

Visitors' report

<b>Name of education provider</b>	East of England Ambulance NHS Trust Award validated by University of East Anglia
<b>Programme name</b>	Certificate of Higher Education in Emergency Medical Care (incorporating the IHCD paramedic award)
<b>Mode of delivery</b>	Full Time
<b>Relevant part of HPC register</b>	Paramedic Science
<b>Date of visit</b>	26-27 March 2008

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 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 HPC keep a register of health 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. The education provider has until 20 June 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 3 July 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 7 July 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 18 August 2008.

## Introduction

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

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

## Visit details

Name of HPC visitors and profession	Vince Clarke (Paramedic) Trisha Fillis (Radiographer) Jim Petter (Paramedic)
HPC executive officer(s) (in attendance)	Osama Ammar
HPC observer	Paula Lescott
Proposed student numbers	80 per biannual intake
Proposed start date of programme approval	November 2008
Chair	Ms Erica Towner (University of East Anglia)
Secretary	Ms Pat Vince (East of England Ambulance NHS Trust)

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Local Trust Procedural documents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review CVs for all relevant staff prior to the visit as the education provider only submitted one CV for scrutiny.

The HPC did not review a programme specification for the programme as it was intended that the panel would be visiting an IHCD paramedic award which would not normally have a programme specification.

In the case of the practice placement handbook and student handbook, the information provided to students and practice placement educators was provided in the submission, but not as consolidated documents.

The HPC did not review external examiners' reports prior to the visit as it was not apparent until the visit that the panel was being asked to scrutinise a higher education award. Rather it was believed the panel was reviewing an IHCD paramedic award for which external examiners' reports would not be produced as the qualification does not have the same quality assurance procedures as higher education programmes.

During the visit the HPC 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"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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 32 of the SETs have been met and that conditions should be set on the remaining 31 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 have also made a number of 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

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

**Condition:** The education provider must redraft and resubmit the programme documentation to amend references to state registration of paramedics.

**Reason:** In the submitted documentation there were references to state registration of paramedics. The visitors felt, given the independent nature of the Health Professions Council, that this terminology did not reflect the true nature of registration as a paramedic. In order to prevent confusion between the previous and current methods of regulation, the visitors felt the documentation required updating.

### **2.2.1 The admission procedures must apply selection criteria, including evidence of a good command of written and spoken English.**

**Condition:** The education provider must submit appropriate programme documentation to clearly articulate the English Language entry requirements for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing the entry requirements for the programme seeking approval, particularly the English language entry criteria.

### **2.2.2 The admission procedures must apply selection criteria, including criminal conviction checks.**

**Condition:** The education provider must submit appropriate programme documentation to clearly articulate the entry requirements relating to criminal convictions for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance

NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing the entry requirements for the programme seeking approval, particularly the entry criteria relating to criminal convictions. The visitors require assurance that criminal conviction status is checked at an enhanced level and monitored appropriately throughout the course of the programme.

### **2.2.3 The admission procedures must apply selection criteria, including compliance with any health requirements.**

**Condition:** The education provider must submit appropriate programme documentation to clearly articulate the entry requirements relating to health requirements for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing the entry requirements for the programme seeking approval, particularly the entry criteria relating to health requirements.

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

**Condition:** The education provider must submit appropriate programme documentation to clearly articulate the entry requirements relating to academic and/or professional entry standards for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by

University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing the entry requirements for the programme seeking approval, particularly the entry criteria relating to academic and/or professional entry standards.

### **2.2.5 The admission procedures must apply selection criteria, including accreditation of prior learning and other inclusion mechanisms.**

**Condition:** The education provider must submit appropriate programme documentation to clearly articulate the processes for accreditation of prior learning and other inclusion mechanisms for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing the entry requirements for the programme seeking approval, particularly the processes used for the application of accreditation of prior learning and other inclusion mechanisms.

### **2.3 The admission procedures must ensure that the education provider has an equal opportunities policy and anti-discriminatory policy in relation to candidates and students, together with an indication of how this must be implemented and monitored.**

**Condition:** The education provider must submit appropriate programme documentation to clearly articulate the equality and diversity policies relating to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the

programme. In this case, the visitors require documentation relating the equality and diversity policies in place for applicants to and students on the programme.

### **3.2 The programme must be managed effectively.**

**Condition:** The education provider must submit appropriate programme documentation to clearly articulate the management structure for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing how the programme is managed by both East of England Ambulance NHS Trust and University of East Anglia. In particular, the visitors require information to understand how University of East Anglia quality assurance mechanisms will extend out to the delivery of the programme.

### **3.4 There must be an adequate number of appropriately qualified staff in place to deliver an effective programme.**

**Condition:** The education provider must submit appropriate programme documentation to clearly articulate how the number of staff attached to the programme is appropriate for the delivery of the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing the individuals and their roles in contributing to the programme seeking approval. The visitors note that this is normally evidenced by submission of CVs for all individuals contributing to a programme.

### **3.5 Subject areas must be taught by staff with relevant expertise and knowledge.**

**Condition:** The education provider must submit appropriate programme documentation to clearly articulate how the staff attached to the programme are appropriately experienced and qualified for the delivery of the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing the individuals and their roles in contributing to the programme seeking approval. The visitors note that this is normally evidenced by submission of CVs for all individuals contributing to a programme.

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

**Condition:** The education provider must submit appropriate programme documentation to clearly describe the resources available to students on the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing resources available at the three delivery sites for the programme and also information relating the resources available (if any) from University of East Anglia to support student learning.

### **3.8 The facilities needed to ensure the welfare and well being of students must be both adequate and accessible.**

**Condition:** The education provider must submit appropriate programme documentation to clearly describe the resources available to support the welfare and well being of students on the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing resources available at the three delivery sites for the programme and also information relating the resources available (if any) from University of East Anglia to support welfare and well being of students. The visitors recognised from the meeting with students that there was uncertainty about the route of progression through the programme and considered that the education provider may consider consolidating information provided to students within one or two documents to address this challenge.

### **3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.**

**Condition:** The education provider must submit appropriate programme documentation to clearly describe the resources to support learning and teaching on the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing resources available at the three delivery sites for the programme and also information relating the resources available (if any) from University of East Anglia to support student learning.

**3.13 The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.**

**Condition:** The education provider must submit appropriate programme documentation to clearly describe the resources to support learning on the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing resources available at the three delivery sites for the programme and also information relating the resources available (if any) from University of East Anglia to support student learning. Additionally, from meeting with the programme team it was apparent that an electronic learning platform was in use or intended to be used. The visitors felt it was necessary to understand how the platform was contributing the delivery of the programme.

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:** The education provider must submit appropriate programme documentation to clearly describe how the learning outcomes for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) are linked the standards of proficiency for Paramedics.

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing how the learning outcomes of the programme seeking approval are intended to ensure that an individual who completes the programme will have demonstrated an ability to meet the standards of proficiency. The visitors noted that the standards

of proficiency mapping document contained insufficient detail to allow them to understand how the programme team intended to deliver the standards of proficiency. Additionally, the programme seeking approval is comprised of eight modules which were not all included in the programme documentation. In order to assess how this standard is met, the visitors require detailed and complete documentation.

#### **4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.**

**Condition:** The education provider must submit the module descriptors for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing how the programme assists autonomous and reflective thinking and evidenced based practice. The visitors were unable to assess how the programme team planned to do this as a result of not being able to scrutinise a full set of module descriptors. In order to make an assessment of this standard, the visitors require all the module descriptors to review the teaching and learning methods and the learning outcomes.

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

**Condition:** The education provider must submit appropriate programme documentation to clearly indicate the arrangements for placement supervision not only in the hospital environment, but also whilst students are in other areas of practice for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). In particular, information is required to describe how there are a sufficient number of practice placement educators to support the numbers of students.

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only

partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation to evidence that there are sufficient appropriately qualified practice placement educators to ensure students are always appropriately supervised whilst training to become paramedics.

#### **5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.**

**Condition:** The education provider must submit appropriate programme documentation to clearly indicate the arrangements for placement supervision not only in the hospital environment, but also whilst students are in other areas of practice for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation to evidence that supervision arrangements in placement are designed to encourage safe and effective practice, independent learning and professional conduct.

##### **5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.**

**Condition:** The education provider must submit appropriate programme documentation to clearly indicate the arrangements for practice placements not only in the hospital environment, but also whilst students are in other areas of practice for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care

Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation to evidence that students and practice placement educators understand the learning outcomes that are to be achieved in the placement environment (within and external to the hospital environment).

**5.7.2 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the timings and the duration of any placement experience and associated records to be maintained.**

**Condition:** The education provider must submit appropriate programme documentation to clearly indicate the arrangements for practice placements not only in the hospital environment, but also whilst students are in other areas of practice for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation to evidence that students and practice placement educators understand the timings, duration of placements and records to be maintained both within and external to the hospital environment.

**5.7.3 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the expectations of professional conduct.**

**Condition:** The education provider must submit appropriate programme documentation to clearly indicate the arrangements for practice placements not only in the hospital environment, but also whilst students are in other areas of practice for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care

Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation to evidence that students and practice placement educators understand the expectations for professional conduct both within and external to the hospital environment.

**5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.**

**Condition:** The education provider must submit appropriate programme documentation to clearly indicate the arrangements for practice placements not only in the hospital environment, but also whilst students are in other areas of practice for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation to evidence that students and practice placement educators understand the assessment procedures and the action to be taken in the event of failure both within and external to the hospital environment.

**5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of communication and lines of responsibility.**

**Condition:** The education provider must submit appropriate programme documentation to clearly indicate the arrangements for practice placements not only in the hospital environment, but also whilst students are in other areas of practice for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care

Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation to evidence that students and practice placement educators understand the lines of communication and responsibility both within and external to the hospital environment.

### **5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.**

**Condition:** The education provider must submit appropriate programme documentation to clearly indicate the arrangements for practice placement educator training for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation to describe the arrangements for practice placement educator training. In particular, the visitors require information to assist them in understanding how consistency in approach to supervision and training is ensured across the multiple sites of delivery and the large geographical area in which students are placed.

### **5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.**

**Condition:** The education provider must submit appropriate programme documentation to clearly indicate the arrangements for placement supervision not only in the hospital environment, but also whilst students are in other areas of practice for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the

visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation to evidence that learning, teaching and supervision arrangements in placement are appropriate to meet this standard.

### **6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.**

**Condition:** The education provider must submit the programme specification, module descriptors and assessment regulations for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require documentation detailing how the assessment procedures can assure students can demonstrate fitness to practise. The visitors were unable to assess how the programme team planned to do this as a result of not being able to scrutinise a full set of module descriptors or understand how the programme's assessment regulations interacted with the individual assessments. In order to make an assessment of this standard, the visitors require the programme specification, all the module descriptors and assessment regulations.

### **6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.**

**Condition:** The education provider must submit the module descriptors for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the

programme. In this case, the visitors require the module descriptors for the programme to review the variety of assessment methods being used in the programme to ensure that they measure the learning outcomes required for safe and effective practice.

#### **6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.**

**Condition:** The education provider must submit the grade assessment criteria for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require the grade assessment criteria used to objectively measure performance and progression throughout the programme.

#### **6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.**

**Condition:** The education provider must submit all operating procedures relevant to professional aspects of practice for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors require the operating procedures used by the Ambulance NHS Trust in relation to professional aspects of practice. As a result of the students on the programme being employees of the Trust, they are subject to these policies.

#### **6.7.4 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.**

**Condition:** The education provider must submit details of the appeal procedure for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the visitors were unable to determine the institutional / organisational processes for appeals for students on the programme seeking approval.

#### **6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.**

**Condition:** The education provider must submit documentation to clearly articulate that at least one external examiner must be from the relevant part of the HPC Register unless other arrangements are agreed for the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award).

**Reason:** Prior to the visit, it was apparent that the visit was taking place in order to assess the IHCD paramedic award delivered by East of England Ambulance NHS Trust. However, in the discussions with the senior team it became apparent that the award for which approval was being sought was the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award) delivered by East of England Ambulance NHS Trust and validated by University of East Anglia. The submitted programme documentation only partially referred to the Certificate of Higher Education in Emergency Care Practice (incorporating the IHCD paramedic award). As a result of this, the visitors require documentation to allow them to assess elements of the programme. In this case, the submitted programme documentation did not make clear that the external examiner will always be subject to above stipulation. The visitors recognised that the current external examiner was HPC registered but the visitors felt the documentation must be explicit in this instance to ensure this standard continues to be met.

## Recommendations

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

**Recommendation:** The education provider should consider revisiting the British Paramedic Association (BPA) curriculum guidance on the supernumerary status of students as the proposed transition is made to a Diploma of Higher Education award which does not incorporate the IHCD paramedic training award.

**Reason:** The visitors recognise in the context of an IHCD paramedic award, supernumerary status of students is difficult to achieve as the students are currently employed and contracted to work as employees of the Trust and are part of work-force planning (though not as paramedics). However, the education provider indicated that the intention was to develop a programme of study entirely delivered using a higher education framework. The visitors felt that at this time it was important that the education provider took the opportunity to develop the programme in reference to the BPA curriculum guidance.

### **5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.**

**Recommendation:** The education provider should consider extending the period in which students are mentored before qualification after the completion of the hospital placement.

**Reason:** Though the visitors felt that those individuals who complete the programme will have demonstrated their ability to meet HPC standards, the feedback received from the students was that some additional time under mentorship after the hospital placement would be beneficial to students in their transition from student to paramedic.

