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## Approval process report

Teesside University, Paramedic, 2021-22

### **Executive summary**

This report covers our review of the BSc (Hons) Paramedic Practice (Apprenticeship) programme at Teesside University. Through our review, we did not set any conditions on approving the programme, as the education provider demonstrated it met our standards through documentary evidence and further review. This report will now be considered by our Education and Training Panel who will make a final decision on programme approval.

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## Section 1: About this assessment

### About us

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

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

### Our standards

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

### Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

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

### The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)
- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

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

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

### **How we make our decisions**

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view [on our website](#).

## **Section 2: Institution-level assessment**

### **The education provider context**

The education provider currently delivers 18 HCPC-approved programmes across seven professions. It is a higher education institution and has been running HCPC approved programmes since 1994.

Teesside University is a well-established higher education provider. Many of the programmes delivered by this education provider have been through several changes over the years and have continued to demonstrate they meet our standards at threshold level. There are no outstanding issues picked up from previous monitoring engagements with the HCPC.

### **Practice areas delivered by the education provider**

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

	Practice area	Delivery level		Approved since
<b>Pre-registration</b>	Dietitian	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2019
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1994
	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2017
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2014
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1998
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1996
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1994
<b>Post-registration</b>	Independent Prescribing / Supplementary prescribing			2014

### Institution performance data

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

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

Data Point	Benchmark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	963	1362	2022	The total enrolled number of learners across all HCPC approved provision is significantly higher than the approved numbers we have on our record. However, following our initial review and quality activities, we are satisfied resources continue to be adequate to ensure effective delivery of all programmes at the institution.
Learners – Aggregation of percentage not continuing	3%	6%	2019/20	The percentage of learners not continuing at this institution appears higher than the benchmark. However, from our review,

				there was no issues identified to indicate concerns around this area.
Graduates – Aggregation of percentage in employment / further study	93%	94%	2016/17	The percentage in employment / further study is higher than the benchmark which implies learners who successfully complete their learning at this institution make good progress after their studies.
Teaching Excellence Framework (TEF) award	N/A	Silver	2019	A silver award would indicate that the institution is doing well.  It is worth noting that the Office for Students have advised they are developing a revised TEF scheme which they aim to publish in 2023 and the current scheme may not provide up-to-date reflection of teaching quality.
National Student Survey (NSS) overall satisfaction score (Q27)	73.8%	67.8%	2020/21	This score indicates the percentage of learners who are satisfied with their learning at this institution is lower than the benchmark. However, from our review, there were no issues identified to indicate concerns around learning and teaching as well as support provided to learners.

### The route through stage 1

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

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

#### Admissions

#### **Findings on alignment with existing provision:**

## **Findings on alignment with existing provision:**

- **Information for applicants –**

- In their Establishing institution baseline document, the education provider highlighted their admissions policy applies to all undergraduate and postgraduate admissions, including admissions to programmes delivered by external partners. It provides information about their admissions procedures to applicants, their advisers, and staff of the University. The course specification outlines the specific admissions process and entry requirements for each programme. Additionally, the Teesside degree apprenticeships website outlines current higher degree apprenticeship provision. institution level and will apply to the new programme.

From the information provided, it is clear how the new programme aligns with the institution's existing policies and processes around information provided to applicants to assist them in deciding about the programme.

- **Assessing English language, character, and health –**

- There is a university-wide policy for determining applicants' suitability. The education provider's English Language Policy details their English language requirements for admission to programmes of study. They use the Disclosure and Barring Service (DBS) as part of their admissions process for the selection of and continuation of learners on Professional, Statutory and Regulatory Bodies (PSRB) approved programmes. These processes will apply to applicants on this BSc (Hons) Paramedic Practice (Apprenticeship) programme.

- **Prior learning and experience (AP(E)L) –**

- The education provider's Recognition of Prior Learning (RPL) policy forms part of the University's Admissions Policy. Learning obtained through life experiences or alternative means of educational provision such as work related, on-line or with different types of providers is included in this policy. The Policy also outlines procedures when programmes are exempt from RPL applications. The Policy covers the process of applying for admission and advanced standing using RPL as well exemption from individual modules. This new BSc (Hons) Paramedic apprenticeship will follow the education provider's Recognition of Prior Learning (RPL) policy.

