experience and outcomes, scholarship and research, and business development.
  - o The education provider stated that due to the nature of the environment in which they work, staff will be required to understand various laws, regulations and policies which apply to day-to-day job responsibilities. The education provider therefore will ensure training is in place in accordance with those roles and responsibilities. As part of the appraisal and interim review process, all staff will ensure their mandatory training is complete.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Partnerships, which are managed at the institution level** –
  - o The education provider explained oversight and governance by collaborative partnerships sub-committee reporting to Academic Development and Quality Committee (ADQC) and Academic Board process underpins partnership working.
  - o As one of the programmes is a degree apprenticeship, the education provider stated this programme is not a partnership provision.

However, there will be formal contracts in place between the education provider and employers as part of the apprenticeship.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:
- **Academic quality** –
  - o There are several processes which ensure academic quality of programmes is maintained and improved. These include the:
    - validation and approval process - a rigorous process undertaken with academic staff, learners, independent subject experts and employers will ensure the programme is current, of high quality, and able to prepare learners well for their future employment or further study;
    - the continual monitoring - the primary means by which the education provider assures itself on an on-going basis academic standards and quality will be maintained;
    - external examining - a key element of the education provider's system of quality assurance and enhancement; and
    - quality standards assessment - monitoring and review of the programme and partner collaborative arrangements will follow the education provider's quality and standards assessment review procedures.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Practice quality, including the establishment of safe and supporting practice learning environments** –
  - o The education provider informed us programmes will operate a system of practice education audit prior to learners being allocated to those areas. These will be reviewed on a two-year cycle as a minimum. There are also educator forums in all disciplines. All employers will be expected to complete or provide a satisfactory employer audit detailing the support available to learners and confirming the suitability of the learning environment.
  - o This aligns with our understanding of how the education provider runs programmes.

- o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Learner involvement –**
  - o Learners will have multiple ways of giving feedback and feeding into the development of programmes. There will be learner surveys such as National Student Survey, Postgraduate Taught Experience Survey, and the education provider survey and module evaluations. There will be four officer trustees who lead the Students Union and represent learners. The Students Union will be responsible for the academic representation structure at the education provider. Learners will elect over 800 representatives and Student Officers each year to represent them. Their job will be to work closely with the union's Vice-President (Education) to identify any issues or needs and represent the learner voice at the highest meetings at the education provider.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Service user and carer involvement** –
  - o Service user and carer involvement will be key to many aspects of programme development, delivery, and evaluation and will be an intrinsic element of programme development and review and re-approval. Service user and carer representatives will be full members of the college Programme Planning Group and their involvement will take place in forms such as programme committees and learner interviews.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None

Learners

Findings on alignment with existing provision:
- **Support** –
  - o The education provider will support learners through different avenues, such as college learner centres, health and wellbeing support, support with English language skills, and careers and employability support. There will also be support from resources such as virtual learning environment, programme and module handbooks, and personal academic tutors. The academic regulations will provide support for learners. For instance, the Student Charter, which is a clear statement

of the responsibilities of the education provider and Student Union to provide a quality academic experience for every learner. It sets out the expectations and responsibilities for learners to get the most from their experience at the education provider.

o The education provider stated learners will be supported by working with and reviewing aspects of the development of practical skills through skills and simulated learning.

o This aligns with our understanding of how the education provider runs programmes.

o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Ongoing suitability** –
  o The education provider explained the professional conduct and professional suitability procedure will ensure learners are fit to practice and comply with the education provider's learner code of conduct.
  o This aligns with our understanding of how the education provider runs programmes.
  o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Learning with and from other learners and professionals (IPL/E)** –
  o The College of Health, Psychology and Social Care has an interprofessional learning strategy which applies to all learners in health and social care related programmes.
  o This aligns with our understanding of how the education provider runs programmes.
  o We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Equality, diversity and inclusion** –
  o The education provider has overarching equality, diversity, and inclusion (EDI) monitoring and compliance. EDI will be monitored within programme level performance and is supported by overarching institutional monitoring. Annual reporting will be used to drive actions and interventions. The education provider is compliant with the required accessibility statement related to their website and Virtual Learning Environment (VLE). They will support learners to develop digital wellbeing skills, ensuring learning spaces are safe and secure for all users. The education provider considers learning design which serves the needs of all learners and incorporates equality, diversity, and access. They will create learning activities which engage learners and enable them to consider real-world application of their learning in an appropriate structure and flexible format.
  o This aligns with our understanding of how the education provider runs programmes.