### **5.9 There must be collaboration between the education provider and practice placement providers.**

**Recommendation:** The education provider should consider revisiting the arrangements for practice placement co-ordination after the appointment of a new member of staff who will take responsibility for this area of the programme.

**Reason:** The visitors felt that if the education provider met the conditions above and performed placement co-ordination as it was described that the programme would meet this standard. However, there were indications in the programme team meeting that there would be a new appointment made for a practice placement co-ordination role. Given the potential for positive changes, the visitors wanted to support the changes with this recommendation to revisit the placement co-ordination processes once the new appointment has been made.

**6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.**

**Recommendation:** The education provider should consider revisiting the assessment processes to ensure they reflect the external reference framework provided by the British Paramedic Association (BPA).

**Reason:** The visitors recognised that the programme was able to meet this standard but felt that through revisiting the curriculum guidance, the programme and students would benefit.

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Trisha Fillis  
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Education and Training Committee  
Health Professions Council  
Park House  
183, Park Road  
London

12<sup>th</sup> September 2008

Dear Chair

RE: Request for consideration of extenuating circumstances in the approval of the Certificate of Higher Education in Emergency Medical Care (incorporating IHCD Paramedic Award)

I have attached a letter from my self applying for extenuating circumstances. There is indeed more support for this programme other than myself but due to the tight time scales for submission further written testament has not been possible.

The Chief Executive – Hayden Newton – will also be willing to provide testimony and application for an additional attempt. The timing of the request has made it very difficult to get this due to performance meetings with the Strategic Health Authority.

The Director of Life Long Learning at the University will also make testimony but does not return from holiday until the 19<sup>th</sup> September 2008.

Yours sincerely,



**Marcus Bailey**  
**General Manager – Emergency Operations (Suffolk/Waveney)**  
**Academic Director – University of East Anglia**

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Education and Training Committee  
Health Professions Council  
Park House  
183, Park Road  
London

12<sup>th</sup> September 2008

Dear Chair

RE: Request for consideration of extenuating circumstances in the approval of the Certificate of Higher Education in Emergency Medical Care (incorporating IHCD Paramedic Award)

I am writing to formally ask for due and careful consideration for the above request. We undertook an approvals event in March 2008. This was initially to review our IHCD only paramedic training. The request came on the back of the requirement to approve all ambulance training centres. Our early visit was as a direct result of an annual monitoring submission. The preparation for the initial visit was based on this understanding. On the visit it became apparent that consideration for the programme above could be considered as this was the direction for the Trust.

As a result of this visit, as you can imagine, a number of conditions were stated. This report was produced in May 2008 for completion of the conditions reporting back to the visitors in July.

It is important for me to highlight during this time that the ambulance response time standards had been change to the new standard. This standard caused all ambulance trust's a significant performance challenge. This challenged commenced on the 1<sup>st</sup> April 2008. The East of England Ambulance Trust failed to perform to this standard. During the following weeks performance improvement plans were implemented that made operational use of all clinically trained staff and managers. The Trust continued to fail to meet its target and has been performance managed by the strategic health authority. This has made the functionality of the Trust limited in any other activity. The length of time required to complete the conditions was adversely affected and extended beyond the required time submission. The work required was also significant due to the initial visit changing focus to the certificate programme and not just IHCD.

The conditions were addressed with significant work and handed in. We have been informed that we have 2 conditions still outstanding which we believe are achievable and will allow us to deliver a quality product. However because this is classed as our second attempt I am informed that only a recommendation of non-approval can be the outcome. This is why we are asking for consideration to allow for these two conditions to be met. We have made a huge commitment to ensure we drive forward clinical standards while delivering performance. We have made a big statement in workforce planning of delivering a clinically driven ambulance Trust.

I would ask that the committee consider:

- 1) The original visit was planned for approval of the IHCD along due to this request coming from annual monitoring. This created an incomplete approvals visit and a significant amount of work outstanding meaning preparing the documentation through the University of East Anglia as the 5 year periodic review was also underway at this time as well.
- 2) The fact that the Trust is being performance managed by the SHA where we have steadied performance and have refocused on developments. This has allowed us to complete the submission and increase the establishment within our clinical and training directorates.
- 3) The submission was completed and only 2 conditions remain outstanding giving testament to the fact the visitors feel it is a programme that can demonstrate standards against proficiency and education and training although requiring a small amount of additional work.
- 4) The Trust has made a clear commitment to transits across to higher education and has found this rapid change a challenge but has retained its commitment to achieve and set the standard as one of the ambulance trust's to drive forward paramedic education.

I recognise the decision remains yours and acknowledge you will, as part of your role, give appropriate and careful consideration.

I thank you for taking the time to consider this submission for an additional attempt.

Yours sincerely,



**Marcus Bailey**  
**General Manager – Emergency Operations (Suffolk/Waveney)**  
**Academic Director – University of East Anglia**

Visitors' report

<b>Name of education provider</b>	East Midlands Ambulance Service NHS Trust
<b>Programme name</b>	IHCD Paramedic Award
<b>Validating body/awarding body</b>	IHCD (Part of Edexcel)
<b>Mode of delivery</b>	Full Time and Part Time
<b>Relevant part of HPC register</b>	Paramedic
<b>Date of visit</b>	10 and 11 July 2008

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 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 HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 10 September 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 25 September 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by <deadline for conditions>. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on <panel date>.

## Introduction

The HPC visited the programme at the education provider as it was an approved programme which had not been approved since the publication of the QAA subject benchmark statements. 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 professional body considered their accreditation of the programme. The professional body and the HPC 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 HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards.

## Visit details

Name of HPC visitors and profession	Mr Bob Fellows (Paramedic) Mr Gordon Pollard (Paramedic) Mr Derek Adrian-Harris (Radiographer)
HPC executive officer(s) (in attendance)	Miss Katherine Lock
HPC observer	Mrs Tracey Samuel-Smith
Proposed student numbers	90
Initial approval	September 2000
Effective date that programme approval reconfirmed from	(existing programmes) (delete if appropriate)
Chair	Ms Barbara Baker
Secretary	Ms Sue Taylor
Members of the joint panel	Mr John Martin (The College of Paramedics)

**Comment [s1]:** For EMAS - As the IHCD Paramedic award has a 'rolling' start date, please can we agree a start date which the programme approval will be reconfirmed from in your 28 day observation period.

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
External verifier report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust Policy Documents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review a programme specification or external examiners' reports prior to the visit as these documents do not exist.

During the visit the HPC 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"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recommended outcome

To recommend a programme for ongoing 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 51 of the SETs have been met and that conditions should be set on the remaining 12 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 agreed that the education provider may wish to discuss some of these conditions with the validating/awarding body before attempting to respond to the conditions.

The visitors have also made a number of 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

### **2.2.1 The admissions procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.**

**Condition:** The education provider must provide evidence that the admissions procedures include evidence of a good command of written and spoken English.

**Reason:** The education provider explained that ambulance technicians can only enter the ambulance service having obtained English GCSE with a C or equivalent. However, whilst the programme was mainly for technicians the visitors saw evidence that on occasion it was open to external recruits. To be eligible to apply for registration as a paramedic, programmes must ensure graduates can communicate in English to the standards equivalent to level 7 of the international English Language Testing System, with no element below 6.5. In order to assess whether students, upon graduation, are able to meet this standard of proficiency regarding English Language requirements the selection and entry criteria must include the assessment of this for all applicants.

### **4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:** The education provider must provide evidence as to where the following standards of proficiency (SOPs) are taught in the programme and then assessed:

1a.4 understand the importance of and be able to obtain informed consent

1a.6 be able to practise as an autonomous professional, exercising their own professional judgement

- be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
- be able to initiate resolution of problems and be able to exercise personal initiative
- know the limits of their practice and when to seek advice or refer to another professional
- recognise that they are personally responsible for and must be able to justify their decisions
- be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar circumstances or situations

1a.8 understand the obligation to maintain fitness to practise

- understand the need to practice safely and effectively within their scope of practice
- understand the need to maintain high standards of personal conduct
- understand the importance of maintaining their own health
- understand both the need to keep skills and knowledge up to date and the importance of career long learning

- be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment
- 1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers
- be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5
  - understand how communication skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability.
  - be able to select, move between and use appropriate forms of verbal and non verbal communication with service users and others
  - be aware of the characteristics and consequences of non verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
  - understand the need to provide service users (or people acting on their behalf) with information necessary to enable them to make informed decisions
  - understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
  - recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
  - be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication
- 1b.4 understand the need for effective communication throughout the care of the service user
- recognise the need to use interpersonal skills to encourage the active participation of service users
- 2a.1 be able to gather appropriate information
- 2a.2 be able to select and use appropriate assessment techniques
- be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
  - be able to conduct a thorough and detailed physical examination of the patient using observations, palpation, auscultation and other assessment skills to inform clinical reasoning and to guide the formulation of a diagnosis across all age ranges, including calling for specialist help where available
  - be able to use observation to gather information about the functional abilities of patients
  - understand the need to consider the assessment of both the health and social care needs of patients and carers.
- 2a.3 be able to undertake or arrange investigations as appropriate

- 2a.4 be able to analyse and critically evaluate the information collected
- 2b.1 be able to use research, reasoning and problem-solving skills to determine appropriate actions
- recognise the value of research to the critical evaluation of practice
  - be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
  - be aware of a range of research methodologies
  - be able to demonstrate a logical and systematic approach to problem solving
  - be able to evaluate research and other evidence to inform their own practice
- 2b.3 be able to formulate specific and appropriate management plans including the setting of timescales
- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
  - understand the need to demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and paramedic
- 2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully
- understand the need to maintain the safety of both service users and those involved in their care
  - ensure patients are positioned (and if necessary immobilised) for safe and effective interventions
  - know the indications and contra-indications of using specific paramedic techniques, including their modifications
  - be able to modify and adapt practice to emergency situations
- 2b.5 be able to maintain records appropriately
- be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
  - understand the need to use only accepted terminology in making records
- 2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly
- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
  - be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
  - recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately
- 2c.2 be able to audit, reflect on and review practice
- understand the principles of quality control and quality assurance
  - be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
  - be able to maintain an effective audit trail and work towards continual improvement
  - participate in quality assurance programmes, where appropriate
  - understand the value of reflection on practice and the need to record the outcome of such reflection
  - recognise the value of case conferences and other methods of review
- 3a.1 know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice
- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
  - understand the theoretical basis of, and the variety of approaches to, assessment and intervention
  - understand the following aspects of biological science:
    - how the application of paramedic practice may cause physiological and behavioural change
    - human growth and development across the lifespan
    - the main sequential stages of normal development, including cognitive, emotional and social measures of maturation through the human lifespan
    - relevant physiological parameters and how to interpret changes from the norm
    - the factors influencing individual variations in human function
  - understand the following aspects of behavioural science:
    - psychological and social factors that influence an individual in health and illness
    - how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
    - how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
  - understand the following aspects of clinical science:
    - pathological changes and related clinical features of conditions commonly encountered by paramedics
    - the changes that result from paramedic practice, including physiological, pharmacological, behavioural and functional
    - the theoretical basis of assessment and treatment and the scientific evaluation of effectiveness
    - principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice

- the theories supporting problem solving and clinical reasoning

**Reason:** Many of the standards of proficiency were mapped and explained in the programme team meeting to be met in 'module J'. The programme team have, however, designed this short module for post registration. Therefore, students will not have met these standards of proficiency until after they have graduated. Some of the SOPs were explained to be covered at technician level but there was no assessment of this achievement at paramedic level within this taught programme. With this in mind and with the documentation presented, the visitors were unsure that students were meeting the above standards of proficiency.

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

**Condition:** The education provider must submit evidence to show where the philosophy and values of the curriculum guidance are implemented and assessed in the programme.

**Reason:** It was not clear from the documentation and discussions with the programme team where issues of law, ethics and research were taught within the programme. With this knowledge, students will broaden their depth of learning, giving them a good underpinning for the rest of the learning outcomes within the programme. Standards of proficiency that relate to the philosophy and values in the curriculum guidance have not been covered. These are detailed in the condition against SET 4.1 and in meeting this condition students will, in turn, graduate with the ability to meet these standards of proficiency.

#### **4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.**

**Condition:** The education provider must provide evidence that the programme teaches and assesses autonomous thinking.

**Reason:** Through various questioning with the programme team it was evident that a great deal of the focus on autonomous thinking was potentially carried out in the post registration 'J module'. The description of the way in which this teaching was carried out was sufficient to meet this standard. However, this module is taught once the students are registered and therefore they will not have been assessed on their autonomy. Standards of proficiency that relate to autonomous and reflective thinking were not included in the learning outcomes for the programme. These are detailed in the condition against SET 4.1. In meeting this condition students will, in turn, graduate with the ability to meet these standards of proficiency.

#### **5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement**

**Condition:** The education provider is to provide evidence that an adequate number of appropriately qualified and experienced staff are available for students at all of the placements.

**Reason:** The programme team explained that they are still looking to recruit practice placement educators (PPE) and students told the visitors they did not always have a named PPE in the clinical setting, often spending there their time chasing the opportunity to pass endotracheal tubes by running from one theatre to another. The visitors were unsure if the amount of staff available at placements was enough for the expanding student numbers enrolling on to this programme. The programme team explained they share the placement educator's database with an approved university paramedic programme but this was not included in the documentation. In order to meet this standard, visitors want to see formal processes of ensuring placement educators are appropriately qualified and experienced and that there is a formal process in place to ensure the needed amount of practice placement educators are available.

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

**Condition:** The education provider must provide evidence of a formal process in place to approve and monitor all placements.