- **Equality, diversity and inclusion –**

- The education provider's admissions policy clearly sets out their commitment to widening access to applicants from a broad and diverse range of backgrounds. The education provider noted that the policy will offer opportunities to those who have the ability and motivation to benefit from higher education. The provider added that through marketing, publicity and recruitment activities, they aim to generate interest, awareness and ultimately, applications from the widest possible group of individuals. This includes developing and supporting a wide range of activities aimed at recruiting learners from groups

identified as being under-represented within Teesside University or Higher Education in general. This also applies to the new programme.

**Non-alignment requiring further assessment:** None

### Management and governance

**Findings on alignment with existing provision:**

- **Ability to deliver provision to expected threshold level of entry to the Register<sup>1</sup> –**

- The education provider is experienced and has a track record of providing paramedic as well as other allied health professions (AHP) education. They currently run an HCPC approved BSc (Hons) Paramedic practice programme which follows the traditional route and recruits up to 120 learners per year. Apart from the paramedic programme, the education provider offers several other HCPC approved provision including their recently approved BSc (Hons) Dietetic (Apprenticeship) programme.

It is therefore clear that the new paramedic programme aligns with the education provider's ability to deliver programmes at threshold level for entry to the Register.

- **Sustainability of provision –**

- The education provider uses Continuous Monitoring and Enhancement (CME) process to assure academic standards are maintained and to enhance the quality of learning opportunities for learners. They noted that the process is used to consider the learner experience at programme level, referencing key learner satisfaction indicators, for example, the National Student Survey (NSS), Graduate Outcome statistics, the results of module evaluation (Evasys), feedback from Student Voice Forums and from staff. In addition, the process incorporates the views of external stakeholders, such as External Examiners and PSRBs.

The education provider has a track record of delivering apprenticeships in the healthcare sector with an overall Ofsted rating of Outstanding. They noted that their School of Health & Life Sciences has an established record of responding to employers needs and creating apprenticeships that deliver high quality programmes with excellent outcomes for learners. Apprenticeships have been delivered by the School since 2016.

As noted in the institution's performance table above, the total enrolled number of learners across all HCPC approved provision is significantly higher than the benchmark. Through our assessment, we saw

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



sufficient evidence to be reassured that the institution is currently secure and that both the provider and their partner organisations are committed to provide sufficient resources to deliver all programmes to all learners at this institution.

- **Effective programme delivery –**

- Teesside 2025 is an institution wide strategy that “builds upon the education provider’s many achievements”, including the development of blended and experiential learning and the award-winning Future Facing Learning model. The provider noted that through digitalisation, international mobility and teaching excellence, learners will continue to make a real difference, challenge the impossible and break through barriers.

From the information provided by the education provider, it is clear that the new BSc (Hons) Paramedic Practice (Apprenticeship) programme will follow the Teesside 2025 strategies and initiatives.

- **Effective staff management and development –**

- The following institution-wide policies and procedures will apply to this provision:
  - Teesside University Recruitment and selection Policy and Procedure, review 2019.
  - Teesside University professional and personal development plans annually.

This apprenticeship will join the existing paramedic portfolio which includes the BSc (Hons) Paramedic Practice programme and be managed by the team of registered paramedics within the School of Health & Life Science (SHLS).

- **Partnerships, which are managed at the institution level –**

- The education provider indicated that partnerships are managed at programme or profession level.

**Non-alignment requiring further assessment:** None

Quality, monitoring, and evaluation

**Findings on alignment with existing provision:**

- **Academic quality –**

- The Teesside University Quality Framework describes the education provider’s strategic approach to quality management. The Framework:
  - sets out the principles and procedures within the quality system for the planning, quality assurance and enhancement of taught and research degree provision, including Partnership provision; and

- provides the additional information required to support the above procedures, including links to appropriate guidance, forms, and templates.
- Continuous Monitoring and Enhancement (CME) is the process the education provider uses to assure academic standards are maintained and to enhance the quality of learning opportunities for learners. The process is used to consider the learner experience at programme level. In addition, the process incorporates the views of external stakeholders, such as External Examiners and PSRBs.

