hcpc health & care professions council

HCPC approval process report

Education provider	Bournemouth University
Name of programme(s)	BSc (Hons) Paramedic Science, Full time
Approval visit date	4 - 6 September 2018
Case reference	CAS-14167-Q8G7G0

Contents

Executive Summary

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

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

Section 1: Our regulatory approach

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

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

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

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

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

Tony Scripps	Operating department practitioner
David Whitmore	Paramedic
Frances Ashworth	Lay
Amal Hussein	HCPC executive
Rabie Sultan	HCPC executive (observer)

Other groups involved in the approval visit
This was a multi-professional visit with four HCPC panels:
- Panel 1 - Diploma of Higher Education and BSc (Hons) Operating Department Practice; BSc (Hons) Operating Department Practitioners
- Panel 2 - PG Dip Social Work, MA Social Work and BA (Hons) Social Work
- Panel 3 - PG Dip Social Work (Children and Families) and MA Social Work (Children and Families)
- Panel 4 – BSc (Hons) Occupational Therapy and BSc (Hons) Physiotherapy

For the paramedic programme there were representatives from the professional body, College of Paramedics. For the physiotherapy and occupational therapy programmes there were representatives from their respective professional bodies, Chartered Society of Physiotherapy and Royal College of Occupational Therapists. For each profession assessed at this multi-professional event there were representatives from the education provider and the external panel members from their relevant professions. Outlined below are the details of the other groups in attendance at the approval visit. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Internal panel members		
Angelos Stefanidis	Independent chair (supplied by the education provider)	Bournemouth University (paramedic and operating department practice panel)
Julia Evans	Secretary (supplied by the education provider)	Bournemouth University
Maxine Frampton	Secretary (supplied by the education provider)	Bournemouth University
Fiona Cownie	Independent chair (supplied by the education provider)	Bournemouth University (social work panel)
Jack Guymer	Independent chair (supplied by the education provider)	Bournemouth University (social work children and families panel)
Andy Guttridge	Independent chair (supplied by the education provider	Bournemouth University (Ocuupational therpay and physiotherapy)
External panel members		
Roger King	External panel member	University of West London—operating department practice
Lee Price	External panel member	University of Brighton – occupational therapy
Karin Crawford	External panel member	University of Lincoln – social work
Helen Frank	External panel member	University of Worcester – physiotherapy
Professional body panel members		
Vince Clarke	Professional body representative	College of Paramedics – Representative
Chris Moat	Professional body representative	College of Paramedics – Representative
Helen Frank	Professional body representative	Chartered Society of Physiotherapy – Representative
Nina Paterson	Professional body representative	Chartered Society of Physiotherapy – Education advisor
Shan Aguilar-Stone	Professional body representative	Chartered Society of Physiotherapy – Professional advisor

Vanessa Parmenter	Professional body representative	Royal College of Occupational Therapists – Representative
Patricia McClure	Professional body representative	Royal College of Occupational Therapists – Representative
Maureen Sheila	Professional body representative	Royal College of Occupational Therapists – Education officer
HCPC MA and BA Social work panel members		
Dorthy Smith	Social worker	HCPC visitor
Kate Johnson	Social worker	HCPC visitor
Manoj Mistry	Lay	HCPC visitor
Eloise O'Connell	HCPC executive	HCPC – Social work panel lead
HCPC MA / PG Dip Social wok (Children and Families)		
Diane Whitlock	Lay	HCPC visitor
Robert Goeman	Social worker	HCPC visitor
David Childs	Social worker	HCPC visitor
HCPC occupational therapy and physiotherapy panel members		
Jennifer Caldwell	Occupational therapist	HCPC visitor
Anthony Power	Physiotherapist	HCPC visitor
Susanne Roff	Lay	HCPC visitor
John Archibald	HCPC executive	HCPC –occupational therapy and physiotherapy panel lead
Tamara Wasylec	HCPC executive	Observer

Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2019
Maximum learner cohort	Up to 35
Intakes per year	1
Assessment reference	APP01676

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

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was

provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Programme specification	Yes
Module descriptor(s)	Yes
Handbook for learners	Yes
Handbook for practice based learning	Yes
Completed education standards mapping document	Yes
Completed proficiency standards mapping document	Yes
Curriculum vitae for relevant staff	Yes
External examiners' reports for the last two years, if applicable	Yes

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

Group	Met
Learners	Yes
Senior staff	Yes
Practice education providers	Yes
Service users and carers (and / or their representatives)	Yes
Programme team	Yes
Facilities and resources	Yes

Section 4: Outcome from first review

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

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

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 07 December 2018.