- We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None

<u>Assessment</u>

Findings on alignment with existing provision:
- **Objectivity** –
  - The education provider applies anonymous marking which is applied to ensure objectivity. This will be contained within the internal moderation policy as part of academic regulations.
  - This aligns with our understanding of how the education provider runs programmes.
  - We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Progression and achievement** –
  - The education provider will ensure learners can apply for a fresh assessment at the next submission point. This is dependent on whether their circumstances are out of their control, for example such as hospitalisation. This would mean the learner would not be able to meet an assessment deadline. Also, a late submission of seven days won't be enough time for them to complete their assessment. The education provider also uses internal and external moderation of learners' work, and this will be overseen by the internal moderation process.
  - This aligns with our understanding of how the education provider runs programmes.
  - We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Appeals** –
  - The education provider has an academic appeals policy. This underpins what constitutes a valid ground for appeal and how to make an appeal.
  - This aligns with our understanding of how the education provider runs programmes.
  - We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None

Outcomes from stage 1

We decided to progress to stage 2 of the process without further review through stage 1, due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section.

Education and training delivered by this institution is underpinned by the provision of the following key facilities:
- High level business plan in place for staffing as cohorts increase
- The programme will be delivered from WMAS's bespoke training centre
- University of Derby are in the process of costing items to mirror these facilities
- Initial advertisements for recruitment have started

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
BSc (Hons) Paramedic Practice Apprenticeship	WBL (Work based learning)	Paramedic	25 per cohort, 4 cohorts per year	01/01/2024

The education provider initially requested the approval of a direct entry programme, BSc (Hons) Paramedic Practice, through this assessment. However, partway through this process, the education provider withdrew their request for this programme to be approved.

The proposed programme has been co-designed by the education provider and West Midlands Ambulance Service (WMAS). The programme will be delivered from WMAS's bespoke training centre and delivered by WMAS. The paramedic programme team at the education provider consists of five staff. They will be working with WMAS on the delivery of the programme. WMAS will provide all academic support and personal tutoring. The education provider takes responsibility for approving staff from WMAS.

The programme lead and WMAS have joint module responsibility. All learners are employed by WMAS in a full-time capacity as an Associate Ambulance Practitioner (Student Paramedic). WMAS will provide practice education. The education provider retains the ultimate oversight of practice education.

Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme. They supplied information about how each standard was met, including a rationale and links to supporting information via a mapping document.

Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their submission. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider met our standards.

Quality theme 1 – collaboration between the education provider and practice education providers

Area for further exploration: The visitors noted the programme has been co-designed by the education provider and West Midlands Ambulance Service (WMAS). The visitors noted the contribution of other stakeholders was limited. The visitors were unclear which key individuals were involved with the collaboration to ensure collaboration will occur effectively between the education provider and practice education providers. They were also unsure what collaboration will take place in the future to inform the continued delivery and design of the programme. The visitors sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider informed us WMAS approached them to discuss the programme. We recognised the programme drew on academic expertise within the education provider and paramedic education expertise from WMAS. The education provider stated WMAS and themselves have developed all aspects of the programme. We were informed WMAS and the education provider have undertaken consultation events with a variety of stakeholders, such as learners and service users. All those who attended were able to provide their thoughts on what content would be appropriate in the new programme. We understood ongoing

communication takes place between WMAS and the education provider through emails and meetings.

The visitors were satisfied with the information the education provider provided about how collaboration has happened. However, they remained unsure of how often future collaboration will take place. They therefore sought more information about this.

We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

The education provider informed us the programme lead will work collaboratively with WMAS to develop future teaching materials and resources. Weekly communication will take place throughout the duration of the programme. The programme lead will meet equivalent colleagues at WMAS and the Head of Discipline monthly. They will also attend a monthly programme leader forum.

The visitors considered the education provider had provided clear information about the collaboration which had taken place, and what collaboration will take place in the future. The visitors were satisfied with the evidence provided, which assured them the standard was met and adequately addressed their concerns.