External Examiner nominations are considered and appointed by the School Student Learning & Experience Sub-Committees (SSLESCs) with the delegated authority of the Academic Board. Student Learning & Academic Registry (SLAR) manages the process ensuring that there is institutional oversight of the appointment procedure. The institution and SLAR jointly ensure that External Examiners have the relevant qualifications and experience for the role they will be asked to carry out.

All of the above will apply to the new degree apprenticeship programme.

- **Practice quality, including the establishment of safe and supporting practice learning environments –**

- The Raising and Escalating Concerns (Whistleblowing Procedure) and the Placement Concern Form identifies the processes to be followed by academic staff and learners when they have a concern relating to the:
  - practice learning environment; and / or
  - standards of practice/care.

It also aims to provide a mechanism to support both staff and learners and prevent/reduce possible harm to service users. The audit document assesses the commitment of the placement area to the safety of client / service users, carers, staff and learners and a commitment to promoting diversity, inclusion and equality of opportunity for all. This is done through a declaration of their policies and procedures which are in place. Practice educator workshops are regularly delivered online by individual programme teams.

The education provider made it clear that the new programme will align with this institutional policy and procedure.

- **Learner involvement –**

- The education provider noted institution-wide policies and procedures that would apply to the BSc (Hons) Paramedic Practice (Apprenticeship) programme. Some of these include: Your Voice Matters – the education provider stated that this is a joint initiative from the University and the Students' Union which gives learners opportunities to share their thoughts, opinions, and feedback.

This Student Charter – it is understood that this platform highlights the professional standards that the education provider meets and outlines how the learners need to take responsibility for their own learning.

From the performance data received from the National Student Survey (NSS) the education provider's score against the benchmark indicates that the percentage of learners who are satisfied with their learning at this institution is lower than the benchmark. However, from our review, there were no issues identified to indicate concerns around learning and teaching as well as support provided to learners.

- **Service user and carer involvement –**
  - The SHLS-wide policy will apply to the BSc (Hons) Paramedic Practice (Apprenticeship) programme. The education provider stated that all their activities are about enhancing the quality of care to service users. We understood that programmes are based on service user and carer need which involves consultation with them as the main stakeholders. The education provider demonstrated that service users and carers help in the:
    - design, the development and delivery of programmes; and
    - recruitment and selection of applicants to programmes.These will also apply to the new provision.

**Non-alignment requiring further assessment:** None

### Learners

#### **Findings on alignment with existing provision:**

- **Support –**
  - Learners at Teesside University have access to a range of support via the Student Life hub including:
    - Learning support
    - Library
    - IT
    - Disability
    - Wellbeing support

These will also apply to learners on the BSc (Hons) Paramedic Practice (Apprenticeship) programme.

- **Ongoing suitability –**
  - Learners are required to attend a presentation on Good Health and Good Character, reporting DBS changes, informed consent and confidentiality guidance and Fitness to Practice as part of their induction week.

At the beginning of each year, learners are required to complete a self-declaration to confirm whether there have been any significant changes in their health or DBS status. In addition, learners are made aware that throughout the year they are required to inform the Course Leader (and

Placement Manager if in practice) of any significant changes to health, or exacerbation of historical symptoms, immediately.

The education provider stated that this institutional policy (Teesside University Assessment, Progression and Award regulations for Undergraduate degree awards 2014) will apply to the BSc (Hons) Paramedic Practice (Apprenticeship) programme with minor tweaks depending on professional requirements.

- **Learning with and from other learners and professionals (IPL/E) –**
  - The education provider noted that Interprofessional education is embedded within their current AHP provision with shared modules across all years within their pre-registration Occupational Therapy, Physiotherapy, Diagnostic Radiography and Dietetics programmes. Operating Department Practice and Paramedic Practice will share this provision when they are reapproved by the provider over the next few academic years. The shared modules are focussed upon professionalism, research and innovation and service improvement and leadership.

This School ethos will apply to the BSc (Hons) Paramedic Practice (Apprenticeship) programme with minor tweaks depending on professional requirements.