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

Condition: The education provider must demonstrate that admissions information will give applicants the information they require so that they can make an informed choice about whether to take up the offer of a place on the programme.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures pertinent admissions information will be communicated to potential applicants in order for them to make an informed choice about whether to take up a place. In discussion with the programme team, the visitors heard that the education provider is intending to change the admission procedure. The visitors were unclear as to what these changes will be, and therefore could not determine how pertinent information would be appropriately communicated to prospective applicants. In particular they were not clear how the education provider intends to communicate the following information:

- the requirement for, and process associated with, any Disclosure and Barring Service or health requirements, and any associated costs to the learner;
- any additional costs learners may incur over and above the usual programme fee; and
- the expectation that learners will travel to placements at their own expense and that this is an additional cost for the learners;

The visitors therefore require further information showing how prospective applicants are provided with the information they need to make an informed choice about whether to apply for a place on the programme.

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

Condition: The education provider must demonstrate how the process in place for identifying and appointing an appropriately qualified and experienced person to hold overall professional responsibility for the programmes is appropriate

Reason: For this standard, the visitors were directed to the curriculum vitae of the current programme leader. From the documentation and discussions with the senior team, the visitors were aware of the individuals who will have overall professional responsibility for the programmes. The visitors noted that the staff identified were appropriately qualified and experienced and, on the relevant part of the Register. In the senior team meeting, the visitors were informed that there is a process in place to ensure that they identify and appoint an appropriately qualified and experienced person holding overall professional responsibility for the programme. The visitors were informed that this process includes 'mentoring system', sending out an expression of interest and that there are a set of prescribed qualifications and particular criteria including HCPC registration for undertaking the role. However, the visitors were not given the process, and therefore could not determine that it is appropriate to ensure that the education provider will continue to appoint a suitable person and, if necessary, a suitable replacement. As such, the visitors require the education provider to

demonstrate that they have an effective process for ensuring that the person with overall professional responsibility for the programme is appropriately qualified and experienced.

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

Condition: The education provider must ensure that there is an effective process to ensure that all learners have access to practice-based learning which meets their learning needs.

Reason: From a review of the documentation, the visitors noted that ambulance practice-based learning will be provided by South Central Ambulance Service (SCAS) and South Western Ambulance service (SWAS). The education provider explained that practice-based learning opportunities are allocated for ambulance practice-based learning by identifying where learners live, along with mentors available within the specific area. The available mentors are checked to ensure there are no conflicts of interest with learners on the programme. In discussions with the practice education providers and the programme team, the visitors learned that there was not a process in place for allocating non-ambulance practice-based learning. Therefore, the visitors were unable to see how the education provider would ensure the availability and capacity of non-ambulance practice-based learning. As such, the education provider must demonstrate there is an effective process in place to ensure all learners on the programme have access to non-ambulance practice-based learning that meets their learning needs.

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

Condition: The education provider must provide further evidence to demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: In a review of the documentation and in discussions with the programme and senior teams, the visitors heard that two new member of staff have been recruited to support the programme. However, the additional staff are not yet in post. The visitors were not able to see evidence relating to who would be delivering the different aspects of the programme, following the recruitment to these posts. As a result, the visitors were unable to determine whether there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. The visitors therefore require further evidence to demonstrate that there is, or will be, an adequate number of appropriately qualified and experienced staff in place to deliver this programme effectively.

3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.

Condition: The education provider must provide further information, which demonstrates that module leaders and external have the relevant specialist knowledge and expertise for their role in the programme.

Reason: From the programme documentation submitted prior to the visit, the visitors noted that the module descriptors and module leaders are still in draft form. During discussion at the visit, the visitors were informed that two new member of staff have been recruited to support the programme. However, the additional staff are not yet in post. In order to be assured that there is enough profession specific input, and to ensure subject areas will be taught by staff with the relevant specialist expertise and knowledge, the visitors require further evidence. As such, the education provider must demonstrate who the module leaders and external lecturers are, and that they have the relevant specialist knowledge and expertise to deliver the programme content for which they are responsible. The visitors therefore require details of the module leaders and where contributions made from external tutors will be in order to determine how this standard can be met.

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

Condition: The education provider must demonstrate what significant changes have been made as a response to the professional body's requirements, and how those changes ensure that resources are effective and appropriate to the delivery of the programme.

Reason: Through discussion at the visit and from the conclusions of the College of Paramedics, it was clear that revisions will be made to programme documentation to meet conditions set by the professional body panel. The visitors considered the programme documentation an important resource to support learning as learners are likely to refer to it often. In particular, the professional body panel conditions referred to amendments to module assessments, possibly the programme specification document, and the learner handbook. To ensure the programme meets this standard the visitors need to review any changes made to the resources due to the education provider's response to the internal validation event. As such, the education provider must provide evidence, which demonstrates that the amended learner resources to support learning are effective and appropriate to the delivery of the programme. The education provider may wish to provide the programme documentation that has been revised, or provide an overview of their response to the internal validation event.