Quality theme 2 – qualifications of staff and programme delivery

Area for further exploration: The visitors recognised the education provider had supplied four curriculum vitae from staff members of WMAS. The visitors also noted in the Apprenticeship Arrangements Document, WMAS will provide all academic support and personal tutoring. The education provider's operations manual stated the education provider takes responsibility for approving staff from WMAS. The visitors noted WMAS staff without a higher education diploma or undergraduate degree were going to be teaching on the programme. However, they were subsequently unsure whether the WMAS staff were appropriately qualified to do so. In the absence of any curriculum vitae from education provider staff, the visitors were consequently unsure who from the education provider was involved in programme delivery and how. They therefore sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: We were informed the paramedic programme team at the education provider consists of five staff. They will be working with WMAS on the delivery of the programme. We understood education provider staff will not be teaching solely on this programme. We were informed the programme lead and WMAS would have joint module responsibility. WMAS are delivering the modules.

The module leader is expected to report module outcomes, reflections and feedback, and any improvement plans to the programme lead. The education provider informed us the programme leader will have monthly meetings with WMAS. They will also have oversight of attainment and progression and ensure education provider policies and regulations are adhered to. We were informed the education provider will provide the academic and theoretical content with subject-specialist knowledge coming from the programme lead and WMAS staff.

The visitors recognised the education provider had provided curriculum vitae of the staff who will lead and contribute to the programme delivery. The visitors were able to see these staff were suitably qualified. The visitors were aware the programme leader is going to be recruited. However, they were unsure whether they will be teaching any parts of the programme, or solely supporting the WMAS team.

We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

The education provider informed us they will be recruiting a programme lead imminently. An advertisement for recruitment is planned for September 2023. The programme lead will ideally be an experienced academic in paramedic education. The education provider stated if this is not possible, they plan to recruit an experienced academic to lead the programme with a paramedic Associate Lecturer providing additional profession-specific knowledge and educational expertise.

The visitors considered the education provider had provided clear information about how staff will be used with programme delivery. The visitors were satisfied with the evidence provided, which assured them the standard was met and adequately addressed their concerns.

Quality theme 3 – learners access to library and Wi-fi

Area for further exploration: The visitors noted learners can electronically access materials from the education provider. However, they were unsure whether learners have access to the physical library at the education provider, and whether they have Wi-Fi access at the WMAS teaching location. The visitors were therefore unsure whether programme resources are readily available to learners and can be used effectively to support the required learning and teaching activities of the programme. The visitors sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider informed us learners will have access to their library services. The library has a range of e-text and hard copy

documents. We were informed learners can use the education provider's interlibrary loan system. The education provider stated learners will be able to access teaching resources and reading lists online via the virtual learning environment (Blackboard). The education provider informed us Wi-Fi is available throughout the Trust, including teaching locations, and is free to all learners. They stated learners have access to subject-specific books electronically, including the Emergency Ambulance Response Driver's Handbook. We were informed learners have access to the Library and Knowledge Service for NHS Ambulance Services in England, which provides books, journals, and articles. Learners also have access to the NHS OpenAthens service which gives them access to online resources and publications.

The visitors considered the education provider had provided clear information about learners' access to the library and Wi-Fi at the WMAS teaching location. The visitors were satisfied with the evidence provided, which assured them the standard was met and adequately addressed their concerns.

Quality theme 4 – integration of theory and practice

Area for further exploration: The education provider informed us the programme has an ethos of integrating theory and practice. We understood around 80% of learning takes place on the job. The visitors received information in the programme specification document and in the module descriptors about when modules are scheduled to take place in the academic year. However, the visitors were unclear what teaching and practice will take place, so they could be sure theory and practice to be combined within both the theory and practical parts of the programme. They therefore sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider informed us the programme uses a spiral curriculum. They stated modules will be run concurrently, two at a time. There will be two blocks of five-days of face-to-face learning. There will be four weeks of clinical practice interspersed between the two blocks. Each shift will give the learner a practice education opportunity, as well as on the job learning. The clinical mentor will monitor the learner's progress and attainment of competencies to ensure there is ample dedicated practice education experience. Learners will attend a five-day pre-assessment week. Tripartite meetings between learners, mentors and education delivery staff will be held in this week to monitor progress. A further week of operational duties is planned before assessment week.

The visitors considered the education provider had provided clear information about how integration of theory and practice will work in terms of when teaching and practice will take place. The visitors were satisfied with the evidence provided, which assured them the standard was met and adequately addressed their concerns.