**Reason:** Throughout discussions with the placement providers, students and programme team it became evident that student placements were not approved. The programme team explained that a university uses the ambulance centre as a placement for their programme and audits the ambulance centre; this is not relevant to this programme. There were no processes to audit, process placement co-ordinators feedback or deal with complaints/difficult situations. The placement providers told the visitors that they were not fed back to once students had completed feedback exercises and therefore could not act upon any issues.

##### **5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.**

**Condition:** The education provider must provide a list of learning outcomes to be achieved at placements which will be designed for student and placement providers' information.

**Reason:** The learning outcomes to be achieved during placements were not categorically listed in the documentation available to students and placement educators. When meeting the placement providers, they explained to the visitors that they would like to have this information. Providing this information will make what is expected of the student explicit and easier to measure and assist in measuring of progression and the outcomes of competency.

##### **5.7.3 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the expectations of professional conduct.**

**Condition:** The education provider must provide evidence that the students are informed about the expectations of professional conduct before attending placements.

**Reason:** The students were taught the areas of professional conduct. However, the documentation showed that this is taught on the last week of the programme once they have completed placements. In meeting with the placement providers, they explained that minor issues had arisen around student conduct whilst on placement. A change in the structure and delivery of the timetabling will better prepare students for their understanding and expectation of professional conduct in placements.

**5.8.1 Unless other arrangements are agreed, practice placement educators must have relevant qualifications and experience.**

**Condition:** The education provider must provide evidence that all staff supporting students in practical placements have relevant qualifications and experience.

**Reason:** It was explained by the education provider throughout various meetings at the visit that there was support for students whilst on placement but a formal process was not in place to select these supporters. The education provider explained they share the practice placement educator's database with an approved university paramedic programme but this was not included in the documentation. In order to meet this standard, visitors want to see a formal process of ensuring placement educators have the relevant experience and knowledge and that this is a consistent process across all placements used within the trust.

**5.8.2 Unless other arrangements are agreed, practice placement educators must be appropriately registered.**

**Condition:** The education provider must provide evidence that all staff supporting students in practical placements are appropriately registered.

**Reason:** It was explained throughout various meetings at the visit that there was support for students whilst on placement but a formal process was not in place to select these practice placement educators. The programme team explained they share the placement educator's database with an approved university paramedic programme but this was not included in the documentation. In order to meet this standard, visitors want to see formal processes of ensuring placement educators are appropriately registered. The placement educators may include health professionals who are not HPC registered, but are registered with other statutory regulators, for example a Nurse educator with the Nursing and Midwifery Council. In this case the education provider will need to explain how their qualifications and training assist students to learn.

**5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.**

**Condition:** The education provider must provide a strategy and timescales for practice placement educators to enrol onto and complete the designed Mentor Preceptorship programme that will fully prepare them to carry out practice placement educator roles

**Reason:** The programme team provided information on a Mentor Preceptorship model currently going through their education committee for approval. The visitors were impressed with this concept model and would like to see the plan and timescale for implementing this tool in order to be assured that future mentors are undertaking appropriate training.

**6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.**

**Condition:** The education provider must provide evidence that the assessment regulations specify the requirement for the appointment of an external examiner from the relevant part of the register or otherwise appropriately registered.

**Reason:** From the documentation and discussion with the programme team it was apparent that there was no external examiner for the programme. The visitors recognise that the validating/awarding body visit the education provider to assess the programme against their rules and regulations. However, this is not the equivalent of an external examiner's review of a programme. The visitors would like to be assured that the education provider's regulations show that an external examiner from the relevant part of the HPC register or otherwise agreed appropriately qualified external examiner will be appointed.

## Recommendations

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

**Recommendation:** The education provider should update the admissions procedure to include appropriate academic and/or professional entry standards for non-technicians and paramedic returners with lapsed registration.

**Reason:** The documentation made it clear that this programme was a route for technicians to paramedics. Therefore, applicants applying to this programme will have completed the technician modules. It is not likely that non-technicians will apply to enrol onto the programme, however, visitors advise that any non-technician applicants are made more aware what professional and/or academic entry standards are required if they have not completed technician levels.

### **3.6 A programme for staff development must be in place to ensure continuing professional and research development.**

**Recommendation:** The education provider should include scholarly and research activity within the programme for staff development.

**Reason:** Although there was opportunity for staff to undertake CPD activity there was no drive for staff to undertake research and scholarly development. It is understood that time and funding is stretched but where opportunity arises, the visitors felt that appropriate activity should be taken.

### **3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.**

**Recommendation:** The education provider should consider the stock of practical resources for each ambulance training centre within the trust.

**Reason:** The programme team explained that although there was an acceptable amount of kit for all three ambulance training centres within the trust, staff have to deliver resources around the region and borrow from others. Whilst this currently works, the visitors felt that perhaps a longer term solution is required that better meets the flexible demands of delivery in a large ambulance trust.

### **3.13 The learning resources, including the stock of periodicals and subject books, IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.**

**Recommendation:** The visitors wished to recommend that the education provider strengthen the book lists to provide a more up to date collection, with sufficient resources available to the increasing number of students.

**Reason:** Whilst the visitors felt that the resources on the programme were adequate they felt that the programme team could review the range and currency

of the texts being used, as the students would benefit from a wider range of texts and more current editions being utilised on the programme.

#### **4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.**

**Recommendation:** The education provider should consider standardising the delivery pattern of practice and theory across all ambulance centres within the trust.

**Reason:** Whilst the programme team clearly delivers a programme across all training centres which includes theory and practical learning, and in turn enables safe and effective practice, students explained there are differences between training centres. Some centres have all the theory first and then have placements. Another training centre has theory interspersed with practice, alternating between the two. This latter way of teaching theory and practice was seen as most favourable by the students.

#### **4.7 Where there is inter-professional learning, the profession-specific skills and knowledge of each professional group must be adequately addressed.**

**Recommendation:** The education provider should further develop and integrate existing examples of inter-professional learning with other appropriate health professionals.

**Reason:** The programme team explained that inter-professional teaching was carried out and that the skills and knowledge of each professional group was adequately addressed. However the visitors felt that this could be enhanced by including several healthcare professions. It is recommended that if this happens, consideration of the skills and knowledge of each separate professional group is needed.

#### **5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.**

**Recommendation:** The education provider should consider broadening the range of placements used for student experience.

**Reason:** The visitors felt that the range of placements that students attend was appropriate for learning outcomes on the programme. However, the programme team should take the opportunity to consider other placement sites that could enhance the range of learning experiences in a variety of environments.

Mr Bob Fellows  
Mr Gordon Pollard  
Mr Derek Adrian-Harris



RE: HPC Visitors Report EMAS NHS Trust 14<sup>th</sup> Aug 2008

## **CONDITIONS**

### **2.2.1 The admission procedures must apply selection criteria, including evidence of a good command of written and spoken English.**

**Reason:** The education provider explained that ambulance technicians can only enter the ambulance service having obtained English GCSE with a C or equivalent. However, whilst the programme was mainly for technicians the visitors saw evidence that on occasion it was open to external recruits. To be eligible to apply for registration as a paramedic, programmes must ensure graduates can communicate in English to the standards equivalent to level 7 of the international English Language Testing System, with no element below 6.5. In order to assess whether students, upon graduation, are able to meet this standard of proficiency regarding English Language requirements the selection and entry criteria must include the assessment of this for all applicants.

#### **Appeal 1**

Please find attached a copy of the Essential Recruitment Criteria Document. This document clearly outlines the eligibility criteria for external candidates onto the AECS Course (aka Technician).

We discussed at the visit that this document would become **Appendix H** of the Education, learning and Development Policy (previously presented as evidence) when approved by Education Committee.

The Education Committee is next due to meet on the 16<sup>th</sup> Sept 2008 and we are confident it will be approved fully.

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### **4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Reason:** Many of the standards of proficiency were mapped and explained in the programme team meeting to be met in 'module J'. The programme team have, however, designed this short module for post registration. Therefore, students will not have met these standards of proficiency until after they have graduated. Some of the SOPs were explained to be covered at technician level but there was no assessment of this achievement at paramedic level within this taught programme. With this in mind and with the documentation presented, the visitors were unsure that students were meeting the above standards of proficiency.

#### **Appeal 2**

The HPC visitors seem under the impression that Module J (CP Module) is Post-Registration when in actuality it is Pre-Registration, as is the one week community placement.

The Module is only delivered Post-Registration as a stand alone module to existing practicing paramedics to provide a uniform skill set across the Trust.

All of the SOP's are contained in Module J (CP Module) and confirmation of where that evidence is located within the Module J Handbook and Tutor Administrator Handbook is listed below:

SOP 1a4	Pg. 11 Learning Outcome Inter-professional working and holistic patient management
SOP 1a6	Pg. 12 Learning Outcome. Clinical safety netting and referral pathways Pg. 13 Assessment Procedure Pg. 15 Objective Structured Clinical Examinations
SOP 1a8	Pg. 4 Programme. Day 1 Session 1
SOP 1b3	Pg. 5 Learning Outcome. History taking Pg. 11 Learning Outcome Inter-professional working and holistic patient management Paramedic Programme. Week 7. Day 4. Session 1. Mental Health/Capacity Session Essential Training Matrix 4 hours e-learning. Equality and Diversity
SOP 1b4	Pg. 5 Learning Outcome. History Taking
SOP 2a1	Pg. 5 Learning Outcome. History Taking Pg. 12 Learning Outcome. Clinical safety netting and referral pathways
SOP 2a2	Pg. 5 Learning Outcome. Patient Examination Pg. 12 Learning Outcome. Clinical safety netting and referral pathways Pg. 13 Assessment Procedure Pg. 15 Objective Structured Clinical Examinations
SOP 2a3	Pg. 12 Learning Outcome. Clinical safety netting and referral pathways
SOP 2a4	Pg. 12 Learning Outcome. Clinical safety netting and referral pathways
SOP 2b1	Paramedic Programme. Week 7. Day 4. Session 1. Clinical Governance Session Pg. 13 Assessment Procedure Pg. 15 Objective Structured Clinical Examinations
SOP 2b3	Pg. 5 Learning Outcome. History Taking Paramedic Programme. Age span and lifestyle covered in many sessions applicable to clinical outcomes.
SOP 2b4	Pg. 12 Learning Outcome. Clinical safety netting and referral pathways Pg. 13 Assessment Procedure Pg. 15 Objective Structured Clinical Examinations
SOP 2b5	Pg. 12 Learning Outcome. Clinical safety netting and referral pathways Pg. 13 Assessment Procedure Pg. 15 Objective Structured Clinical Examinations

SOP 2c1	Paramedic Programme Week 1 Day 1. CPD and HPC Requirements Paramedic Programme Week 7 Day 5. Professional Code of Conduct
SOP 2c2	Paramedic Programme Week 1 Day 1. CPD and HPC Requirements Paramedic Programme Week 7 Day 5. Professional Code of Conduct Pg. 12 Learning Outcome. Clinical safety netting and referral pathways
SOP 3a1	Paramedic Programme. Pg. 5 Learning Outcome. History Taking Pg. 6 Learning Outcome. Cardiovascular and respiratory examination Pg.7 Learning Outcome Gastrointestinal and genitourinary examination Pg.8 Learning outcome. Musculoskeletal examination Pg. 9 Learning Outcome. CNS examination Pg. 10 Learning Outcome. Wound assessment Pg. 11 Learning Outcome Inter-professional working and holistic patient management Pg. 12 Learning Outcome. Clinical safety netting and referral pathways

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#### **4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.**

**Reason:** Through various questioning with the programme team it was evident that a great deal of the focus on autonomous thinking was potentially carried out in the post registration 'J module'. The description of the way in which this teaching was carried out was sufficient to meet this standard. However, this module is taught once the students are registered and therefore they will not have been assessed on their autonomy. Standards of proficiency that relate to autonomous and reflective thinking were not included in the learning outcomes for the programme. These are detailed in the condition against SET 4.1. In meeting this condition students will, in turn, graduate with the ability to meet these standards of proficiency.

#### **Appeal 3**

The HPC visitors seem under the impression that Module J (CP Module) is Post-Registration when in actuality it is Pre-Registration, as is the one week community placement.

The Module is only delivered Post-Registration as a stand alone module to existing practicing paramedics to provide a uniform skill set across the Trust.

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

**Reason:** The programme team explained that they are still looking to recruit practice placement educators (PPE) and students told the visitors they did not always have a named PPE in the clinical setting, often spending their time chasing the opportunity to pass endotracheal tubes by running from one theatre to another. The visitors were unsure if the amount of staff available at placements was enough for the expanding student numbers enrolling on to this programme. The programme team explained they share the placement educator's database with an approved university paramedic programme but this was not included in the documentation. In order to meet this standard, visitors want to see formal processes of ensuring placement educators are appropriately qualified and experienced and that there is a formal process in place to ensure the needed amount of practice placement educators are available

### **Appeal 4**

The HPC visitors have not fully understood our explanation of where we are in this process. We have sufficient practice placement educators but at the time of the visit had not tried and tested the new practice placement handbook to support a robust administration of the arrangements. We have piloted this handbook with Paramedic Course 01/08 with great success and can confirm that all centres, all students and all placements are utilising all aspects of the handbook.

The database is not shared with any University but is a stand alone EMAS database to track the evaluation questionnaires. The questionnaires are in the Tutor Administrator Handbook Pgs.50; 85 & Pg. 51 of Clinical Placements for EMAS Students undertaking Professional Clinical Qualifications Handbook. This was available on the day of the HPC visit and has already been presented electronically.

Further evidence of **5.2** can be found on the following pages:

Pg.7 Clinicians facilitating Clinical opportunities for EMAS Students.

Pg.9 Placement Administration – Name and Contact number for the practice placement areas.

