

## Visitors' report

|   |                          |
|---|--------------------------|
| <b>Name of education provider</b>         | University of Cumbria    |
| <b>Programme name</b>                     | DipHE Paramedic Practice |
| <b>Mode of delivery</b>                   | Full time                |
| <b>Relevant part of the HCPC Register</b> | Paramedic                |
| <b>Date of visit</b>                      | 1 – 2 December 2016      |

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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 9 February 2017. At the Committee meeting on 9 February 2017, the education provider's response to the conditions was considered and the approval of the programme was confirmed. The Committee's decision to approve varied from the visitors' recommendation. 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 ensure 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 validated the programme. The education provider 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 programmes 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 outlines their decisions on the programme's status.

## Visit details

|   |  |
|---|--|
| Name and role of HCPC visitors            | John Donaghy (Paramedic)<br>Mark Woolcock (Paramedic)<br>Manoj Mistry (Lay visitor)  |
| HCPC executive officer (in attendance)    | Rebecca Stent  |
| HCPC observers                            | Stephen Cohen (Council member)<br>Niall Gooch (Education officer)  |
| Proposed student numbers                  | 25 per cohort, one cohort per year   |
| Proposed start date of programme approval | April 2017   |
| Chair                                     | Diane Cox (University of Cumbria)  |
| Secretary                                 | Suzanne Parkes (University of Cumbria)   |
| Members of the joint panel                | Iain Stainton (Internal Panel Member)<br>Kirsteen Laidlaw (Internal Panel Member)<br>Claire Malkin (External Panel Member) |

## 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 examiner reports prior to the visit for this programme as this 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 | <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 the HCPC-approved DipHE Paramedic Practice (HM Armed Forces) programme. The visitors met with these students 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 47 of the SETs have been met and that conditions should be set on the remaining 11 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 have also made two 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

### **3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.**

**Condition:** The education provider must provide further evidence to demonstrate that the resources to support student learning in all settings effectively support the required learning and teaching activities of the programme.

**Reason:** At the visit, the visitors had a tour of the practical teaching resources, library, study spaces, and an introduction to the virtual learning environment. However, the visitors did not see the full range of practical resources, such as additional manikins and ambulance equipment, which would be available for this programme at the visit. The programme team informed the visitors that there were additional resources at other sites where current paramedic programmes are delivered by the University of Cumbria which would be shared with this programme. The visitors were informed that these resources could be transported to the Ambleside campus site where this programme is being delivered when required. However, the visitors did not see evidence of these available resources or evidence as to how the use and transportation of these resources would be managed by the programme team. As such, they were unable to determine how the additional resources would effectively support the required learning and teaching activities of the programme. Therefore, the visitors require further evidence of the additional resources that will be used for this programme in order to determine whether the resources support the required learning and teaching activities of the programme.

### **3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.**

**Condition:** The education provider must provide further evidence that the learning resources are readily available to students and staff.

**Reason:** At the visit, the visitors had a tour of the practical teaching resources, library, study spaces, and an introduction to the virtual learning environment. For the tour, one of the practical rooms had been set up to deliver practical teaching elements of the programme with a range of practical teaching resources. However, considering the proposed number of students, the visitors could not see how the current resources on site would be adequate for this programme. In addition, the visitors were informed that there would be paramedic textbooks available on site for this programme but they did not see evidence of this on the library tour or evidence that these books would be available by the start date of the programme. As such, the visitors could not determine how the resources, notably practical resources and text books, would be adequate and readily available to students. Therefore, the visitors require further evidence to demonstrate that all learning resources for this programme are readily available to students and staff.

### **5.3 The practice placement settings must provide a safe and supportive environment.**

**Condition:** The education provider must provide further evidence to demonstrate how the system for approving all practice placements on this programme will ensure that the non-ambulance practice placement settings provide a safe and supportive environment.

**Reason:** In the programme handbook, the visitors noted that the education provider operates a hub and spoke system for placements whereby 80 per cent of placements are at North West Ambulance Service (NWS) and 20 per cent are in non-ambulance settings. The visitors noted that the education provider carries out a joint audit with NWS to approve and monitor placements. The visitors were satisfied that this is an effective and thorough system for approving and monitoring placements at NWS as a means of ensuring that NWS provide a safe and supportive environment for students on placement. However, in the documentation provided prior to the visit, the visitors did not see evidence of a system in place for approving and monitoring non-ambulance placements. In addition, at the visit, the visitors did not meet with placement staff from alternative placement settings so they were unable to ascertain whether there is a thorough and effective system in place for monitoring non-ambulance placements. As such, the visitors were unable to determine how the education provider ensures that the non-ambulance practice placement settings provide a safe and supportive environment and require further evidence from the education provider in order to establish whether this standard is met.

### **5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.**

**Condition:** The education provider must provide further evidence to demonstrate that there is a thorough and effective system in place for approving and monitoring non-ambulance placements.