<u>Quality theme 5 – adequate number of staff in practice-based learning</u>

Area for further exploration: The visitors understood each employer / practice area will be audited prior to learners starting. The education provider stated this process will ensure there is an adequate number of appropriately qualified and experienced staff in practice-based learning. The visitors considered the audit process will ensure the staff taking part in practice-based learning will have the appropriate knowledge and experience. However, the visitors were unsure whether there are an adequate number of these staff to ensure learners take part in safe and effective practice-based learning. The visitors therefore sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider informed the visitors WMAS has 1079 mentors. They have all completed a one-day mentor programme. We were informed by June 2023, the education provider envisaged there will be an additional 134 staff who will have completed a one-day mentor programme. There will also be an additional 230 on a five-day mentor programme. We also recognised there are 194 clinical team mentors (CTM) across the 16 hubs. Each CTM will support clinical educators / mentors throughout their operational duties. This will include day-to-day operational shifts, portfolio support provision for developing Associate Ambulance Practitioners (Student Paramedics) and clinical supervision shifts. The latter are undertaken yearly. CTMs also monitor performance and provide actions plans and support provision for learners when issues with practice are noted. Clinical team mentors liaise with the other WMAS colleagues such as senior management teams to raise concerns about practice. Each practice education hub has tutors, who can be contacted by learners, mentors and CTMs when issues or concerns are noted. There is also an Operational Manager who ensures progression is maintained and provide a named manager for each learner to liaise with directly.

The visitors considered the education provider had provided clear information about the number of appropriately qualified and experienced staff in practice-based learning. The visitors were satisfied with the evidence provided, which assured them the standard was met and adequately addressed their concerns.

Section 4: Findings

This section details the visitors' findings from their review through stage 2, including any requirements set, and a summary of their overall findings.

Conditions

Conditions are requirements that must be met before providers or programmes can be approved. We set conditions when there is an issue with the education provider's approach to meeting a standard. This may mean that we have evidence that standards are not met at this time, or the education provider's planned approach is not suitable.

The visitors were satisfied that no conditions were required to satisfy them that all standards are met. The visitors' findings, including why no conditions were required, are presented below.

Overall findings on how standards are met

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Findings of the assessment panel:
- **SET 1: Level of qualification for entry to the Register** – this standard is covered through institution-level assessment.

- **SET 2: Programme admissions** –
    - Selection and entry criteria were clear and set at an appropriate level for an apprenticeship programme. The criteria included GCSE qualifications or equivalent in Maths and English, an enhanced Disclosure and Barring Service check and occupational health clearance. Applicants will need to have a level 3 qualification in a health-related subject, for example health and social care. They will also need to have health or care experience. This is to demonstrate insight into professional values and behaviours associated with healthcare. Employers may set additional entry requirements as part of the selection process prior to assessment for entry by the education provider. Applicants must hold a provisional driving licence, with a view to passing their driving test by the end of the programme.
    - The recognition of prior learning policy entails applicants who have completed the Level 4 Diploma Associate Ambulance Practitioner qualification or the Associate Ambulance Practitioner apprenticeship, to be able to enter the programme at level 5.
    - The process to apply for a place on the programme is clearly articulated.
    - The visitors therefore considered the relevant standards within this SET area met.

- **SET 3: Programme governance, management and leadership** –
  - As detailed in [quality theme 1](#), the programme has been designed in collaboration with WMAS. The education provider has established effective communication between themselves and WMAS. This relationship will continue with regular communication between the two organisations.
  - All learners are employed by WMAS in a full-time capacity as an Associate Ambulance Practitioner (Student Paramedic). WMAS ensure learners are employed by them. WMAS will provide practice education. WMAS will be required to complete an educational audit demonstrating capacity. The audit provided information of about the availability and capacity of practice-based learning. The number of learners who are taken on yearly is agreed at WMAS's Executive Management Board.
  - As detailed in [quality theme 2](#), staffing is subject to collaborative arrangements with WMAS. A team of five appropriately qualified education provider staff will be working with staff from WMAS on the delivery of the programme.
  - The education provider continuously monitors the student:staff ratio to ensure the programme can be taught effectively. All staff leading academic delivery, whether from the education provider or WMAS, will be HCPC registered paramedics or suitably qualified practitioners where there are interprofessional elements.
  - Learners have access to academic and non-academic support, including learning advisors, and academic programme teams. There is also broader support offered by the education provider and their employer.
  - As detailed in [quality theme 3](#), learners will have access to the education provider's library services. The library has a large range of e-text and hard copies available. Learners can also use the interlibrary loan system. Remote access is available for learners to access study skills. Learners can access resources from WMAS, for example, subject-specific books, including the Emergency Ambulance Response Driver's Handbook.
  - The visitors therefore considered the relevant standards within this SET area met.