- **Equality, diversity and inclusion –**
  - The education provider adopts the Teesside University Equality Objectives 2020-2025. Learners have access to a comprehensive range of support via the Student Life hub, which includes support about protected characteristics. This institutional policy will apply to the BSc (Hons) Paramedic Practice (Apprenticeship) programme.

**Non-alignment requiring further assessment:** None

### Assessment

#### **Findings on alignment with existing provision:**

- **Objectivity –**
  - The education provider's Assessment and Feedback Policy provides a 'course-focused' framework for effective, relevant and fair assessment practice that intends to promote future facing learning, engaging the multiple purposes of assessment and feedback.

Marking and assessment is subject to rigorous scrutiny using existing processes including:

- Internal sampling
- Double marking
- Checking by Assessment Team
- External examination.

This institutional policy applies to all learners undertaking taught components and programmes, including online provision and will apply to the BSc (Hons) Paramedic Practice (Apprenticeship) programme.

- **Progression and achievement –**

- The University Academic Board approves the Assessment Regulations. They undergo a regular editorial process to ensure they are consistent and accurate. From time to time, the education provider undertakes a full review of its regulations to reflect changing institutional and national agendas. The regulations set out the requirements for progression and achievement for all taught awards including module assessment / reassessment, restudy and compensation.

The Teesside University Assessment, Progression and Award regulations for Undergraduate degree awards (2014) policy details progression and award regulations which will apply to the BSc (Hons) Paramedic Practice (Apprenticeship) programme.

- **Appeals –**

- The Academic Appeal Regulations apply to learners who are registered or enrolled on a University approved programme delivered at the University or one of its Collaborative Partners and who wish to appeal decisions made by an Assessment Board. The regulations set out the grounds for appeal and the process and the procedure for the reconsideration of a decision of an Assessment Board including Early Resolution and formal stages.

Learners can request a review of a decision made about their assessment, progression and/or award. Learners at Teesside University have access to a comprehensive range of support via the Student Life hub including:

- Appealing a decision
- Make a complaint.

These institution-wide policies and procedures will apply to the BSc (Hons) Paramedic Practice (Apprenticeship) programme.

**Non-alignment requiring further assessment:** None

### Section 3: Programme-level assessment

#### Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date

BSc (Hons) Paramedic Practice (Apprenticeship)	WBL (Work based learning)	Paramedic	40 (one cohort per year)	19/09/2022
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## Stage 2 assessment – provider submission

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

## Quality themes identified for further exploration

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

### Quality theme 1 – Practice - based learning

**Area for further exploration:** Following their initial review, the visitors noted lack of sufficient evidence to demonstrate the following areas in practice-based learning:

- Collaboration between the education provider and their practice education providers - As half of the learners on the new programme are employed by the North-East Ambulance NHS Foundation Trust (NEAS), the visitors noted that their practice-based education will be facilitated through supernumerary placements with NEAS and with Non-Ambulance placements. However, whilst NEAS will be responsible for all placements, the visitors did not see an agreement in place or evidence of regular meetings/reviews that confirms this is the case. In addition, the visitors could not find evidence that demonstrated the audit process for the practice placement areas. The education provider provides a Practice Educator (PEds) Programme but does not stipulate how PEds are prepared to support a learner in practice. The visitors noted that an arrangement is in place with the Yorkshire Ambulance NHS Trust (YAS). Therefore, they requested to know if there was an agreement providing reassurance of quality of practice placements for NEAS.
- Availability and capacity of practice-based learning – The education provider stated “apprentices will undertake their ambulance placements in their own organisation and the responsibility for arranging these are with the employer.” It was unclear how this experience is evaluated so that the education provider has reassurances of quality placements and satisfactory completion of practice assessment document (PAD). The visitors considered it necessary to understand the education provider’s process for ensuring the placements arranged by employers meet the required standard. This way, they can determine whether the process of ensuring availability and capacity of

practice-based learning is effective. The visitors noted reference to a Collaborative Provision Operations Manual but this was not included in the submission.