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

Condition: The education provider must demonstrate that the resources to support learning in all setting are effective and appropriate to the delivery of the programme.

Reason: The visitors noted that some of the information contained within the documentation regarding HCPC requirements is inaccurate. Within the programme brochure it states that "successful completion of this course means you can apply to register with the HCPC". However, this is not accurate as successful completion of the programme gives the learner the eligibility to apply for registration, not entitlement to register with the HCPC. Consequently, the visitors require further evidence, which demonstrates that the documentation has been amended to reflect the correct information.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving some information about how learners who successfully complete the programme will meet the SOPs for paramedics. However, the SOPs mapping made broad references to modules, rather than specific references to the learning outcomes. Therefore, the visitors were unclear how each of the module learning outcomes linked to each of the SOPs, to ensure that learners completing the programme can meet the SOPs. From discussions with the programme team the visitors heard that the necessary learning outcomes were in place but were yet to be finalised throughout the documentation. The visitors therefore require the education provider to submit further evidence, such as revised documentation, to clearly define the link between the learning outcomes associated with all aspects of this programme and how these outcomes will ensure that learners completing the programme can meet all of the relevant SOPs.

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

Condition: The education provider must identify where learners' attendance is mandatory and how the attendance mechanisms are effectively communicated and monitored.

Reason: From reviewing of the documentation, the visitors could not identify the attendance requirements for learners or how learners were informed about the mandatory elements of the programme. In discussion with the learners from the DipHE Operating Department Practice programme there was lack of clarity regarding understanding of the attendance policy and the associated monitoring mechanisms for this programme. The programme team highlighted that they expect full attendance at all times from learners. However, the visitors were unable to see where in the documentation this requirement was communicated to learners. Through discussion with the programme team, the visitors learnt that for in house lectures, attendance sheets are sometimes used to monitor attendance and that poor attendance would be followed up. From the documentation sent prior to the visit and discussions at the visit, the visitors were unable to determine how learners starting the programme would be informed of this attendance policy, how it would be enforced and what, if any, repercussions there may be for learners who fail to attend. Therefore, the visitors require further evidence of the attendance policy, what parts of the programme are mandatory and how this is communicated to learners. They also require further evidence to demonstrate how learners are made aware of what effect contravening this policy may have on their ability to progress through the programme.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Condition: The education provider must demonstrate how they will ensure that all learners have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes.

Reason: From a review of the documentation, the visitors noted that ambulance practice-based learning will be provided by South Central Ambulance Service (SCAS) and South Western Ambulance service (SWAS). From the documentation, and from discussions at the visit, the visitors were satisfied that for ambulance placements there is an appropriate structure, duration and range of placements. However, it was unclear from the discussions and the documentation how the education provider will manage the non-ambulance placement. In particular the visitors were unclear on the structure, duration and range of these placements and how they will support the achievement of the learning outcomes. As such, the visitors require further evidence of the structure, duration and range of non-ambulance practice based learning for learners on this programme, and how it supports the achievement of the learning outcomes and SOPs for paramedics. In this way, the visitors can determine whether this standard is met.

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

Condition: The education provider must ensure that there is a thorough and effective system in place for approving and monitoring non-ambulance practice-based learning.

Reason: From a review of the documentation, the visitors noted that ambulance practice-based learning will be provided by South Central Ambulance Service (SCAS) and South Western Ambulance service (SWAS). From the documentation, and from discussions at the visit, the visitors were satisfied that there was a process in place to approve and ensure the quality of practice-based learning at SCAS and SWAS. However, it was unclear from the discussions and the documentation how the education provider would maintain a thorough and effective system for approving and ensuring the quality of non-ambulance practice-based learning. In discussions, the programme team provided verbal assurances that a system is in place to approve and ensure the quality of non-ambulance practice-based learning. However, this process was not reflected in the documentation, and were therefore unable to determine that the education provider would approve and ensure the quality of all non-ambulance practice based learning. As such, the education provider must demonstrate that there is a well-defined, robust process for approving and ensuring the quality for non-ambulance placements.

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

Condition: The education provider must demonstrate how they ensure that practice-based learning environments are safe and supportive for learners and service users.

Reason: From a review of the documentation, the visitors were unclear what policies the education provider has in place to ensure that the non-ambulance practice-based learning environment is safe and supportive for learners and service users. During discussions with the programme team and practice educators, the visitors learned that a system was in place for ambulance placements. However, the education provider has not demonstrated what process was in place for non-ambulance placements. As the visitors were unable to determine that there is an effective system for approving and monitoring non-ambulance placements, they were unable to establish whether there

was a safe and supportive environment for learners and service users for non-ambulance practice based learning. As such, the education provider will need to demonstrate what systems they have in place in the non-ambulance setting that will ensure there is a safe and supportive environment for learners and service users.