Pg.12 Placement Evaluation and Feedback Forms - these are fed into the database

Pg.19 Practice Placement Contact Sheet

Supplemental Evidence: this was not available for the visit because it was new documentation and the data base was untested, we did discuss at great length how it would work but I think the visitors might be reassured that it is working in practice. Paramedic Course 01/08 has now completed all but a few of the placements so attached are sample pages from the database of the evaluations. These comments have been fed back to the appropriate departments and are followed through by the course director. This communication chain is recorded in the archive documents for each course, samples not yet available for feeding back to Placement educators for P01/08 as some students are still on placement and the process is not complete.

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

**Reason:** Throughout discussions with the placement providers, students and programme team it became evident that student placements were not approved. The programme team explained that a university uses the ambulance centre as a placement for their programme and audits the ambulance centre; this is not relevant to this programme. There were no processes to audit, process placement co-ordinators feedback or deal with complaints/difficult situations. The placement providers told the visitors that they were not fed back to once students had completed feedback exercises and therefore could not act upon any issues.

### **Appeal 5**

The student placements are approved by the Practice Placement Team and below is listed some of the evidence to substantiate this that can be found in the Clinical Placements for EMAS Students undertaking Professional Clinical Qualifications Handbook. This was available on the day of the HPC visit and has already been presented electronically.

Pg. 22 Pre-Practice Placement Health & Safety Questionnaire  
Pg. 23 Practice Placement Health & Safety Orientation Checklist  
Pg. 29 Reporting Placement Concerns Flowchart  
Pg. 30 Practice Area Concern raised by Student  
Pg. 32 Practice Placement Mentor Questionnaire  
Pg. 33 Practice Placement Student Questionnaire  
Pg. 34 Dealing with Practice Placement Database – outlines monitoring and feedback of evaluations.  
Pg. 89 Practice Placement Student Questionnaire

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### **5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.**

**Reason:** The learning outcomes to be achieved during placements were not categorically listed in the documentation available to students and placement educators. When meeting the placement providers, they explained to the visitors that they would like to have this information. Providing this information will make what is expected of the student explicit and easier to measure and assist in measuring of progression and the outcomes of competency.

### **Appeal 6**

The evidence for this was all presented in the Clinical Placements for EMAS Students undertaking Professional Clinical Qualifications Handbook in the following listed pages:

Pg. 3 How clinical practice placements are organised, arranged, monitored and evaluated.  
Pg. 4 Clinical Practice Requirements  
Pg. 5 Practice Placement Areas Roles and Responsibilities.  
Pg. 14 HPC Standard 5 Practice Placement Standards  
Pg. 16 Practice Placement Guide  
Pg. 27 Record of Practice Placement Dates  
Pg. 36 Objectives for Additional Competences

**NB:** on reflection we considered that splitting the Objectives for Clinical Placement Pg. 4 and Objectives for additional competencies Pg. 36 could be confusing and those sections are now merged as one clear set of objectives. Practice Placement Objectives Document attached.

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## **RECOMMENDATIONS**

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

**Reason:** The documentation made it clear that this programme was a route for technicians to paramedics. Therefore, applicants applying to this programme will have completed the technician modules. It is not likely that non-technicians will apply to enrol onto the programme, however, visitors advise that any non-technician applicants are made more aware what professional and/or academic entry standards are required if they have not completed technician levels

#### **Appeal 7**

Please find attached a copy of the Essential Recruitment Criteria Document. This document clearly outlines the eligibility criteria for external candidates onto the AECS Course (aka Technician). It also outlines that APL is available for allied health professionals.

We discussed at the visit that this document would become **Appendix H** of the Education, Learning and Development Policy (previously presented as evidence) when approved by Education Committee.

The Education Committee is next due to meet the 16<sup>th</sup> Sept 2008 and we are confident it will be approved fully.

The Assistant Director of Human Resources-Organisational Learning and Education Karen Glover gave a presentation outlining plans for the future which discussed the ECA Bridging Programme currently under discussion with Skills for Health. This is the programme to fill the gap when Technicians are no longer educated by the Trust. It is anticipated this programme will allow ECA's to join both internal and external Paramedic Programmes.

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### **4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.**

**Reason:** Whilst the programme team clearly delivers a programme across all training centres which includes theory and practical learning, and in turn enables safe and effective practice, students explained there are differences between training centres. Some centres have all the theory first and then have placements. Another training centre has theory interspersed with practice, alternating between the two. This latter way of teaching theory and practice was seen as most favourable by the students.

#### **Appeal 8**

The content of the programmes is standardised across the three sites as is evidenced by the generic Tutor Administrator Handbook for the Trust, that is amended and updated by the Pre-Registration Team and cascaded into Master Training within a shared database.

However the delivery model is and has been dependant upon Divisional workforce requirements and this flexibility is necessary for the Core Business Plan. The Education and Development Team recommend the Standard method of delivery but at times of extreme demand have demonstrated flexibility whilst maintaining the student centred ethos of education.

Standard: One Module at a time with appropriate Practice Placements in-between those Modules.

Example1: One week in for clinical, one week Practice Placement, two weeks operational.

Example 2: Clinical Programme eight consecutive weeks, followed by six consecutive week's Practice Placements.

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EMAS will **COMPLY** with all other Conditions and Recommendations contained in the HPC visitors report.

Anne-Marie Chatwin  
Clinical Education Manager (Kingsway)  
HPC Lead

**East Midlands Ambulance Service NHS Trust**

**EDUCATION, LEARNING AND DEVELOPMENT  
POLICY**

Links to:

- Performance and Development Review Policy
- Knowledge and Skills Framework
- Pay Progression Policy
- Induction Policy
- Agenda for Change: NHS Terms and Conditions of Service Handbook
- Paramedic Entrance Course Process
- Clinical Education Assessment and Referral Policy
- In Service Clinical Practice Record
- Post Technician/Student Paramedic Development Assessment Process
- IHCD Ambulance Service Paramedic Training In Hospital Training Book/IHCD Rules and Regulations
- CPD folder
- Resuscitation Policy
- Paediatric Care Policy
- Obstetrics Care Policy
- Safer Manual Handling Policy
- Health and Safety Policy
- Risk Management Strategy
- Safeguarding Children Policy
- Vulnerable Adult Policy
- Infection Control Policy
- Medicine Management Policy
- CBRN Decontamination Procedure
- Learning from Untoward Incident and Claims and Complaints
- Sharps Policy
- Policy for the Management of Violence and Aggression in the Workplace
- Lone Working Policy
- Fire Safety Policy and Procedure
- Untoward Incident Reporting Policy and Procedure
- Decontamination Policy and Procedures
- Safer Handling Policy
- Display Screen Equipment (DSE)
- Personal Protection Equipment (PPE)
- JRCALC
- Policy for the Implementation of JRCALC Guidelines
- Medical Devices Policy
- Policy and Procedure for the Evaluation of Medical Devices and Consumables
- Integrated Governance Policy
- Continual Professional Development Paper (Education Committee 25/2/2007)
- Policy for Community First Responders
- Mentorship Policy
- Disciplinary Procedure

**Owner: Director of Human Resources**

**Lead: Assistant Director of Organisational Learning**

**Version: 2.0**

**Approved By: HR Strategy Committee**

**Date: July 2008**

**Review Date: July 2009**

**Policy ID: HR/02.19**

## Version Control

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### Document Location

The source of the document will be found in the 'Library' folder located in the EMAS public drive (S:)

### Revision History

Revision date	Previous revision date	Summary of changes
July 2007	N/A	New Policy for new EMAS Trust
July 2008	July 2007	Policy Review – amendments made to comply with NHSLA Risk Management Standards

### Approvals

This document requires approval from the following:

Name	Date of Approval	Version
HR Strategy Committee	26 July 2007	1.0
HR Strategy Committee	31 <sup>st</sup> July 2009	2.0

### Distribution

This document has been distributed to:

Name	Date
Library (EMAS Public Drive)	August 2008
Intranet	August 2008
All Staff	August 2008

### Freedom of Information Act 2000 Access

This document is available via the EMAS Publication Scheme under Class 12 [www.emas.nhs.uk](http://www.emas.nhs.uk)

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## EDUCATION, LEARNING AND DEVELOPMENT POLICY

### 1.0 Policy Statement

- 1.1 East Midlands Ambulance Service (referred to as the 'Trust') recognises the importance and need for education, training and development of its entire staff in order to provide high quality services and effective patient care.
- 1.2 The Trust will enable staff to maximise their full potential by ensuring they have access to appropriate and timely education and training that meets both organisational objectives and professional development requirements. This will ensure the consistent improvement in the quality and effectiveness of patient care.
- 1.3 This policy includes the process to be followed and guidance to ensure equitable access to support for education, training and development (including study leave and financial support).
- 1.4 All learning and development activities identified will be in line with good equal opportunities practice.

### 2.0 Objectives of the Policy

- 2.1 To align learning and development opportunities linking with the Trust's Business plan and it's strategic objectives.
- 2.2 To support employee skill development to enable effectiveness in their roles.
- 2.3 To support and encourage the development of employees to enable their progression through the organisation.
- 2.4 To clarify education, learning and development provision across the Trust and to ensure support and advice is consistent throughout the Trust.
- 2.5 To ensure that all employees are given the opportunity to develop competencies in the areas identified in their KSF.

### 3.0 Scope of the Policy

- 3.1 This policy applies to all employees working within East Midlands Ambulance Service NHS Trust.

### 4.0 Equality and Human Rights Impact Statement

- 4.1 This policy embraces Diversity, Dignity and Inclusion in line with emerging Human Rights guidance. We recognise, acknowledge and value difference across all people and their backgrounds. We will treat everyone with courtesy and consideration and ensure that no-one is excluded or disadvantaged in anyway.
- 4.2 The Trust aims to ensure that all of our teaching and training communications, methods, materials, processes and training approaches are non-discriminatory and supportive of all individual's needs. If you see or experience an example of discrimination in the education setting, please report your concerns so that these can be investigated and rectified.
- 4.3 Staff members who are concerned about their ability to undertake the learning asked of them should discuss their concerns with a member of the Organisational Learning and Education team to gain advice. Cases will be evaluated on a case by case basis and appropriate and reasonable adjustments and support will be offered and made where applicable. The Education and Development Centres have learning and support staff

## EDUCATION, LEARNING AND DEVELOPMENT POLICY

available to assist with staff declared with learning needs. All cases will be treated in confidence. Under the Disability Discrimination Act the Trust aims to ensure access to provision of learning.

### 5.0 General Policy and Procedure

5.1 To ensure that all staff who work for the Trust have:

- A comprehensive induction to the Trust and their individual post
- An annual PDR(Performance Development Review) and KSF (Knowledge and Skills Framework) review meeting that clearly identifies their training needs, chosen career pathway and maps these to the needs of the organisation
- Essential training needs for their job role identified during their PDR as per the Essential Training Matrix(Appendix F). As this is a working document please ensure that for PDR purposes the Essential Training Matrix on the intranet is use as opposed to the example used in Appendix F.
- Essential training needs for their job role identified
- Training needs met through the most appropriate route
- Support from management in their continuing professional development (CPD) regardless of job or status
- Empowerment through education and training to enhance the patient experience

### 6.0 Types of Training

The following categories provide a basis upon which managers and staff can discuss and agree training needs:

#### 6.1 Essential Training

6.1.1 This category refers to training that is 'mandatory' or 'statutory' and is therefore compulsory. Essential training includes, for example Hand Hygiene, Fire Prevention, Moving and Handling, Safeguarding Children and Vulnerable Adults, Equality and Diversity, Conflict Resolution and PDR/KSF. All essential training must be attended in accordance with the Trust's essential training guidelines (Appendix F), and accessed via EMAS intranet INSITE on the Learning Zone. Line managers must assist employees in planning work schedules in order to facilitate release from service delivery. Non-attendance on essential training may also result in the disciplinary policy being invoked, see section 13 (please also refer to the Trust's Disciplinary Policy and Procedure).

#### 6.2 Job Requirement Training

6.2.1 This defines training that must be undertaken generally at the instigation of a manager i.e. it is identified that there is a **need** for a particular member of staff to attend specific training. This would include for example, recruitment and selection training if the member of staff were to be involved in recruitment of staff. This area would also include clinical or professional updates and medical equipment training, where these again are identified by the manager as a requirement for the member of staff to undertake to function effectively in their job role. This training is not just a useful addition but important to fulfil the requirements of the post.

6.2.2 This training should be supported by allowing access to the most appropriate training. The training should be planned into the work schedule over an agreed period of time which will minimise the impact on other team members and the delivery of service.

### 6.3 Personal Development

- 6.3.1 This is training and development which is not necessarily a requirement to fulfil the role, but which makes a valuable contribution to the service/organisation and includes elements of personal development for the individual. This may include degree and postgraduate study as well as supporting all employees to develop their basic skills, including numeracy and literacy to the equivalent level of 5 GCSE's (Skills Pledge, DoH 2007).
- 6.3.2 Time allowed for personal development must be agreed with the line manager and planned into the work schedule to minimise impact on other team members and service delivery. Personal Development should be undertaken only when essential and job requirement training have been completed.

### 6.4 Continuing Professional Development (CPD)

- 6.4.1 CPD is part of the process of lifelong learning for all staff. Continuing to develop your professional standards, knowledge, skills and ability is a critical element for ensuring you are 'safe to practice'. Good practice identifies that every employee has a responsibility to undertake CPD. In the cases of professional registration, your registration can be adversely affected by not keeping up to date with your CPD requirements (where applicable).
- 6.4.2 In line with other Health and Social Care Organisations, the British Paramedic Association recommend 6 days (45 hours) per year as the minimum time granted by employers to facilitate CPD. These 6 days should be over and above existing statutory and mandatory training and should be made available to both registered and non-registered employees. Whilst the Trust is not commissioned to deliver this best practice recommendation, EMAS will work with commissioners to strive towards this provision in future years.
- 6.4.3 In order to assist the reflection and recording of CPD all staff should make use of their personal development portfolio and update it on an ongoing basis.