- Staffing in practice-based learning - Whilst there are agreements in place to accommodate extra numbers, there was no confirmation provided as to how learners are supported in practice, for example, the quality of preparation of PEds and qualifications held. In addition, the visitors saw a suggestion that a database is maintained by the placement provider about the quality of preparation of PEds – but this appeared to be unknown by the education provider. As some learners will be supported by PEds with accredited or non-accredited programmes of study, the visitors could not determine how the education provider will ensure consistency of support.

The visitors considered the education provider could provide more detail on the qualifications/experience required of a typical supervisor in the community area. The handbook mentioned that the person supervising the learner in this setting is expected to be suitably qualified. However, we considered this statement vague.

**Quality activities agreed to explore theme further:** To demonstrate evidence of collaboration between the education provider and their practice providers, we requested further documentary evidence such as agreement with NEAS or evidence of regular meetings/reviews that confirms NEAS will be responsible for all placements. We also requested evidence demonstrating how PEds are prepared to support learners in practice.

We also requested further evidence such as the “Collaborative Provision Operations Manual” and email clarification explaining how the provider ensures quality of placements and satisfactory completion of the PAD. We considered that these, in addition to the evidence already provided, will demonstrate an effective process of ensuring availability and capacity of practice-based learning.

We requested a meeting with the programme leader/ members of the programme team to discuss how they would ensure adequate numbers of appropriately qualified and experienced staff in practice-based learning. We considered that the meeting would allow us to clarify how learners are supported in practice, for example the quality of preparation of PEds and the qualifications held. We also considered that the meeting would provide an opportunity for us to understand how the education provider ensures practice educators are suitable and able to support and develop learners in a safe and effective way.

**Outcomes of exploration:** Following the submission of further evidence, it was clearly identified that extensive systems and meetings are in place between the education provider and their practice education providers to provide robust and effective collaboration. Examples include the Student Voice which ensures learners who are also employed by the practice education provider have a clear channel of communication to discuss existing and potential issues in practice. These and other matters are then discussed at regular strategic and finance meetings between the

provider and their practice providers at the highest level to ensure a quality provision is provided to learners in practice.

Through discussions and the additional evidence submitted, we saw that there is a close link with practice education provider via the education provider's Practice Education Links to enable an open communication channel to address any issues which may arise. This, together with an established Education Resource Manager at the Practice Education Provider ensures that learners are fully supported, and audits are completed regularly to ensure quality and consistency.

The provider also clarified during discussions that there will be 40 learners on the new programme: 20 from NEAS and the other 20 from YAS. These will be in addition to existing 120 learners on the traditional route.

We also learnt from discussions with the team that there is a system in place which monitors the qualifications, skills and attributes of practice educators to ensure there is a wealth of experience and appropriate clinical supervision available to learners in practice.

Additionally, the visitors saw that practice educators were prepared in practice, with forums, online working / meetings, and educational resources to support them. This together with the practice education module available to PEds ensures that adequate support mechanism is available to maintain and develop practice educators.

The visitors were therefore satisfied that all the issues previously identified around practice-based learning have been adequately addressed.

### Quality theme 2 – Resourcing

**Area for further exploration:** From the information provided, the visitors noted that there is appropriate capacity for the current learners – YAS and full-time undergraduate learners on the traditional BSc (Hons) route. However, it was not clear if additional equipment or laboratories have been sourced to accommodate the increase in total learner numbers resulting from the introduction of the new programme. It was unclear if the 20 apprentices from NEAS are additional to the approved 120 places.

**Quality activities agreed to explore theme further:** To have a clear understanding of the number of learners on the programme to ensure there are adequate resources in place, we requested a meeting with the programme leader. We considered the meeting appropriate to seek clarification around the number of learners on both new and existing paramedic programmes and how the education provider will ensure sufficient and accessible resources for all learners and educators.

**Outcomes of exploration:** During discussions with the programme team, sufficient reassurance and description of activities and resources available satisfied the visitors that suitable resources were available. It was highlighted that learner numbers were an extra 60 over the 3 years, but resources had been made available to accommodate this, both at the education provider and in the practice placement



provider. Therefore, the visitors were satisfied that resources to support safe and effective learning continue to be accessible to all learners and educators.