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

Condition: The education provider must ensure that there is an adequate number of appropriately qualified and experienced staff involved in non-ambulance practice-based learning.

Reason: As the visitors were unable to determine that there is an effective system for approving and monitoring non-ambulance placements (the condition set under SET 5.3 above), they were unable to determine whether there was an adequate number of appropriately qualified and experienced staff in the practice-based setting. As such, the education provider must demonstrate how they ensure that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

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

Condition: The education provider must ensure that the practice educators have the relevant knowledge, skills and experience to support safe and effective learning in non-ambulance practice-based learning.

Reason: As the visitors were unable to determine that there is an effective system for approving and monitoring non-ambulance placements (the condition set under SET 5.3 above), they were unable to determine that the practice educators have the relevant knowledge, skills and experience to support safe and effective learning. In order for the visitors to be able to make a judgement on whether this standard is met, the education provider must demonstrate how they ensure that practice educators are appropriately qualified to support safe and effective learning when learners are on a non-ambulance based placement.

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

Condition: The education provider must demonstrate that they have a process in place to ensure that all practice educators in non-ambulance practice-based learning undertake appropriate initial and ongoing training and that this is recorded and monitored.

Reason: In a review of the documentation, the visitors noted that practice educators from South Central Ambulance Service (SCAS) and South Western Ambulance service (SWAS) will complete a mentorship programme at the university focusing upon learning styles and the best ways of coaching in practice, as well as access to ongoing training. This is available for ambulance placements. The visitors were satisfied that the standard as far as ambulance placements were concerned. However, as the visitors

were unable to determine that there is an effective system for approving and monitoring non-ambulance placements, they were unable to determine what training non-ambulance practice educators would receive. As such, the education provider must demonstrate that they have a process in place to ensure that all practice educators are receiving appropriate initial and ongoing training and that this is recorded and monitored.

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

Condition: The education provider must demonstrate how they ensure that learners and practice educators have the information they need in order to be prepared for practice-based learning in the non-ambulance setting.

Reason: As the visitors were unable to determine that there is an effective system for approving and monitoring non-ambulance placements (cf. the condition set under SET 5.3 above), they were unable to determine how learners and practice educators will have the information they require to be prepared for non-ambulance placements. As such, the education provider must demonstrate how they will ensure that they provide learners and practice educators with all the information required in a timely manner to ensure that they are prepared for the non-ambulance placement on the programme.

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

Condition: The education provider must demonstrate how the assessments of learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how the assessment procedures for the programme will ensure that students who successfully complete the programme meet the SOPs for paramedics. However, the SOPs mapping made broad references to the modules and rather than specific references to learning outcomes. Therefore, the visitors were unclear how the assessment of each module and the associated learning outcomes were linked to each of the SOPs, to ensure that a student completing the programme has demonstrated that they meet the SOPs. From discussions with the programme team, the visitors heard that the necessary learning outcomes and associated assessments were in place but were yet to be finalised throughout the documentation. The visitors therefore require the education provider to submit further evidence, such as revised documentation, to clearly define the link between the assessment of students associated with all aspects of this programme and how these assessments will ensure that students completing the programme have demonstrated that they have meet all of the relevant part of the register.

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

Condition: The education provider must finalise the assessment strategy and design to ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how the assessment procedures for the programme will ensure that students who successfully complete the programme meet the SOPs. However, the visitors noted that the module descriptors were still in draft form and still not finalised. As the visitors did not have sight of the final module descriptors, they were unable to determine the following:

• the module content for this programme;
• which learning outcomes are contained in each module; and,
• how those learning outcomes would be assessed.

As the visitors have not seen the final version of the modules for the programme, the visitors were not clear how the final version of the learning outcomes would be assessed. As such, the visitors could not determine how the assessment strategy and design would ensure that those who successfully complete the programme will meet the standards of proficiency for paramedics.

Section 5 Visitors' recommendation

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

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

Section 6: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to this section at this time, but should consider whether to engage with the HCPC around these areas in the future.

From a review of the documentation and the tour of the facilities, the visitors were satisfied the current resources available to learners and educators are used effectively to support the required learning and teaching activities of the programmes. However, the education provider informed us at the visit that the programmes will be moving to a new building in 2020. This may affect the programme's ability to meet the standards relating to programme resources. Therefore the education provider should notify us of this change by submitting a change notification form closer to the time when the changes will take effect.