## 7.0 Suggested Methods of Development

Work-based Development	Non Work-based Development
<ul style="list-style-type: none"><li>• Induction</li><li>• Work/job rotation</li><li>• Experiential Learning</li><li>• Accredited work-based development programmes</li><li>• Job enlargement</li><li>• E-learning</li><li>• Secondments</li><li>• Placements</li><li>• Shadowing</li><li>• "Acting Up"</li></ul>	<ul style="list-style-type: none"><li>• External Courses</li><li>• Internal courses</li><li>• Skill workshops</li><li>• Tutorials</li><li>• Conferences</li><li>• Away Days</li><li>• Distance Learning</li><li>• Internet searching</li><li>• E-learning</li><li>• Interest groups</li><li>• Scenario based learning</li></ul>

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- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Mentoring/coaching others</li><li>• Being Mentored/coached</li><li>• Special assignments</li><li>• Projects</li><li>• Working groups</li><li>• Guided practice</li><li>• Clinical supervision</li><li>• Supervised practice</li><li>• Discussion groups</li><li>• Interest staff groups</li><li>• Reading</li><li>• Reflective practice/learning log</li><li>• Action learning sets</li></ul> | <ul style="list-style-type: none"><li>• Private study, reading, research</li><li>• Writing articles/papers</li><li>• Learning sets</li><li>• Networking</li></ul> |
|---|---|

### 8.0 Responsibilities and Accountabilities

#### 8.1 Organisation – Executive Team

- Set Organisational, Directorate, Departmental Objectives
- Identify and set direction for workforce development in line with national and local agenda.
- Support directorates to achieve their learning and development objectives
- Seek Trust wide initiatives to meet organisational workforce development issues
- Identify external initiatives that could benefit the organisation's learning and development aims and objectives
- Ensure directorates are performance managed on quality and conduct of the Performance and Development Review process
- Consult with the Organisational Learning and Education team to ensure that a representative annual training education plan is developed which reflects all essential training. Organisational Learning will be kept informed of ongoing requirements through representation at Integrated Governance Committees and Inter-Department meetings (Appendix C).
- Agreed Essential Training for all East Midlands Ambulance NHS Trust staff will be produced for the forthcoming financial year (Appendix E).

#### 8.2 Management Team (Bands 7 & 8)

- Cascade the set Organisational, Directorate, Departmental Objectives to your management team
- Support the identification and setting of the direction for workforce development in line with national and local agendas
- Promote and support the organisational aim of being a 'Learning Organisation'
- Support your directorate to achieve their learning and development objectives
- Work in collaboration with other directorates to achieve consistency, efficiency and effective learning and development initiatives
- Seek and promote Trust wide initiatives to meet organisational workforce development issues
- Identify external initiatives that could benefit the organisation's learning and development aims and objectives
- Ensure your directorate is performance managed on quality and conduct of the Performance and Development Review process
- Consult with the Organisational Learning and Education team to develop a representative annual training plan

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- Ensure department's/directorate's KSF outlines and subsets are up to date
- Agree and authorise, where appropriate, funding provision or partial support for educational, learning or development initiatives (unless externally bid and funded for)
- Actively support and use the E2Train Learning Management System.

### 8.3 **Line Manager**

- Cascade the set Organisational, Directorate, Departmental Objectives to your team
- Set and support individual objectives that are both realistic and achievable
- Promote and support the organisational aim of being a 'Learning Organisation'
- Ensure your directorate achieves their learning and development objectives
- Work in collaboration with other line managers to achieve consistency, efficiency and effective learning and development initiatives
- Promote initiatives that meet organisational workforce development issues
- Ensure your team members all receive a Performance and Development Review on an annual basis (minimum)
- Identify learning and development needs to your management team and contribute to your department's/directorate's education, learning and development requirements. To enable directorate to contribute to the annual training plan
- Co-ordinate teams to enable staff to be released for education, learning and development
- Ensure team member's KSF outlines and subsets are up to date
- Ensure staff are aware of the Education, Learning and Development Policy
- Ensure staff are aware of their attendance on a course or learning activity and the learning objectives to achieve
- Respond appropriately to staff members who do not attend planned events. Review and management of non-attendees will be notified to the line manager by the Organisation Learning Team.
- Actively support and use the Learning Management System.

### 8.4 **Individual/Student**

- Identify own learning and development needs in line with the job's KSF outline and take personal responsibility for undertaking agreed development
- Demonstrate commitment to learning and development through completing your personal development plan (PDP) by agreeing to action tasks/events identified
- Take responsibility for Continued Professional Development as required
- Recognise the need for 'Lifelong Learning' in supporting individual, department and organisational service delivery
- Notify cancellation of any course place as early as possible so that the course place can be offered to another member of staff
- Actively support and use the E2Train Learning Management System.
- Ensure compliance with registration requirements

### 8.5 **Organisational Learning and Education Department**

- Support and deliver a range of multi-disciplinary development opportunities
- Quality assure programmes
- Ongoing implementation of KSF development initiatives
- Access appropriate resources and funding to support the organisation's education, learning and development agenda
- Liaise and consult with the all directorates on an ongoing basis to ensure educational plan is representative of organisational need
- Effectively communicate to the organisation regarding education, learning and development matters and initiatives

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- Continuously review programmes, courses and initiatives to ensure quality and best fit with organisational need
- Enable access for all, as appropriate to the initiative
- Provide course administration (e.g. confirming course places, sending out course material)
- Monitor education, learning and development uptake and report on finding by exception, to The Education Committee on a bi-monthly basis, for action by the relevant Directorate.
- The Learning Management System to be used to support monitoring records for the Trust.
- Manage the Training Needs Analysis process for the Trust.

### 8.6 Education Committee

- Ensure Organisational Learning and Education directorate's policies are in line with Corporate policy and are monitored for effectiveness as per Monitoring of the Policy section 17.
- To promote clinical excellence in the workforce through educational initiatives
- To review the delivery of clinical and non-clinical education to ensure consistency in approach and the use of appropriate learning and development tools and techniques
- To develop an education plan to support the Trust's Workforce Plan and business plans
- To agree educational priorities across the Trust
- To integrate Clinical Education with Organisational Development and Management Development
- To oversee the implementation of the leadership strategy and management development
- To ensure that the mandatory and statutory education and training requirements are incorporated into core education programmes.
- To work with Higher Education providers to progress ECP/CP development and the emerging national strategy for total HE provision for Paramedic education.
- To co-ordinate resources across corporate functions to ensure appropriate release of staff and complementary delivery (i.e. Risk, H&S, HR, IM&T).
- To ensure that new national education requirements are planned and implemented (i.e. conflict resolution, complaints, Local Counter Fraud Security Management).
- To co-ordinate funding and spending plans from income to maximise learning and development opportunities.
- To ensure the maintenance of quality standards during the transition from IHCD training working with the Health Profession Council for all future education on registration changes.
- To ensure links are established with NHS East Midlands, Development Groups and relevant Health Community Groups to ensure awareness and integration of regional initiatives is maintained.
- To ensure audit criteria compliance is achieved and maintained for all relevant organisational audits.
- To receive bi-monthly reports on Essential Training activity by exception for action by the relevant Directorate.

### 9.0 Learning and Development Needs Analysis

- 9.1 During the PDR/KSF meeting the personal development plan (PDP) will be developed. This will reflect learning needs in line with individual and corporate objectives, with priority given to the Essential Training Matrix (Appendix F) requirements (see PDR Policy).
- 9.2 PDR reviewers will be asked to populate a TNA spreadsheet (Appendix E). The Assistant Director of Organisational Learning and Education will disseminate TNA spreadsheets on 1<sup>st</sup> September and will ask for completed forms to be submitted on 30<sup>th</sup> September each year. This will be an interim process to ensure that all learning needs are captured until the e-KSF system is fully utilised.

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9.3 The education plan will then be developed for the Trust and sent for consultation to the Education Committee for final agreement.

### **10.0 General Procedure for applying for – Courses/Funding/Study Leave**

10.1 The aim of this section of the policy is to provide guidance on equitable access to support when undertaking training within the Trust. It is recognised that training and development issues differ between staff groups, with many services using informal mechanisms to ensure equity within their own teams. This policy sets a framework to ensure a consistent approach when supporting staff based on both individual and service needs.

10.2 Training identified as falling into 'essential' or 'job requirement' training categories as defined in section 6 of this policy, should be fully supported, with funding authorised according to the following:

- 100% funding to be paid by organisation if the course is classed as essential/job requirement
- 75% funding if outcome is more benefit to service than individual
- 50% funding if outcome is of equal benefit
- 25% funding if the outcome is of more benefit to individual rather than service

10.2.1 The percentage of funding in respect of course fees will be agreed and paid for by the Individual's Directorate. Where the Trust is not meeting 100% of the course fees, the individual is responsible for payment of the remainder.

### **10.3 Funding and Study Leave**

10.3.1 An application form (Appendix A) should be filled in by the applicant and signed by the Directorate/ Divisional Budget Holder. This signifies agreement by the Budget Holder for the applicant to undertake the programme of study and take study leave. The form should then be submitted by the Budget Holder to the Divisional Finance Manager for agreement. The Trust recommends 6 days study leave per year for individuals undertaking degree level courses. This however is only a guide and is subject to line managers discretion and service pressures.

10.3.2 The amount of funding and study leave will be reviewed annually in line with the Trust's financial situation. Staff contribution to development activity, authorisation for salary deduction form can be found in Appendix B.

### **10.4 Reimbursement to the Trust of Course Fees**

10.4.1 If a member of staff undertaking learning through Further or Higher Education providers (e.g. diploma, degree), that has a minimum duration of one-year, leaves the Trust whilst on the course or fails to complete the course the full costs incurred by the Trust become repayable.

10.4.2 In the event of an individual leaving the Trust within 6 months of course completion, there is a requirement to repay the total costs incurred by the Trust.

10.4.3 However, should staff be downgraded as a result of reorganisation, or in the event of a voluntary resignation during a formal consultation over redundancy, or ill health retirement, the staffs' liability to repay the fees will be written off by the Trust.

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10.4.4 For all courses, funding and study leave applications the 'Learner's' Line Manager must be in agreement. Seek advice from Organisational Learning Team outside of these guidelines eg capability issues.

10.4.5 Priority for Education, Learning and Development interventions will be given to those that are in line with the individual's job role and KSF requirements.

### 11.0 Funding and Release Support

Type of Learning	Category of Learning	Funding Support	Study Leave Support
Essential	Mandatory Statutory	100% from Organisation	Full Release
Job Requirement	Professional, Registration/Standards, Core Skills KSF Development	100% from Organisation	Full Release
Required by the Organisation	Modernising Workforce Role Expansion /Change Organisational Request	100% from Organisation	Full Release
Desirable to Individual	Career Development, Continual Professional Development (CPD)	Application required for funding support. Usually the Learner will contribute the total funding required. However if funding can be attained: Max 75% from Organisation Min 25% from Learner - depending on learning intervention	Application required for study leave

#### 11.1 Sources of Funding

- Directorate of Organisational Learning and Education's budget – restricted use for Trust wide training, educational, learning and developmental interventions
- Directorate/departmental budgets
- Strategic Health Authority – e.g Continuous Professional Development(CPD), National Vocational Qualification (NVQ), Learning Accounts(LA's), Learning Beyond Registration (LBR)
- Healthcare Workforce Deanery funding
- Central Government funding – e.g. Free Skills for Life courses (Literacy, Numeracy, IT), teaching qualifications (depending on eligibility criteria), NVQs (depending on level)

#### 11.2 Release Time for training

11.2.1 Line managers should ensure that employees are given adequate time to meet the education, training and CPD requirements identified during the annual PDR/KSF review process. Whilst the delivery of service to patients and service users must always take priority, our staff must update or acquire new knowledge, skills and techniques in order to deliver a high quality service.

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- 11.2.2 An individual will be required to have undertaken ALL Essential and Job Requirement training BEFORE release is considered for Personal Development or CPD.
- 11.2.3 If unused the allocation can not be transferred over to the next year or banked. The 'learning time' year will fall in line with the individual's annual leave year.
- 11.2.4 The following hours should be recorded for training:
- ½ day training = 3.5 hours
  - 1 Full days training = 7.5 hours (or actual course time over 3.5 hours but less than 7.5 hours)
  - 5 full days training (i.e. 1 week training programme) = 37.5 hours
- 11.2.5 The time incurred travelling to and from the training venue will be added to the actual course hours
- 11.2.6 When training constitutes only part of an allocated shift the remaining hours (Including travelling time) must either be worked, taken as 'time in lieu' or used to undertake CPD activity.- For example, if you work a 12 hour shift and the training day is 7.5 hours the remaining 4.5 hours must be worked or allocated as time in lieu. This would be with advance agreement of the line manager.

