

## Visitors' report

<b>Name of education provider</b>	University of Sunderland
<b>Programme name</b>	Diploma in Higher Education Paramedic Practice
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Paramedic
<b>Date of visit</b>	25 – 26 November 2015

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## Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 23 March 2016. At the Committee meeting on 23 March 2016, the programme was approved. This means that the education provider has met the conditions outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

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

This visit was an HCPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

## Visit details

Name and role of HCPC visitors	John Donaghy (Paramedic) Joanne Watchman (Lay visitor) David Whitmore (Paramedic)
HCPC executive officer (in attendance)	Abdur Razzaq
Proposed student numbers	20 per cohort, three cohorts per year
Proposed start date of programme approval	June 2016
Chair	Jane Tunmore (University of Sunderland)
Secretary	Margaret Young (University of Sunderland)

## Sources of evidence

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

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not review external examiners' reports from the last two years prior to the visit as the programme is new and there is currently no external examiner.

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

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

The HCPC met with students from BSc (Hons) Public Health and BSc (Hons) Nursing programmes, as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

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

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 51 of the SETs have been met and that conditions should be set on the remaining seven SETs.

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

The visitors did not make any recommendations for the programme.

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

## Conditions

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

**Condition:** The education provider must provide further evidence to show how admissions information will be clearly articulated and communicated to potential applicants to make an informed choice of whether to take up an offer of a place on the programme.

**Reason:** The visitors were provided with information about admissions procedures prior to the visit. The visitors noted the generic education provider's admission policy, however, they did not see the programme specific admissions policies and procedures. During the programme team meeting, the visitors learnt that this is a closed programme and students will only be enrolled on to this programme if they are employees of the North East Ambulance Service NHS Trust (NEAS). The programme team stated, employees will be directly recruited to NEAS to enrol on to this programme. The programme specific admission policies and procedures have been developed in partnership with NEAS, therefore the programme team will be involved in the NEAS recruitment process for this programme. The visitors were satisfied with the process in place however, the visitors were unable to determine how these programme specific policies and procedures will be communicated to potential applicants. Therefore, the visitors require the education provider to provide further evidence to show how admissions information will be clearly articulated and communicated to potential applicants to make an informed choice of whether to take up an offer of a place on the programme. This way the visitors can be sure this standard is met.

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

**Condition:** The education provider must ensure the entry requirements for this programme are appropriate, clear and consistent, and accurately reflected in the documentation.

**Reason:** From the documentation provided prior to the visit, the visitors noted the education provider's organisational wide entry requirements for undergraduate programmes. However, the visitors did not see any programme specific entry requirements. During the programme team meeting, the visitors learnt that this is a closed programme and students will only be enrolled on to this programme if they are employees of the North East Ambulance Service NHS Trust (NEAS). The programme team stated, employees will be directly recruited to NEAS to enrol on to this programme. The programme specific admissions policies and procedures including entry requirements have been developed in partnership with NEAS therefore, the programme team will be involved in the NEAS recruitment process for this programme. At the visit, the programme team stated that there are programme specific entry requirements such as five GCSCs and English language requirements. However, the visitors did not see any of these entry requirements and therefore were unable to determine if this programme has appropriate academic and / or professional entry standards. The visitors require the education provider to ensure the entry requirements to this programme are appropriate, clear and consistent, and accurately reflected in the documentation.

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

**Condition:** The education provider must submit further evidence regarding the systems in place for programme monitoring and evaluation.

**Reason:** From the documentation submitted prior to the visit, the visitors noted that the programme is subject to the education providers' internal annual monitoring processes. The visitors also noted in the documentation that this programme is developed in partnership with North East Ambulance Service NHS Trust (NEAS). Students will only be enrolled on this programme if they are employees of NEAS and approximately seven NEAS employee tutors will deliver 75 percent of the curriculum at the education provider. During the programme team meeting, the visitors learnt that the education provider will be part of the interview panel when students are recruited to NEAS to be enrolled on to this programme. The education provider and NEAS have quarterly meetings to ensure this programme is effectively monitored and evaluated, and discuss any lesson learnt. The visitors could not see this arrangement formally written anywhere in the documentation. Because of the nature of this partnership, the visitors considered these quarterly meetings important and require the education provider to provide further evidence to show how these quarterly meetings will be arranged and attended by NEAS and the education provider consistently and regularly. This way the visitors can be sure the programme meet this standard.