## Section 4: Findings

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

### Conditions

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

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

### Overall findings on how standards are met

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

### Findings of the assessment panel:

- **SET 1: Level of qualification for entry to the Register** – this standard is covered through institution-level assessment.
  
- **SET 2: Programme admissions** –
  - The admissions process demonstrates that the selection criteria are set at appropriate levels for a degree level programme. There is clear evidence of a collaborative approach involving a joint interview between the relevant employer and the education provider. The interview is managed and organised by the employer, but the education provider makes the final decision on whether to offer a place on the programme. Enhanced Disclosure and Barring Service and Occupational Health Screening are also part of the requirements for entry onto the programme
  - The visitors saw sufficient evidence to determine that the selection and entry criteria would allow learners to be able to meet our standards for registration upon successful completion of the programme and therefore considered the relevant standard in the SET area met.
  
- **SET 3: Programme governance, management and leadership** –
  - There are several arrangements in place between the education provider and Yorkshire Ambulance NHS Trust (YAS) which

demonstrated evidence of collaboration between the two organisations. Through quality activities, we saw evidence of similar arrangements with the other partner organisation – North-East Ambulance NHS Foundation Trust (NEAS). Regular meetings with the apprenticeship cohort representatives and meetings between Head of Department, Teesside University teaching staff and NEAS teaching staff all demonstrated effective collaboration.

- As part of the collaborative provision agreement between the education provider and NEAS, there is clear evidence that NEAS will be responsible for the organisation of all apprentices' placement experience. Practice-based learning within NEAS is audited and available to learners if appropriate for their stage of education / are able to meet the outcomes.
- With two new paramedic posts in addition to existing staff, there was clear evidence of adequate staffing with appropriate qualifications, experience, and expertise.
- Through a quality activity which involved discussions with the programme team, we established that there are adequate resources available to learners both from YAS and NEAS as well as their educators. This is in addition to resources available to learners on the existing approved BSc (Hons) Paramedic Practice programme.
- The visitors saw sufficient evidence that reassured them that all 160 learners on both the existing and the new programme will be adequately catered for both in terms of their academic teaching and in practice-based learning. The visitors therefore considered standards within this SET area met.
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- **SET 4: Programme design and delivery –**
  - Mapping of the learning outcomes to HCPC standards of proficiency for paramedics as well as mapping against the Institute for Apprenticeships & Technical Education standards demonstrated that learners who complete the programme are able to meet our standards for their professional knowledge and skills and fit to practise.
  - There was clear evidence that the standards of conduct, performance and ethics have been embedded throughout the programme. These are introduced during the induction and further developed in the first year of the programme.
  - The development and transition of learners from novice to autonomous practitioner is central to the programme. Learners are suitably supported in practice to ensure continuous development.
  - The programme utilises a range of learning and teaching methods across its three years. Technology-enhanced learning is embedded within the programme from induction through to completion. Simulation is a key feature of the programme, facilitating the development of clinical reasoning and practical skills in a safe environment.
  - Autonomous learning and reflective thinking is developed across the programme - each year the assessment of practice progressively builds on the assessment of the previous year.

- The development of evidence-based is threaded throughout the programme with learners undertaking modules which explicitly develop evidence-based practice in each year of the programme.
  - The visitors saw sufficient evidence that demonstrated that standards relating to the design and the delivery of the programme are met.
- **SET 5: Practice-based learning –**
    - Apprentices will undertake a range of practice-based learning experiences across all three years of the programme. Evidence of the structure, duration and range of practice-based learning demonstrated they have been mapped to HCPC standards of proficiency for paramedics.
    - There are agreements in place to accommodate the extra number of learners. Partner trusts have identified further placement provision, which ensures an adequate number of appropriately qualified and experienced staff are available. Through a quality activity which involved discussions with the programme team, we understood that there is an accessible website for practice educators in addition to the Practice Educator Handbook, where they can find information to assist them in supporting safe and effective learning. In addition, workshops, tripartite meetings and online Continuous Professional Development (CPD) activities are several ways by which the education provider ensures practice educators have the relevant knowledge, skills and experience to support safe and effective learning.
    - The visitors saw sufficient evidence that demonstrated that standards within the SET area are met.
  - **SET 6: Assessment –**
    - A variety of assessment methods are used within the programme to measure apprentice learning, and these have been mapped to the standards of proficiency for paramedics. Some of these include multiple choice questions (MCQ) exams, written exams, essays, formative and summative objective structured clinical examination (OSCEs) and practice placement assessments.
    - Expectations of professional behaviour including standards of conduct, performance and ethics are achieved via assessments in practice modules in the first year of the programme.
    - The visitors saw sufficient evidence that demonstrated that standards within the SET area are met.