### 12.0 Expenses

- 12.1 **Travel claims** - Please refer to the Organisation's Unified Travel Expenses Policy for details on car mileage claims. Please also refer to the Agenda for Change Terms and Conditions of Service Handbook for more detail regarding expenses and entitlement. Where possible, the learner should seek to find the cheapest source of transport. When booking trains the learner will need to agree this through the line manager and directorate and the booking should be made through the central system.
- 12.2 **Overnight stays in Hotels, Guest Houses Commercial Accommodation or Non commercial Accommodation** - Refer to the Agenda for Change Terms and Conditions of Service Handbook for more detail regarding expenses and entitlement – this can be found in Section 18 Subsistence Allowances and Annex N.
- 12.3 **Overnight / residential – qualifying distance**
- 12.3.1 Education, Learning and /or Development events that are Essential, a Job Requirement or requested by the Organisation **and** that are for 2 consecutive days in duration **and** are a distance of 50 or more miles one-way trip from the Learner's base/station will be eligible for overnight/residential accommodation. If the course is longer than 2 days a distance of 40 miles may be negotiable.
- 12.3.2 All other Educational, Learning and/or Development events that are 2 consecutive days in duration and are a distance of 50 or more miles one-way trip from home will be negotiable for overnight/residential accommodation. This will need to be agreed prior to commencement of the learning event and requested via the application process. If the course is longer than 2 days a distance of 40 miles may be negotiable.
- 12.4 **Attending educational interviews (e.g. to access a course)**
- 12.4.1 Unless otherwise stated, all educational interviews are a voluntary process. Individuals will therefore not be eligible to claim for attending the interview and travel expenses.

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12.4.2 In certain circumstances where the educational interview is a requirement of your job role additional mileage incurred to attend may be claimed for and time for attendance can be authorised.

### 13.0 Non-attendance

- 13.1 Failure to attend on 2 occasions without legitimate reason will result in no further course places being offered within a 12 month period, unless training is classed as 'essential' or 'job requirement'.
- 13.2 In the event of non-attendance, managers will be notified of the non-attendance, reason for non-attendance (if known) and charged if appropriate. Non-attendance records, delegate names and cancellation charges will be reported to Directorates on a quarterly basis.
- 13.3 Where staff have not attended essential training within a specified time frame and without legitimate reason, access to other forms of learning/development should be withheld until essential training requirements are met. This action could affect personal development and the individual's progression through their KSF outline criteria and Gateway progression (please refer to the Performance and Development Review Policy and Procedure and the Pay Progression Policy). Non-attendance on essential training may also result in the disciplinary policy being invoked (please refer to the Trust's Disciplinary Policy and Procedure).

### 13.4 Internal Courses

- 13.4.1 It is important to recognise that although in-house programmes are in most cases free at the point of access to individuals they do represent a significant cost to the Trust.
- 13.4.2 Course places are often limited due to capacity and operational demands and therefore, once a place has been booked, every effort should be made to attend. If staff are unable to attend a booked training programme, the individual's line manager must notify the course leader or administrator as early as possible, in order for the place to be offered to another member of staff.
- 13.4.3 Before attendance on any 'Train the Trainer' course an agreement for release of staff must be completed by all parties prior to attendance (appendix D).

### 13.5 External Courses

- 13.5.1 The cancellation terms and conditions will depend on the training provider. All charges made by the external training provider will be chargeable to the Directorate and under specified circumstances, chargeable to the staff member themselves. Course attendees will be advised of cancellation charges at advert, booking or course information stage.
- 13.5.2 Learning Beyond Registration(LBR) (see Appendix G)
- Individual training needs will be agreed with line manager through the PDR process
  - The individual will access and book onto modules using the HEIs web based system. Individuals will not be allowed to access courses unless approved by the appropriate level of manager:

1. Operational staff: minimum Band 7 level

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### 2. Control, Education and HQ Support Functions- minimum Band 8a level

- Once line managers have authorised the applications, they must be sent to the LBR Administrator for monitoring and reporting of LBR activity. Final approval and submission of the application to the HEI is made by the Trust LBR Lead. The LBR lead will ensure alignment with the Trust's strategic direction.
- Individuals who have not completed modules at degree level are advised to complete a study skills/critical writing module prior to accessing their preferred course of study.
- Individuals who have accessed courses but not attended or completed them will not be prioritised for subsequent courses unless there are extenuating circumstances. This will be at the discretion of the LBR lead in conjunction with the individual's authorising line manager and the HEI course lead
- LBR activity will be reported to the Trust Education Committee on a quarterly basis and externally to the Healthcare Workforce Deanery.

#### 14.0 Course Evaluation

- 14.1 All learning undertaken will have clear learning outcomes/objectives. These should be discussed between staff member and line manager both before and after the event. Individuals are expected to reflect on the learning and development activity to establish if the learning outcomes have been met. Reflective learning should be entered into the individual's personal CPD portfolio and referred to for evidence of CPD and achievement of their KSF job role criteria. Managers are expected to discuss the progress that staff members are making through the Performance and Development Review process and record learning in the Personal Development Plan (PDP).
- 14.2 Internal courses – all individual learning programmes/sessions will be evaluated and monitored on a local level (i.e. by the department responsible for delivering the training). It's the department's responsibility for acting on feedback gained through evaluations, to make improvements where required and are responsible for providing reports on trends, quality and non-attendance reasons when requested by the organisation.
- 14.3 External courses – After course/conference, evaluations will be undertaken between line manager and course/conference attendee. Part E of the application form (Appendix A) is to be completed and returned to the Assistant Director of Organisational Learning for monitoring and effective use of agreed funds. In addition a copy should be retained in the individual's Continued Professional Development (CPD) folder for Performance and Development Review meetings.

#### 15.0 Non-completion of courses, re-sitting exams and failure on courses

– refer to the Clinical Education and Referral Policy.

- Retakes
- Implications on funding
- Time to retake
- Support provided
- Case by case consideration:
  - Personal circumstances
  - Non- commitment to course / non-attendance
  - Lack of support structures (Organisation/Management).

**16.0 Organisational Monitoring and Reporting of Learning and Development Interventions – Learning Management System**

- 16.1 The Assistant Director of the Organisational Learning Team will be responsible for the overall reporting of learning and development interventions across the organisation. The Systems Manager is responsible for coordinating the input of information into the Learning Management System. This will rely on each Directorate supplying the relevant training data to the organisational learning team to ensure the system is kept up to date. Training has also been provided for representatives from Control, Emergency Planning and Risk Management and Moving and Handling in this system so that when they provide training for staff directly, they can use the system to input information. It is also a very useful tool for the tutors to use for sending out course material. A Standard Operating Procedure will give Learning Management System administrators and tutors full details.
- 16.2 The Learning Management System will also be used to produce a prospectus which will be designed to meet the need of each staff group and individual staff member. From this prospectus staff will select learning opportunities and these will then be authorised for attendance by Line Managers and Course Tutors. A user guide will detail its full use. A paper-base prospectus will also be developed to allow for all staff to the prospectus.
- 16.3 It is the responsibility of the line manager during induction and PDR/KSF reviews to ensure that employees have completed essential training. The Organisational Learning team will liaise closely with all Directorates to ensure that there is central co-ordination and scheduling of all training.
- 16.4 Follow up of Non- attendees will be undertaken by the Organisational Learning Team and notified to the Directorates.
- 16.5 It will be the responsibility of all Directorates who are undertaking any 'specialist' training to feed this into the E 2 Train system via the Organisational Learning Team, by advising of attendees. E2 Train will act a central resource for all employees to have access to in-house training courses and e-learning facilities.
- 16.6 All attendance lists/signing in sheets (AS22) from in-house training courses need to be coordinated and returned to the Organisational Learning Team. It is the responsibility of all Directorates who are delivering 'specialist' training to ensure this happens and can be recorded onto The Learning Management System.

**17.0 MONITORING OF POLICY**

- 17.1 The Assistant Director of Human Resources and Organisational Learning will be responsibility for ongoing monitoring of the policy. Where risks, failings or deviations from the Education, Learning and Development framework are identified through the monitoring of this policy, then an action plan will be created with clear timescales and communicated to the relevant leads. This action plan will be performance managed by the Assistant Director of Human Resources and Organisational Learning and Education and reported to the Education Committee
- 17.2 In addition The Assistant Director of Organisational Learning will be responsible for ensuring this policy is monitored for effectiveness 3 months prior to the policy review date. The monitoring will be done with the aid of the Education, Learning and Development Policy Monitoring Audit Tool (Appendix F). The Assistant Director of Organisational Learning will be responsible for ensuring the results of this monitoring review are the basis for any amendments to the Education, Learning and Development Policy. The monitoring process will include the following

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- The Education, Learning and Development Policy meet Corporate Objectives.
- Review the Categories of Training and the suitability of the included training interventions.
- The accountability and responsibilities as described in the process for agreeing the Essential Training, for all East Midlands Ambulance NHS Trust staff.
- The accountability and responsibilities as described in the process for agreeing job requirement training for all East Midlands Ambulance NHS Trust staff.
- The Continual Professional Development (CPD) activity that has taken place, its quality and benefit to individual and service delivery in line with best practice.
- The process of gathering yearly Training Needs Analysis to inform an Education Plan is effective, timely and meets the requirement of all staff development in line with corporate objectives.
- The described process for applying for funding, study leave, release time and expenses is appropriate, effective and meeting Trust service delivery and budgetary requirements.
- The process of internal and external course evaluation is effective in the identification of positive and negative feedback, which is acted upon.
- The use of the Learning Management System provides effective, appropriate, timely monitoring reports to ensure quality management information.
- That the bi-monthly reports on Education, Training and Learning activities provided to the Education Committee are effective in inform Directorates where action is needed to address an identified deficit.
- Review all levels of described roles and responsibilities for effectiveness and suitability to meet Trust Objectives.

### **18.0 REFERENCES:**

- 18.1 Skills Pledge a Leaflet for Employers (2007) HM Government
- 18.2 A Joint Statement on Continuing Professional Development for Health and Social Care Practitioners (2007). RCN

**Process for Application/Approval for External Course/Conference Attendance & Expenses**

1. An Application must be completed before booking onto any external course/conference.
2. Three sections must be fully completed ie
  - a. Applicant,
  - b. Directorate/Divisional Budget Holder
  - c. Divisional Finance Manager
3. Funding will be authorised according to the following
  - 100% funding to be paid by organisation if the course is mandatory/essential
  - 75% funding if outcome is more benefit to service than individual
  - 50% funding if outcome is of equal benefit
  - 25% funding if the outcome is of more benefit to individual rather than service
4. Once signed approval has been given by both the Budget Holder and Finance, a confirmation copy will be sent to you to allow you to book yourself onto the course/conference.
5. If a cheque is required prior to booking, please submit a copy of the urgent payment request form to Finance.
6. If the course is free of charge and you do not attend, the cancellation charge will be taken out from the Budget Holder's budget.
7. All training requests will be monitored and recorded on the E2Train system to ensure all training information is kept up to date.
8. Please ensure you keep a copy of your certificate of attendance to put into your portfolio.

Attachments:

- Application/Approval for External Course Leave & Associated Expenses
- Urgent payment request form

Notes:

Please note all invoices should be addressed and sent to the Directorate/Divisional Budget Holder.

If a cheque is required when booking the course, complete the Urgent payment request form with your application. Any percentage of funding, if less than 100% funding is committed by the organisation, will be claimed back from the individual, unless the appropriate % has been paid at the time of booking.

You will be asked to sign an agreement stating that repayment of the Trusts contribution will be claimed back if you leave the Trust through voluntary resignation – this normally applies to longer term (academic type) courses that span over a year or more.



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### **PART B to be completed by Directorate/Divisional Budget Holder**

Approval has been given to attend      YES/NO

Please state reason \_\_\_\_\_

Funding being applied for:

- |    |  |      |
|----|--|------|
| a) | full funding by organisation – outcome is for full benefit of organisation or is mandatory | 100% |
| b) | outcome is more benefit to service than individual   | 75%  |
| c) | outcome is of equal benefit  | 50%  |
| d) | outcome is of more benefit to individual rather than service                               | 25%  |

Signature of Budget Holder \_\_\_\_\_ Print Name \_\_\_\_\_

Budget Holder Contact no \_\_\_\_\_ Designation \_\_\_\_\_

Budget Code-----

Please note non-attendance or late cancellation that results in a cost will be charged, in full, to your Directorate/Divisional budget.

Appendix B must be sent with the application form to the Divisional Finance Manager

### **Part C to be completed by Divisional Finance Manager**

Signature /Name \_\_\_\_\_ Date \_\_\_\_\_

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### Part E – to be completed by the Applicant within 4 weeks of completing the course

This is for evaluation and reflection of how you feel your outcomes have been met which, you outlined in section A.

Course/Conference Title: \_\_\_\_\_

Applicant's signature: \_\_\_\_\_

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

Applicant's Line Manager signature: \_\_\_\_\_

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

This form should be completed **within 4 weeks** of course completion and sent to:

Karen Glover, Assistant Director Organisational Learning & Education, Trust HQ, Beechdale Road,  
Nottingham NG8 3LL

**STAFF CONTRIBUTION TO DEVELOPMENT ACTIVITY  
AUTHORISATION FOR SALARY DEDUCTION**

Employee name:

Payroll Number:

Directorate:

Total Deduction £..... towards/for costs of .....

Agreed period of recovery (if more than one pay period).....months

@ £ ..... per month, commencing .....200 .

Your payments will be:

@ £  
@ £

The term of the repayment will be as follows:

- For courses of less than 3 months duration, repayment must be completed within 3 months of course commencement
- For courses of more than 3 months duration, repayment must be completed over the term of the course.

I agree to the above deduction(s) being made from my salary and should my employment with EMAS terminate before full recovery has been made I authorise the balance to be deducted in full at termination.

In the event of an individual leaving the Trust within 6 months of course completion, there is a requirement to repay the total costs incurred by the Trust.