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

**Condition:** The programme team must revisit programme documentation to ensure the terminology in use is correct and reflective of the current terminology used in relation to statutory regulation and the HCPC.

**Reason:** There were discrepancies in the programme documentation submitted by the education provider. For example, the programme specification in section 34 states "the programme meets the vocational demands of the HCPC". Similarly, section 35 states "The Diploma of Higher Education in Paramedic Practice prepares students for entry to the HCPC paramedic register". With reference to these examples respectively; the HCPC does not have vocational demands, the HCPC requires the education providers to ensure their programmes meet the standards of education and training (SETs). Similarly, completing an approved programme does not give automatic eligibility for entry to the Register however those who successfully complete an HCPC approved programme will be eligible to apply for registration with HCPC. The visitors noted several other instances of inaccurate information and instances which are not reflective of the current terminology used in relation statutory regulation and the HCPC. The visitors therefore require documentation to be revised to remove all instances of incorrect terminology. This way the visitors can be sure that the documentary resources available to support students' learning are being effectively used and that this standard is met.

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

**Condition:** The education provider must provide the details of the formative objectives students will have to achieve on placements in year two of the programme.

**Reason:** From the documentation, the visitors noted formative placement objectives for placement areas in year one of the programme. The visitors were satisfied with these objectives and happy with what is expected of students to progress in terms of their practical skills during year one placements. However, the visitors did not see a similar document for placements in year two of the programme. During the programme team meeting, the visitors learnt that the programme team is in the process of developing these objectives. The visitors will need to see the objectives for placements in year two to ensure students know what is expected of them on placements. In addition, how these objectives are different from the objectives for placements in year one to ensure progression in practical skills. Therefore, to be able to determine if this standard is met, the visitors require details of the formative objectives students will need to achieve on placements in year two of the programme.

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

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

**Condition:** The programme team must provide further information as to how students will keep a record of the skills they learn on their placements to help them prepare for practice placements.

**Reason:** From the documentation, the visitors could not determine how students on placement will keep a record of their learning. At the visit, during the programme team and practice placement providers meeting, the visitors learnt that students will have a “placement diary” to keep a record of the skills they learn at each placement. The programme team talked through how they envisage this document will be used in assessing and preparing students and preparing practice placement educators in the practice placement setting. However, the visitors did not see a copy of this document to determine if it is adequate and appropriate to ensure students and practice educators are prepared for placement. The visitors were therefore unclear as to how the placement educators and students will be prepared adequately for practice placements. Therefore, the visitors require further documents, including the placement diary, to demonstrate that placement educators and students will be appropriately prepared for placement.

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

**Condition:** The education provider must provide evidence which demonstrates how students gain access to a wide range of learning experiences in the placement environment which support achievement of the learning outcomes.

**Reason:** At the visit, the programme team stated that this is a closed programme and students will be employees of North East Ambulance Service NHS Trust (NEAS) and will be treated as students for the duration of their time on this programme. The programme team and practice educators indicated that direct entry students will get 225 supernumerary hours, 150 hours with clinical mentors and 375 hours with a registered paramedic during their ambulance placements. During the programme team meeting the visitors learnt that the programme team is working on the breakdown and allocation these hours as stated above. Furthermore, the programme team is in the process of developing alternative placement arrangements with partners such as mental health / dementia units, emergency departments and coronary care cardiac units. The visitors did not see the breakdown and allocation of these hours or the details of the alternative placement arrangements. The visitors therefore require evidence to outline the breakdown and allocation of placement hours and to demonstrate how this is effective to support the delivery of the learning outcomes.

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

**Condition:** The education provider must include a clear statement in the programme documentation that at least one external examiner for the programme will be from the relevant part of the Register, or agree other arrangements with the HCPC.

**Reason:** In the documentation submitted by the education provider there was insufficient detail about the external examiner recruitment policy. It was not evident that there was an explicit requirement for at least one of the external examiners to be from the relevant part of the HCPC Register unless other arrangements are agreed with the HCPC. The visitors were given the appointment criteria for external examiners however, the visitors need to see evidence that HCPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate that this standard is met.

John Donaghy  
Joanne Watchman  
David Whitmore