**Risks identified which may impact on performance:** None

**Areas of good and best practice identified through this review:** None

## Section 5: Referrals

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

There were no outstanding issues to be referred to another process

## **Recommendations**

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. They do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

The visitors did not set any recommendations.

## **Section 6: Decision on approval process outcomes**

### **Assessment panel recommendation**

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

### **Education and Training Committee decision**

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

Based on all information presented to them, the Committee decided that the programmes are approved.

Reason for this decision: The Panel accepted the visitor's recommendation that the provider and its programmes should receive approval.

Appendix 1 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
BSc (Hons) Dietetics (Apprenticeship)	FT (Full time)	Dietitian			16/05/2022
MSc Dietetics (Pre-Registration)	FTA (Full time accelerated)	Dietitian			01/01/2019
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/07/1994
BSc (Hons) Occupational Therapy (Apprenticeship)	FT (Full time)	Occupational therapist			01/09/2021
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2005
BSc (Hons) Operating Department Practice (Apprenticeship)	FT (Full time)	Operating department practitioner			01/01/2020
BSc (Hons) Operating Department Practice Studies	FT (Full time)	Operating department practitioner			01/09/2017
BSc (Hons) Paramedic Practice	FT (Full time)	Paramedic			01/01/2014
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1998
BSc (Hons) Physiotherapy (Apprenticeship)	FT (Full time)	Physiotherapist			01/09/2021

MSc Physiotherapy (Pre- registration)	FT (Full time)	Physiotherapist			01/09/2005
Doctorate in Clinical Psychology (DclinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/1996
Doctorate in Counselling Psychology (DCounsPsy)	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/01/2002
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/1994
BSc (Hons) Diagnostic Radiography (Apprenticeship)	WBL (Work based learning)	Radiographer	Diagnostic radiographer		01/09/2020
MSc Diagnostic Radiography (Pre- registration)	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2004
Advancing from Supplementary to Independent Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2014
Advancing Non Medical Prescribing (postgraduate)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014
Non Medical Prescribing (undergraduate)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
BSc (Hons) Dietetics (Apprenticeship)	FT (Full time)	Dietitian			16/05/2022
MSc Dietetics (Pre-Registration)	FTA (Full time accelerated)	Dietitian			01/01/2019
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/07/1994
BSc (Hons) Occupational Therapy (Apprenticeship)	FT (Full time)	Occupational therapist			01/09/2021
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2005
BSc (Hons) Operating Department Practice (Apprenticeship)	FT (Full time)	Operating department practitioner			01/01/2020
BSc (Hons) Operating Department Practice Studies	FT (Full time)	Operating department practitioner			01/09/2017
BSc (Hons) Paramedic Practice	FT (Full time)	Paramedic			01/01/2014
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1998
BSc (Hons) Physiotherapy (Apprenticeship)	FT (Full time)	Physiotherapist			01/09/2021
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/09/2005
Doctorate in Clinical Psychology (DclinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/1996
Doctorate in Counselling Psychology (DCounsPsy)	FT (Full time)	Practitioner psychologist	Counselling psychologist		01/01/2002

BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/1994
BSc (Hons) Diagnostic Radiography (Apprenticeship)	WBL (Work based learning)	Radiographer	Diagnostic radiographer		01/09/2020
MSc Diagnostic Radiography (Pre- registration)	FT (Full time)	Radiographer	Diagnostic radiographer		01/09/2004
Advancing from Supplementary to Independent Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/09/2014
Advancing Non Medical Prescribing (postgraduate)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014
Non Medical Prescribing (undergraduate)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014