Employee's Signature: \_\_\_\_\_

Directorate/Divisional Budget Holder's Signature: \_\_\_\_\_

EDUCATION, LEARNING AND DEVELOPMENT POLICY

**Appendix C**

East Midlands Ambulance Service NHS Trust  
Organisational Learning Department Representation  
Inter- Department Meetings

<b>Name of Group/Committee</b>	<b>Regularity of Meetings</b>	<b>Representative Job Title</b>
Information Group	Bi Monthly	Educational Systems Manager
Education Equality Meeting	To be determined	Educational Systems Manager
NHSLA Leads	Monthly	Educational Systems Manager
Clinical Governance	Bi Monthly	Clinical Education Manager
Equipment Committee		Clinical Education Development Specialist
Infection Control Committee		Clinical Education Development Specialist
Education Committee	Bi monthly	AD Organisational Learning and Education
Clinical Governance Committee	Bi Monthly	AD Organisational Learning and Education
HR Strategy Committee	Bi Monthly	AD Organisational Learning and Education
Practitioner development group	Bi Monthly	Clinical Education Manager
Productive time group		Clinical Education Manager
Lincolnshire Divisional Health and Safety forum		Clinical Education Development Specialist
Back Care Group		Clinical Education Development Specialist
KSF group		Clinical Education Development Specialist



East Midlands Ambulance Service NHS Trust



AGREEMENT FOR RELEASE OF STAFF PRIOR TO UNDERTAKING 'TRAIN THE TRAINER' PROGRAMMES

East Midlands Ambulance Service supports learning and development for all staff within the organisation. This agreement is to be signed by all parties to ensure that the benefits of investment in training are realised. This agreement will ensure that staff are released for the initial training programme AS WELL AS release for delivery of ongoing training.

(Name) \_\_\_\_\_ has agreed to undertake training in \_\_\_\_\_ which will require a commitment to share/disseminate this knowledge throughout the organisation.

This agreement is signed by:

Individual: \_\_\_\_\_ Print Name \_\_\_\_\_

Line Manager: \_\_\_\_\_ Print Name: \_\_\_\_\_

Organisational Learning: \_\_\_\_\_ Print Name \_\_\_\_\_  
(AD Organisational Learning and Education)

This form needs to be returned to: Karen Glover, Assistant Director Organisational Learning & Education, Trust HQ, Beechdale Road, Nottingham NG8 3LL

Dear Colleague

**Learning & Development Needs Analysis – 2009/10**

Appendix 1

The attached questionnaire () has been developed to support you in recording the learning and development needs of your team, which you will have identified through the PDR/KSF process.

Your response will result in the production of an Education Plan for EMAS for 2009/10. By completing this questionnaire, you can therefore influence the training provided by the Trust for the next financial year.

The form needs to summarise your team's collective learning needs, and should be categorised under the following headings (as per the Trust's Education Policy):-

- a) **Essential**
- b) **Job Requirement**
- c) **Personal Development**
- d) **Continuing Professional Development (CPD)**

It should be noted that priority will always be given within the education plans based on these categories.

A copy of the EMAS Essential Training Matrix is attached to this questionnaire for your information (Appendix F).

You will also note that there is a column on the form to identify if any development required is clearly linked to a core or specific KSF dimension. You will be aware that on the e-KSF system you are also required to link any development indicated on a member of staff's PDP to a KSF dimension.

As well as determining areas of need, you will also be required to state the staff group who will require this training and its priority.

The information you provide is confidential (to be shared only within the Organisational Learning department), however you may be contacted for the purposes of clarifying information you have provided.

Should you wish to discuss your specific requirements in more depth, or have any suggestions/recommendations for improving current provision, please contact me or a member of the Organisational Learning team.

**All paperwork should be returned to myself either via post or email as follows:-**

Claire Wilson  
A4C/KSF Manager  
Ambulance Training Centre  
Bishops Court  
4 Proctors Road  
Lincoln  
LN2 4HU  
[claire.wilson@emas.nhs.uk](mailto:claire.wilson@emas.nhs.uk)

**The deadline for the completion of returns is 30 September 2008**

**Please retain a copy of this document for your own records.**

Thank you for your co-operation.

Yours sincerely

EDUCATION, LEARNING AND DEVELOPMENT POLICY

**Claire Wilson**  
**A4C/KSF Manager**  
Appendix 1  
Encs.

EDUCATION, LEARNING AND DEVELOPMENT POLICY

Appendix 1

LEARNING & DEVELOPMENT NEEDS ANALYSIS – 2009/10

**EXAMPLE OF A COMPLETE QUESTIONNAIRE**

<p align="center"><b><u>TRAINING</u></b> <b><u>REQUIREMENT</u></b> <i>Please specify update requirements separately (as per example)</i></p>	<p><b><u>Number</u></b> <b><u>Requirin</u></b> <b><u>g</u></b> <b><u>Training</u></b></p>	<p align="center">Priority (1, 2, 3, 4, as per key)</p>	<p align="center"><b><u>Staff Group</u></b> <b><u>(as defined in essential</u></b> <b><u>training matrix)</u></b></p>	<p align="center"><b><u>Linked to KSF</u></b> <b><u>Dimension</u></b> <b><u>(e.g. Core 1, Core 2,</u></b> <b><u>HWB1, G6)</u></b></p>	<p align="center"><b><u>Additional comments</u></b></p>
<i>Asthma</i>	1	1	Paramedic	HWB6	<i>Possibly In-House</i>
<i>Customer Care</i>	6	3	ACA	Core 1	
<i>PDR Training</i>	5	2	OSM	Core 2, G6	
<i>PDR Update</i>	4	2	Middle Manager	G6	

<b><u>KEY</u></b>	Essential	1
	Job Requirement	2
	Personal Development	3
	Continuing Professional Development (CPD)	4

EDUCATION, LEARNING AND DEVELOPMENT POLICY

LEARNING & DEVELOPMENT NEEDS ANALYSIS – 2009/10

Please record the learning & development requirements for your team (in alphabetical order) under the given headings. Enter the number of staff requiring the training, together with the priority (as per the key detailed on the example).

Please clearly identify any KSF dimension the training requirement is linked to, together with any additional comments in the final column, such as how the identified need might be best addressed.

**Name:** ..... **Job Title:** .....

**Base:** ..... **Division:** .....















EDUCATION, LEARNING AND DEVELOPMENT POLICY

July 8th, 2008

Essential Training Grid by Staff Group

Topic	Timescales	Delivery Type	Non-Exec Board Members	Directors	Ads / Heads of / Deputies	General Managers	Service Delivery Managers	Service Improvement Managers	Operational Support Manager	Paramedic Team Leaders	Paramedics	A&E Technicians/AECS	Delta/Urgent/Transfer Crews/EC A	Community Paramedics	Emergency Care Practitioners	Community Defib Officers	Customer Service Managers	PTS Team Leaders	Ambulance Care Assistant	Patient Transport Driver	Ambulance Liaison Assistant	PTS Control & Planning	Performance Delivery Managers	Emergency Medical Dispatchers 2	EMDs / Control Assistants	Nurse Triage	Clinical Education Personnel	Health and Safety Advisors	Make Ready/Ambulance Prep Ass	Domestic / Cleaner	Fleet Mechanics	Admin / clerical	Middle Managers Band 6 and 7	Community First Responder	Voluntary Car Driver	Pharmacist	Bank Doctors/lectures	Security	
Risk Management: Level 4 (Senior managers band 8 and above)	1/2 day every 2 years	Classroom																																					
<p><b>*Risk Management Training will include the following: Fire Prevention, Health and Safety Responsibility, Risk Assessment, Basic Infection Control including Hand Hygiene, Personal Safety - violence and aggression, Lone Working and Property Security, Slips, Trips and Falls, Sharps Policy, Protection of Vulnerable Adults Policy and Procedure, Incidents, Claims and Complaints, Investigation and Reporting.</b></p> <p><b>NB If you are responding on behalf of the trust as a clinical member of staff i.e. paramedic, technician, ECP, PTS etc but your main role is non operational you are responsible for ensuring you meet the requirements of this table in the role you are responding in. This must be agreed between your line manager and the operational directorate.</b></p>																																							
<b>KEY</b>																																							
<b>Essential/Mandatory/Statutory</b>			<b>Required if SDM is operational</b>						<b>Job Requirement Training</b>						<b>E = evidence required at PDR</b>						<b>All clinical tutors, specialist patient moving and handling training</b>																		
Voluntary Staff -offered this training on Voluntary basis as good practice via workbook.			Induction for Voluntary Community First Responders to include all the identified training through classroom based delivery as part of the induction process.																																				

**Education, Learning and Development Policy Monitoring Audit Tool**

<b>Question</b>	<b>Response/Evidence</b>	<b>Action</b>
Does the Education, Learning and Development Policy meet Corporate Objectives		
Are the categories of training suitability and are the included training interventions appropriate?		
Are the accountability and responsibilities as described in policy for the process of agreeing the Essential Training appropriate and effective for all East Midlands Ambulance NHS Trust staff?		
Are the accountability and responsibilities effective as described in the policy for the process of agreeing job requirement training for all East Midlands Ambulance NHS Trust staff		
Does the Continual Professional Development (CPD) activity process as described in the policy, show quality and benefit to individual and service delivery, in line with best practice?		
Is the process of gathering yearly Training Needs Analysis to inform an Education Plan, effective, timely and meets the requirement of all staff development in line with corporate objectives?		
Is the policy described process for applying for funding, study leave, release time and expenses appropriate, effective and meeting Trust service delivery and budgetary requirements?		
Is the process of internal and external course evaluation effective in the identification of positive and negative feedback? Is it being acted upon?		

EDUCATION, LEARNING AND DEVELOPMENT POLICY

Question	Response/Evidence	Action
Is the Learning Management System providing effective, appropriate, timely monitoring reports to ensure quality management information? Is this the most effective way of reporting?		
Are the bi-monthly reports on Education, Training and Learning activities provided to the Education Committee, effective in informing Directorates where action is needed to address an identified deficit? Is this the best forum for ensuring action to address deficits?		
Has a review of all levels of policy described roles and responsibilities shown to be effectiveness and suitability to meet Trust Objectives?		

Name ..... Signature ..... Date.....

END OF POLICY

# Student course evaluation Analysis

Course Title: PARK 01 08

Course Code 01-Aug

Number of Students 12

Pre Course Evaluation Result

48.41667

Number of Returns

12

IHCD Course Evaluation Result

64.75

Number of Returns

12

Placement Evaluation Result

73

Number of Returns

3

Question		Average per Question	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Q1	Your line manager was available to facilitate a PDR in the last 12 months	2	1	3	3	3	1	1	4	1	1	1	1	5
Q2	You were allowed time to prepare for your PDR	2	1	2	1	1	3	1	3	1	1	1	2	3
Q3	You have undertaken a PDR and have a PDP outlining your objectives for the next 12 months	2	1	1	1	1	1	1	4	1	1	1	1	4
Q4	You have an understanding of the CPD requirements	2	1	3	2	4	3	2	3	1	1	2	1	2
Q5	You have accessed the on-line CPD opportunities in the last 12 months	2	3	1	2	5	4	2	1	3	1	2	1	2
Q6	You have accessed the CPD days available at the Centres in the last 12 months	2	2	1	4	1	4	2	2	4	1	4	1	2
Q7	The advert for the course was released to all staff in a timely manner	3	1	4	4	3	3	4	4	4	4	1	4	4
Q8	The advert contained the information you required to make the decision to apply for the course	4	4	4	4	3	4	3	4	4	4	4	4	4
Q9	You had a clear understanding of the admission procedure and selection criteria	4	4	4	4	4	2	3	4	4	4	3	5	1
Q10	The time between advert and selection allowed preparation for the process	3	3	4	4	1	2	2	4	4	2	1	4	4
Q11	Communication of the times and dates for selection were clear and timely	3	4	2	3	3	2	2	4	4	2	3	5	3
Q12	You were supported with stand-down time from operational duty prior to the day of the process	2	3	2	2	2	1	1	1	1	1	1	3	5
Q13	You were supported with pre-learning materials prior to attendance on the course and these were issued in a timely manner	2	4	2	1	1	1	1	2	1	2	1	1	2
Q14	You received joining instructions prior to attending the course and these were delivered in a timely manner	3	3	1	2	3	4	2	4	4	1	2	2	2
Q15	You have an understanding of the system of academic and student support (pastoral) in place	3	4	2	3	3	4	3	4	3	2	3	3	3
Q16	You received and completed your CRB documentation in a timely manner	4	4	4	1	4	4	5	4	3	4	4	4	4
Q17	You received and completed your occupational health questionnaire in a timely manner	4	4	3	3	4	4	5	4	4	4	4	4	4
Q18	You had a clear understanding of the channels of communication of all issues prior to attendance on the course	3	3	3	2	4	3	3	4	3	4	2	3	3