**Reason:** In the programme handbook, the visitors noted that the education provider operates a hub and spoke system for placements whereby 80 per cent of placements are at NWS and 20 per cent are in non-ambulance settings. The visitors noted that the education provider carries out a joint audit with NWS to approve and monitor placements. The visitors were satisfied that this is an effective and thorough system for approving and monitoring placements at NWS. However, in the documentation provided prior to the visit, the visitors did not see evidence of a system in place for approving and monitoring non-ambulance placements. In addition, at the visit, the visitors did not meet with placement staff from alternative placement settings so they were unable to ascertain whether there is a thorough and effective system in place for monitoring non-ambulance placements. Therefore, the visitors require further evidence to demonstrate that the education provider has a thorough and effective system for approving and monitoring all placements which do not take place at NWS.

### **5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.**

**Condition:** The education provider must provide further evidence as to how the system for approving all non-ambulance practice placements on this programme will ensure

that the placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

**Reason:** In the programme handbook, the visitors noted that the education provider operates a hub and spoke system for placements whereby 80 per cent of placements are at NWS and 20 per cent are in non-ambulance settings. The visitors noted that the education provider carries out a joint audit with NWS to approve and monitor placements. The visitors were satisfied that this is an effective and thorough system for approving and monitoring placements at NWS as a means of ensuring that NWS have quality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored. However, in the documentation provided prior to the visit, the visitors did not see evidence of a system in place for approving and monitoring non-ambulance placements. In addition, at the visit, the visitors did not meet with placement staff from alternative placement settings so they were unable to ascertain whether there is a thorough and effective system in place for monitoring non-ambulance placements. As such, the visitors were unable to determine from the evidence provided how the education provider ensures that the non-ambulance practice placement settings have equality and diversity policies in relation to students. Therefore, the visitors require further evidence about how the education provider ensures that the non-ambulance placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

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

**Condition:** The education provider must demonstrate that there is an adequate number of appropriately qualified and experienced staff at the non-ambulance placement settings.

**Reason:** In the programme handbook, the visitors noted that the education provider operates a hub and spoke system for placements whereby 80 per cent of placements are at NWS and 20 per cent are in non-ambulance settings. The visitors noted that the education provider carries out a joint audit with NWS to approve and monitor placements. The visitors were satisfied that this is an effective and thorough system for approving and monitoring placements at NWS as a means of ensuring that NWS have an adequate number of appropriately qualified and experienced staff at the placement setting. However, in the documentation provided prior to the visit, the visitors did not see evidence of a system in place for approving and monitoring non-ambulance placements. In addition, at the visit, the visitors did not meet with placement staff from alternative placement settings so they were unable to ascertain whether there is a thorough and effective system in place for monitoring non-ambulance placements. As such, the visitors were unable to determine from the evidence provided how the education provider ensures that there will be an adequate number of appropriately qualified and experienced staff at the non-ambulance practice placement setting. Therefore, the visitors require further evidence to demonstrate that there will be an adequate number of appropriately qualified and experienced staff at the non-ambulance practice placement setting.

### **5.7 Practice placement educators must have relevant knowledge, skills and experience.**

**Condition:** The education provider must provide further evidence as to how the system for approving non-ambulance practice placements on this programme will ensure that practice placement educators have relevant knowledge, skills and experience.

**Reason:** In the programme handbook, the visitors noted that the education provider operates a hub and spoke system for placements whereby 80 per cent of placements are at NWAS and 20 per cent are in non-ambulance settings. The visitors noted that the education provider carries out a joint audit with NWAS to approve and monitor placements. The visitors were satisfied that this is an effective and thorough system for approving and monitoring placements at NWAS as a means of ensuring that practice placement educators at NWAS have relevant knowledge, skills and experience. However, in the documentation provided prior to the visit, the visitors did not see evidence of a system in place for approving and monitoring non-ambulance placements. In addition, at the visit, the visitors did not meet with placement staff from alternative placement settings so they were unable to ascertain whether there is a thorough and effective system in place for monitoring non-ambulance placements. As such, the visitors were unable to determine from the evidence provided how the education provider ensures that practice placement educators at the non-ambulance setting will have relevant knowledge, skills and experience. Therefore, the visitors require further evidence to demonstrate how the education provider will ensure that practice placement educators at non-ambulance practice placement settings will have the required knowledge, skills and experience to supervise students from this programme.

### **5.8 Practice placement educators must undertake appropriate practice placement educator training.**

**Condition:** The education provider must provide further evidence to demonstrate that all practice placement educators at non-ambulance placements undertake appropriate practice placement educator training.