- **SET 4: Programme design and delivery** –
  - As evidenced through the module descriptors and mapping document, visitors noted the learning outcomes are mapped against the Standards of Proficiency (SOPs) for paramedics.
  - Professional behaviour including the standards of conduct, performance and ethics are integral to the programme, taught throughout the programme and regularly reviewed in tripartite performance reviews carried out by the education provider and WMAS. Programme learning outcomes cover a range of professional behaviours.

- o The programme meets the requirements of the curriculum and assessment frameworks for taught programmes. The curriculum is based on the SOPs and the apprenticeship standard for paramedics. The curriculum will be reviewed and updated annually if required. The education provider informed us the programme is mapped to both the Quality Assurance Agency benchmark standards and the College of Paramedics standards.
- o Learners will be working within a clinical / technical setting where current practice will be in place.
- o As detailed in [quality theme 4](#), integration of theory and practice is the ethos of this apprenticeship programme. Around 80% of the learning takes place on the job. Learning is supported by the workplace mentor. The education provider supports the workplace mentor / employer to understand the integration of theory and practice. This is done through a high-level plan and check in with regular progress meetings.
- o Learning outcomes will be successfully achieved by learners – both in 'off the job' and 'on the job' learning. The latter complements module learning activities. Many of the knowledge, skills and behaviours will be addressed in the on the job learning activities. The learners monthly log will be supported by in-depth discussions at tripartite reviews and individual reflection on learning. Learning opportunities are identified and taken directly from the learner's workplace situation. Teaching is based around dialogue and encourages learners to draw on their own professional experiences. Reflection is taught throughout the programme. The College Careers and Employability team provide additional resources on the development of reflection. Evidence-based practice is delivered and developed throughout the programme.
- o The programme will offer structured opportunities for discussion, reflection and planning for workplace application. It will offer theoretical underpinning whilst looking for links in the workplace as well as being specifically delivered in modules.
- o The visitors therefore considered the relevant standards within this SET area met.

- **SET 5: Practice-based learning –**
  - o All learners must be employed in an appropriate setting. This is determined through the admissions process, Access to an appropriate mentor is mandatory, thereby ensuring that practice-based learning is integral to the programme.
  - o This is a primarily a work-based learning programme. The programme consists of 80% on-the-job training and 20% studying. A minimum of six working hours per week must be protected for off-the-job training.
  - o WMAS will provide practice education. All learners are employed by WMAS in a full-time capacity as an Associate Ambulance Practitioner (Student Paramedic). The number of learners who are taken on yearly is agreed at the Executive Management Board. Learner's practice

education is integral to their shift patterns and are factored into the service delivery of WMAS. Each of the practice education hub management teams ensures there are sufficient shifts of practice education. The education provider retains the ultimate oversight of practice education.

- o All practice learning is mapped to knowledge, skills, and behaviours. The employer and practice education mentor has a high-level plan document to support the on-the-job training planning and the achievement of the learning outcomes and SOPs.
- o WMAS will be required to complete an educational audit which demonstrates the availability and capacity of practice-based learning. WMAS will commit, as part of the Apprenticeship contract, to allow the learner to undertake supervised practice that will allow them to meet the requisite competencies and apprenticeship standards. This is committed to during the admission process and therefore part of the apprenticeship contract / training plan. This contract requires WMAS to commit to providing time for training workplace mentors to be given time to be trained and to undertake their supervision and training duties.
- o Workplace mentors are HCPC registered paramedics selected by the employer as experts to support the learning of the apprentice. The education provider identifies whether these workplace mentors are suitable. Support will be given to mentors via a handbook and access to training and support. Programme tutors meet with workplace mentors and the learner for progress reviews. This is to ensure the learner is receiving safe and effective learning opportunities to progress.
- o As detailed in quality theme 5, the audit of each employer / practice area prior to learners starting will ensure there is an adequate number of appropriately qualified and experienced staff in practice-based learning. WMAS has mentors who have a range of qualifications. There are other staff, such as clinical team mentors who support a group of clinical educators / mentors.
- o The visitors therefore considered the relevant standards within this SET area met.

