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Visitors' report

Name of education provider	Teesside University
Programme name	BSc (Hons) Paramedic Practice
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	4 – 5 September 2013

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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 3 December 2013. At the Committee meeting, the programme was approved. This means that the education provider has met the condition(s) 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 part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The education provider, the professional body and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider and the professional body, outlines their decisions on the programme's status.

Visit details

Name of HCPC visitors and profession	Vincent Clarke (Paramedic) Robert Fellows (Paramedic)
HCPC executive officer (in attendance)	Abdur Razzaq
HCPC observer	Hollie Latham
Proposed student numbers	40
Proposed start date of programme approval	January 2014
Chair	Liz Holey (Teesside University)
Secretary	Joanne Almond (Teesside University)
Members of the joint panel	Fiona Terry (Internal Panel Member) Paul Taylor (Internal Panel Member) Barbara Wilford (Internal Panel Member) Sue Becker (Internal Panel Member) Tony Spence (External Panel Member) Andrew Yorke (External Panel Member) Paul Bates (The College of Paramedics) Paul Vigar (The College of Paramedics)

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	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☐	☒

The HCPC did not review external examiners' reports prior to the visit as external examiners' reports have not been produced because the programme is new.

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	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators/mentors	☒	☐	☐
Students	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

The HCPC met with students from the Foundation Degree Paramedic Science, 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 assured 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 their 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 50 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 recommended for approval. 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 is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

3.2 The programme must be effectively managed.

Condition: The education provider must submit evidence which shows how the numbers of practice placements needed are determined and secured to ensure the programme is effectively managed.

Reason: From the documentation and during the meetings with the programme team, the visitors heard practice placement providers will inform the education provider the number of placements they can provide. However, during the meeting with the practice placement providers the visitors heard that the education provider will stipulate the number of placements required for each intake of students. It was unclear how the number of placements impact on the number of students per intake. The visitors were also aware that service level agreements were in the process of being finalised with placement providers which are linked to placement numbers. The visitors require further evidence to demonstrate how the numbers of practice placements needed are determined and secured to ensure the programme is effectively managed.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must submit evidence which shows how they ensure practice placements are integral to the programme, especially placements in the ambulance settings.

Reason: From the documentation provided and during the programme team meeting, the visitors were made aware service level agreements were in the process of being finalised with placement providers in the ambulance settings. The visitors were provided with an incomplete draft version of the formal arrangements. The visitors were unable to determine from the draft document how the education provider will ensure partnership arrangements with ambulance placement providers are effective and consequently how this standard is met. Therefore, the visitors require the final service level agreements with placement providers in the ambulance settings ensuring placements for students and providing evidence these placements are integral to the programme.

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 submit evidence to explain whether or not there is overlapping of cohort placements and demonstrate how this is managed if it occurs.

Reason: From the documentation provided the visitors noted the mapping of the programme to show how the number, duration and range of practice placements are appropriate to support the delivery of the programme (programme specification appendix 1). This document showed there was some overlap between different cohort groups being on placement at the same time. During presentation in the programme team meeting, the visitors noted a different mapping document showing the details of how the placements in the ambulance settings were used. The visitors noted from this there was no overlap between different cohort groups while they are on their

placements in ambulance settings. In light of this discrepancy the visitors were unable to determine whether or not overlap and associated management occurs. The visitors require further evidence such as an updated mapping document and strategies in place to deal with any overlapping of placements, to demonstrate whether overlapping occurs and associated management if it does.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must submit evidence which shows how they ensure practice placements, especially ambulance placements, have an adequate number of appropriately qualified and experienced staff.

Reason: From the documentation provided, the visitors could not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified and experienced staff. For this standard, the education provider referenced the "Paramedic Mentor Preparation Workshop" document in their SETs mapping document, however the visitors were unclear how this document ensured this standard was met. From discussions with the programme team and the practice placement team, the visitors understood there are policies and procedures in place to manage staffing levels at practice placements, but these policies and procedures were not reflected in the documentation provided prior to the visit. The visitors were therefore unable to make a judgment about whether this standard is met, and require information which demonstrates how the education provider ensures practice placements have an adequate number of appropriately qualified and experienced staff. The education provider may wish to provide a list of practice placement educators as evidence to support this standard is met.

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 education provider must clearly articulate the mechanisms they use to ensure students and practice placement educators are fully prepared for placements. The education provider must also provide documentation which details the expected placement structure at each stage of the programme and how this information is provided to fully prepare practice placement educators and student for placements.

Reason: From discussions with the students, the visitors understood that they were expected to demonstrate several competencies at each placement. The visitors were unclear about how the demonstration of the ability to meet the competencies led to a clear progression through the programme and how progression is communicated to students and practice placement educators. The visitors also could not determine the rationale behind the broad set of competencies each student would be expected to meet after each placement to enable them to progress to the next stage of the

programme. The practice assessment document did not provide evidence of how these broad set of competencies and the rationale behind it will be communicated to placement educators and students. The visitors therefore require further information about how students and practice placement educators are informed and prepared for placements. This is to ensure that students and practice placement educators are aware of the requirements for successful completion of each placement and that this standard is met.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must revisit the programme documentation to clearly state that aegrotat awards do not confer eligibility to apply to the Register.

Reason: From the documentation provided the visitors could not determine where in the assessment regulations there was a clear statement regarding aegrotat awards. Discussion indicated aegrotat awards would only be awarded in exceptional circumstances on a case by case basis. The visitors could not determine how the programme team ensured that students understood that aegrotat awards would not enable them to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that there is a clear statement included in the programme documentation regarding the aegrotat award policy.

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, unless other arrangements are agreed.

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 Register. The visitors were satisfied with the current external examiner for the programme. 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 has been met.

Robert Fellows
Vincent Clarke