**Reason:** In the programme handbook, the visitors noted that the education provider operates a hub and spoke system for placements whereby 80 per cent of placements are at NWAS and 20 per cent are in non-ambulance settings. From a review of the programme documentation prior to the visit, the visitors noted from the placement handbook that there is practice placement educator training for practice placement educators at North West Ambulance Service (NWAS). In discussions at the visit, the visitors learnt that all practice educators within NWAS undertake the online practice educator training provided by the education provider. However, it was not clear from the documentation whether practice educators at alternative placement settings undertake this training. In addition, at the visit, the visitors did not meet with staff from non-ambulance placement settings in order to determine whether they undertake appropriate practice educator training. As such, the education provider must provide further evidence to demonstrate that all practice placement educators undertake appropriate practice placement educator training for non-ambulance placements.

### **5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.**

**Condition:** The education provider must provide further evidence as to how the system for approving all non-ambulance practice placements on this programme will ensure that practice placement educators are appropriately registered, unless other arrangements are agreed.

**Reason:** In the programme handbook, the visitors noted that the education provider operates a hub and spoke system for placements whereby 80 per cent of placements are at NWS and 20 per cent are in non-ambulance settings. The visitors noted that the education provider carries out a joint audit with NWS to approve and monitor placements. The visitors were satisfied that this is an effective and thorough system for approving and monitoring placements at NWS as a means of ensuring that practice placement educators at NWS are appropriately registered. However, in the documentation prior to the visit, the visitors did not see evidence of a system in place for approving and monitoring non-ambulance placements. In addition, at the visit, the visitors did not meet with placement staff from alternative placement settings so they were unable to ascertain whether there is a thorough and effective system in place for monitoring non-ambulance placements. As such, the visitors were unable to determine from the evidence provided how the education provider ensures that practice placement educators at the non-ambulance settings will be appropriately registered, unless other arrangements are agreed. Therefore, the visitors require further evidence to demonstrate that non-ambulance practice placement educators are appropriately registered, unless other arrangements are agreed.

### **5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.**

**Condition:** The education provider must provide further evidence to demonstrate that there is regular and effective collaboration between the education provider and all practice placement providers.

**Reason:** In the programme handbook, the visitors noted that the education provider operates a hub and spoke system for placements whereby 80 per cent of placements are at NWS and 20 per cent are in non-ambulance settings. In documents provided prior to the visit and in discussions at the visit, the visitors were satisfied that there is regular and effective collaboration between NWS and the education provider. However, the visitors did not see evidence of effective and regular collaboration between placement providers of non-ambulance placements and they did not meet with staff from other potential placement providers at the visit. As such, the visitors require further evidence about the collaboration between the education provider and the practice placement providers of non-ambulance settings to determine whether 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 provide further evidence that practice placement providers and practice placement educators are fully prepared for non-ambulance placements.

**Reason:** In the programme handbook, the visitors noted that the education provider operates a hub and spoke system for placements whereby 80 per cent of placements are at NWS and 20 per cent are in non-ambulance settings. From a review of the placement documentation and discussions at the visit, the visitors were satisfied that NWS and practice placement educators at NWS are fully prepared for placement. However, the visitors did not meet with other placement providers at the visit and they were unclear from the documentation as to how non-ambulance placement providers and educators are fully prepared for placement. Therefore, the visitors require further evidence to demonstrate that non-ambulance practice placement providers and practice placement educators are fully prepared for non-ambulance placements.

## Recommendations

### **4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.**

**Recommendation:** The visitors recommend that the education provider considers reviewing the programme documentation to ensure that it accurately reflects how any curriculum guidance is used for this programme.

**Reason:** In the programme documentation, notably on page three of the programme specification, the visitors noted a statement that the programme meets the QAA benchmark statements (2016) for paramedics. However, in discussions at the visit, the programme team stated that they have not mapped against these statements but that they have used them as guidance for this programme. The visitors were satisfied that these benchmark statements had been used as guidance for the programme and, therefore, that this standard is met. However, the visitors recommend that the education provider revisits the programme documentation so that it accurately states how any curriculum guidance used has informed the curriculum to reflect the philosophy, core values, skills and knowledge base in this programme.

### **3.17 Service users and carers must be involved in the programme.**

**Recommendation:** The visitors suggest that the education provider considers revising the programme documentation to reflect the service user and carer involvement in this programme.

**Reason:** The visitors noted from the programme documentation prior to the visit that the university has an Experts by Experience group at the university which they intend to use in this programme. They also heard at the visit in more detail as to how service users and carers will be involved in this programme and, as such, the visitors are satisfied that this standard is met. However, in the programme documentation, the visitors did not see detailed information about the proposed service user and carer involvement within this specific programme. Furthermore, the visitors noted in the programme handbook prior to the visit that service users and carers have been involved with curriculum development and design but, in discussions at the visit, it was noted that they are not involved in this area. Therefore, the visitors recommend that the programme team revise the documentation regarding how service users and carers will be involved in this programme so that it accurately reflects their level of involvement in this specific programme.

John Donaghy  
Manoj Mistry  
Mark Woolcock