- **SET 6: Assessment** –
    - o The assessment methods have been developed from the learning outcomes and the learning and teaching methods. The learning outcomes are based on HCPC SOPs for paramedics. The assessments are aligned to allow learners to demonstrate the learning outcomes. Assessments can be found in the module specifications and include presentations and practice-based portfolios of evidence.
    - o Professional expectations, including the standards of conduct, performance and ethics, are embedded throughout the assessment of practice and theoretical parts of the programme.

- o The academic regulations of the education provider detail the process of moderation. The assessment strategy has been developed with apprenticeship in mind.
- o Assessments are designed to be meaningful to the learner and WMAS. Assessments support the development of current, professionally relevant, innovative and are future focused. Assessments allows learners to be digitally creative.
- o The assessment strategy defines that where possible, there is choice in how the learner demonstrates the learning outcomes. Assessments are linked to the module learning outcomes.
- o Where appropriate tasks will be co-created to personalise assessment.
- o The visitors therefore considered the relevant standards within this SET area met.

Risks identified which may impact on performance: None

Section 5: Referrals

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval, focused review, or performance review process).

There were no outstanding issues to be referred to another process.

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. They do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

The visitors did not set any recommendations.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:
- All standards are met, and therefore the programmes should be approved

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:
- The programmes are approved

Reason for this decision: As above.

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on approval. The lead visitors confirm this is an accurate summary of their recommendation, and the nature, quality and facilities of the provision.

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Derby	CAS-01305-Z4Q5N5	Matthew Catterall and Gemma Howlett	Through this assessment, we have noted: The programme met all the relevant HCPC education standards and therefore should be approved.	High level business plan in place for staffing as cohorts increase. The programme will be delivered from WMAS's bespoke training centre. The education provider are in the process of costing items to mirror these facilities. Initial advertisements for recruitment have gone out.

Programmes			
Programme name		**Mode of study**	**Nature of provision**
BSc (Hons) Paramedic Practice Apprenticeship		Work based learning	Apprenticeship

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MA Art Therapy	FT (Full time)	Arts therapist	Art therapy		01/09/2002
MA Dramatherapy	FT (Full time)	Arts therapist	Drama therapy		01/09/2002
MA Music Therapy	FT (Full time)	Arts therapist	Music therapy		01/09/2018
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/10/1995
MSc Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2009
PG Dip Occupational Therapy	FT (Full time)	Occupational therapist			01/08/2017
BSc (Hons) Operating Department Practice	DL (Distance learning)	Operating department practitioner			01/05/2019
BSc (Hons) Operating Department Practice, Degree Apprenticeship	WBL (Work based learning)	Operating department practitioner			01/05/2019
Post Graduate Diploma in Forensic Psychology Practice	PT (Part time)	Practitioner psychologist	Forensic psychologist		01/01/2022
Post Graduate Diploma in Forensic Psychology Practice	FT (Full time)	Practitioner psychologist	Forensic psychologist		01/01/2022
BSc (Hons) Prosthetics and Orthotics	FT (Full time)	Prosthetist / orthotist			01/01/2022
BSc (Hons) Prosthetics and Orthotics Degree Apprenticeship	WBL (Work based learning)	Prosthetist / orthotist			01/01/2022
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/1992
MSc in Diagnostic Radiography (pre-registration)	FT (Full time)	Radiographer	Diagnostic radiographer		01/08/2016
Post-graduate Practice Certificate in Independent / Supplementary Prescribing (Physiotherapists)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/08/2014

Post-graduate Practice Certificate in Independent / Supplementary Prescribing (Podiatrists)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/08/2014
Post-graduate Practice Certificate in Independent / Supplementary Prescribing for Paramedics	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2019
Postgraduate Practice Certificate in Independent/Supplementary Prescribing for Physiotherapists	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020
Postgraduate Practice Certificate in Independent/Supplementary Prescribing for Podiatrists	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2020