Student Satisfaction

50 46 46 50 50 43 60 50 40 40 49 57

Question		Average per Question	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Q1	The education centre has adequate parking	5	5	5	4	5	4	4	5	5	5	5	5	4
Q2	The education centre has good canteen facilities	4	5	5	3	2	4	4	3	4	4	3	4	3
Q3	The education centre has good classroom facilities	4	5	5	4	4	4	4	5	4	4	4	5	4
Q4	The education centre has enough equipment to support this course	3	5	5	2	1	4	4	2	3	2	4	3	1
Q5	I was able to access on line educational material from the education centre	3	4	4	1	3	3	3	3	3	4	3	3	1
Q6	There was adequate educational material for me to read and research from	4	5	5	4	4	4	4	4	5	4	4	4	4
Q7	The content of the course was explained to me by my tutor	4	4	4	4	4	4	4	4	4	4	4	4	4
Q8	I had a clear understanding of how much study time was required.	4	4	4	4	4	4	4	4	4	4	4	4	4
Q9	The tutors were able to explain the subjects they taught well	5	5	5	5	3	4	4	4	5	5	5	5	5
Q10	There was too much power point, taught delivery, content	4	4	4	3	3	4	4	3	3	4	4	4	3
Q11	There was too much self study content	4	3	3	4	3	4	4	4	4	4	4	4	4
Q12	There was too much practical content	2	3	3	2	1	2	2	3	1	2	1	1	2
Q13	I received good feedback from my tutors (tutorials)	4	4	4	4	4	4	4	4	3	5	4	5	4
Q14	My tutors were able to help with any personal support	4	4	4	5	4	3	3	4	3	5	4	4	5
Q15	The course content was too in depth	4	4	4	3	3	4	4	3	4	5	4	4	3
Q16	Module J content was too in depth	0	0	0	0	0	0	0	0	0	0	0	0	0
Q17	The overall length of the course was too long	4	4	4	4	4	4	4	4	5	5	4	4	4
Q18	The course met my expectations of becoming a registered paramedic.	4	4	4	3	4	4	4	5	5	5	4	4	3

Student Satisfaction

End of IHCD PARK 01/08

72 72 59 56 64 64 64 65 71 65 67 58

Question		Average per Question	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Q1	I was fully aware of what I needed to achieve clinically whilst on practice placement	5	5	4	5									
Q2	All learning outcomes were clearly defined for all placements	4	4	4	4									
Q3	I was provided with the relevant documents to record my progress and clinical skills	4	4	4	5									
Q4	My mentor understood what I needed to achieve in the practice area	4	4	4	3									
Q5	My mentor understood the practice placement documentation	3	3	2	3									
Q6	The length of time in each placement area was suitable to achieve my objectives	4	4	4	4									
Q7	I felt supported by my mentor	5	5	5	4									
Q8	I knew how to make contact with a member of EMAS education if I had a concern	4	4	4	5									
Q9	I received information on my practice placement in good time	4	4	4	5									
Q10	The placement planner I was issued was clear and precise	4	4	3	4									
Q11	All placement areas were relevant to Paramedic Practice	4	5	4	4									
Q12	I received appropriate supervision by an appropriately qualified clinician	4	5	4	4									
Q13	A member of EMAS education maintained regular contact with me whilst on practice placement	2	2	2	2									
Q14	I have a positive view of my practice placement	5	5	5	4									
Q15	The theoretical element of my Paramedic education related to my practice exposure	4	5	3	5									
Q16	Where there was more than one student in a placement area, I still achieved my objectives	4	3	5	4									
Q17	I established a good professional relationship with my mentor	5	5	4	5									
Q18	I was released from operational duties for an appropriated amount of time to undertake my practice placement	4	5	4	4									

Overall Student Satisfaction

76 69 74 0 0 0 0 0 0 0 0 0 0 0

### Qualifications for Staff Recruitment-Internal and External Requirements

Staff Group	Driving	Essential	Desirable
ECA	Category B Licence with <b>Provisional C1</b> Licence minimum No more than 3 points for speeding only	3 GCSE's A*-C to include Maths and English or equivalent level 2 qualification. <i>APEL will be considered for professional qualifications already gained</i>	Science
A & E Clinical Student (aka <b>Technician</b> )	Category B Licence with <b>Provisional C1</b> Licence minimum No more than 3 points for speeding only	5 GCSE's Grades A*-C to include Maths & English or equivalent level 2 qualification. <i>APEL will be considered for professional qualifications already gained</i>	Science
ACA	Category B Licence with no more than 3 points for speeding only	A minimum of 2 GCSE's A*-G in English and Maths or equivalent level 1 qualification. <i>APEL will be considered for professional qualifications already gained</i>	
PTD	Category B Licence with no more than 3 points for speeding only	A minimum of 2 GCSE's A*-G in English and Maths or equivalent level 1 qualification. <i>APEL will be considered for professional qualifications already gained</i>	

Paramedics will already need to be registered with the HPC or in the process of acquiring this e.g. University students.

**National Qualifications Framework:**

NQF level	Level criteria	Example of a Qualification	Example of 'Full Level' Qualifications
Level 2	Level 2 qualifications recognise the ability to gain a good knowledge and understanding of a subject area of work or study, and to perform varied tasks with some guidance or supervision. Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area and is appropriate for many job roles.	GCSE at grades A* -C Skills for Life Certificate Level 2 – Numeracy and Literacy	5 GCSE all at grades A* -C Level 2 NVQ Higher Diploma BTEC First Diploma BTEC First Certificate BTEC Level 2 Diploma BTEC Level 2 Certificate BTEC Level 2 Award
Level 1	Level 1 qualifications recognise basic knowledge and skills and the ability to apply learning with guidance or supervision. Learning at this level is about activities which mostly relate to everyday situations and may be linked to job competence.	GCSE at grades D-G Skills for Life Certificate Level 1 – Numeracy and Literacy	GCSE all at grades D-G or above Level 1 NVQ Foundation Diploma BTEC Introductory Diploma BTEC Introductory Certificate BTEC Level 2 Diploma BTEC Level 2 Certificate BTEC Level 2 Award

# IHCD Clinical Practice Requirements

## Anaesthetics & Theatres

Objective	Completed	Date	Name & Signature
Demonstrate appropriate skills in the following :			
Endotracheal Intubation x 25			
Insertion of Laryngeal Mask Airway			
Safe Airway management			
Intravenous Cannulation x 25*			
Management of Intravenous infusions*			
* may be undertaken in other departments			
<b>Cardiac / Intensive Care Unit</b>			
Objective	Completed	Date	Name & Signature
Recognition of principle cardiac rhythms			
Care of the acutely ill patient			
<b>Accident &amp; Emergency</b>			
Objective	Completed	Date	Name & Signature
Injection Techniques			
Care of the acutely ill patient			
Intravenous Cannulation x 25*			
Venepuncture			
ECG Recognition			

\* may be undertaken in other departments

Successful performance of individual elements of multiple tasks are recorded in the Ambulance Service Paramedic training record and continuous assessment record book issued to each student.

Visitors' report

<b>Name of education provider</b>	Northern Ireland Ambulance Service
<b>Programme name</b>	Paramedic-in-training
<b>Validating body/awarding body</b>	IHCD (part of Edexcel)
<b>Mode of delivery</b>	Full time
<b>Relevant part of HPC register</b>	Paramedic
<b>Date of visit</b>	28-29 May 2008

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<b>Visit details .....</b>	<b>3</b>
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<b>Conditions .....</b>	<b>6</b>
<b>Recommendations .....</b>	<b>20</b>

## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 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 HPC keep a register of health 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 ongoing approval of the programme. The education provider has until Thursday 11 September 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on Thursday 25 September 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by <deadline for conditions>. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on <panel date>.

**Comment [s1]:** The deadline for conditions needs to be agreed on with Northern Ireland Ambulance Service.

**Comment [s2]:** This will depend on the agreed deadline for conditions.

## Introduction

The HPC visited the programme at the education provider as it was an approved programme which had not been approved since the publication of the QAA subject benchmark statements. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

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

## Visit details

Name of HPC visitors and profession	Mr Vince Clarke (Paramedic) Mr James Petter (Paramedic) Dr Paul Brown (Radiographer)
HPC executive officer(s) (in attendance)	Miss Elisa Simeoni
Proposed student numbers	20
Initial approval	September 2000
Effective date that programme approval reconfirmed from	March 2009
Chair	Mr Paul Nicholson (Northern Ireland Ambulance Service)
Secretary	Ms Jane Shaw (Northern Ireland Ambulance Service)

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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"/>
Training and common core syllabus for ambulance personnel (Paramedic)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benchmarking Mapping IHCD competencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External verifiers' report from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review a programme specification prior to the visit as these documents do not exist.

The HPC did not review a practice placement handbook prior to the visit as a separate practice placement handbook has not been produced but information relating to practice placements was included in the documentation.

During the visit the HPC 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"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recommended outcome

To recommend a programme for ongoing 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 30 of the SETs have been met and that conditions should be set on the remaining 33 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 agreed that the education provider may wish to discuss some of these conditions with the validating/awarding body before attempting to respond to the conditions. The visitors may have identified, within the condition, those which they feel the education provider may wish to discuss with the validating/awarding body.

The visitors have also made a number of 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

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

**Condition:** The education provider must review the programme documentation for the programme to follow the guidance provided in the HPC “Regulatory status advertising protocol for education providers”.

**Reason:** From the documentation submitted, it was clear that the advertising materials for the programme did not fully comply with the advertising guidance issued by HPC. Therefore, in order to provide applicants with the correct information to make an informed choice about whether to join the programme, the visitors felt the text used for advertising must be amended. In particular, “state registration” is used as a term in the documentation and does not reflect the independence of the HPC or its performance of its regulatory function through protection of title. Moreover, the text used for advertising must be amended to clearly state that successful completion of the programme will lead to eligibility to apply for registration with the Health Professions Council.

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

**Condition:** The education provider must review the advertising documentation to clearly indicate that a manual handling assessment will take place in the programme.

**Reason:** In the documentation submitted, there was no reference to the manual handling assessment that will take place during the programme. Because of the particularity of this assessment and in order that students are informed about this before they enrol on the programme, the visitors felt that this information must be included in the advertising materials.

### **2.2.1 The admissions procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.**

**Condition:** The education provider must review the programme documentation to make explicit how evidence of spoken English is established in the selection process.

**Reason:** In the documentation provided, there was no reference made to the International English Learning Testing System (IELTS) level required for applicants whose first language is not English. The visitors felt that the education

provider must include this information in the documentation in order to make this requirement clear to international applicants.

### **2.2.2 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.**

**Condition:** The education provider must review the admissions procedures to ensure that enhanced criminal convictions checks have been completed by the point of registration onto the programme.

**Reason:** In the documentation submitted and in discussion with the programme team during the visit, it was clear that criminal convictions checks are undertaken before the start of the programme and also by those before direct entry into the programme as a consequence of already holding the Emergency Medical Technician (EMT) award. However, it was clear that there is no criminal conviction checks requirement for people who are already enrolled onto the programme after passing the interview for taking the 11 weeks paramedic course. Therefore, the visitors felt that all people must complete enhanced CRB checks before commencing the 11 weeks paramedic course.

### **2.2.5 The admissions procedures must apply selection and entry criteria, including Accreditation of Prior Learning and other inclusion mechanisms.**

**Condition:** The education provider must ensure that the accreditation of prior (experiential) learning policy (AP(E)L) is clearly articulated within the admissions procedures.

**Reason:** In the documentation submitted, the accreditation of prior (experiential) learning was not clearly detailed. Therefore, the visitors felt that the programme documentation must demonstrate that the AP(E)L taken into account is mapped against the paramedic-in-training programme to make sure that students who are eligible for AP(E)L meet the standards of proficiency for the profession once they have successfully completed the programme.

### **3.5 Subject areas must be taught by staff with relevant expertise and knowledge.**

**Condition:** The education provider must revisit the staff profile for the programme to ensure that specialist expertise is sufficient to support all areas of the programme.

**Reason:** In the CVs submitted in the documentation, it appeared that elements of the programme were delivered by staff with no specific knowledge about these areas. Therefore, the visitors felt that there is a need to involve staff with relevant expertise and knowledge to contribute to the delivery of the programme: medical law and ethics, clinical audit, research and psychology.

**3.6 A programme for staff development must be in place to ensure continuing professional and research development.**

**Condition:** The education provider must put in place a programme for staff development to ensure continuing professional and research development.

**Reason:** In the documentation submitted and in discussion with the programme team during the visit, it was clear that there is currently no formal programme in place for staff development. The visitors felt that such a programme must be put in place in order to ensure continuing professional and research development for staff at Northern Ireland Ambulance Service.

**3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.**

**Condition:** The programme team must review the existing consent form to include a clause about taking part in audiovisual recording for the purpose of their education.

**Reason:** During the tour of facilities, the visitors were shown that students can be recorded audio-visually during practical sessions. Therefore, the visitors felt that the existing consent form must be amended to make sure that when students are acting as patients or clients in practical and clinical teaching, they agree on being recorded audio-visually.

**3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.**

**Condition:** The education provider must provide an attendance policy and clearly articulate in the documentation when attendance is compulsory.

**Reason:** In the documentation submitted and in discussion with students, there was no evidence that an attendance policy was in place and that attendance requirements were clearly communicated to students. Therefore, the visitors felt that the education provider must clearly communicate to students through documentation what the attendance requirements are and any consequences of missing compulsory teaching.

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:** The programme team must revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are addressed and assessed.

- 1a.1 Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession**
- understand what is required of them by the Health Professions Council
  - understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and well being
  - be aware of current UK legislation applicable to the work of their profession
- 1a.2 Registrant paramedics must be able to practise in a non-discriminatory manner**
- 1a.3 Registrant paramedics must understand the importance of and be able to maintain confidentiality**
- 1a.4 Registrant paramedics must understand the importance of and be able to obtain informed consent**
- 1a.5 Registrant paramedics must be able to exercise a professional duty of care**
- 1a.6 Registrant paramedics must be able to practise as an autonomous professional, exercising their own professional judgement**
- be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
  - be able to initiate resolution of problems and be able to exercise personal initiative
  - know the limits of their practice and when to seek advice or refer to another professional
  - recognise that they are personally responsible for and must be able to justify their decisions
  - be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar circumstances or situations
- 1a.8 Registrant paramedics must understand the obligation to maintain fitness to practise**
- be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment
- 1b.1 Registrant paramedics must be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers**
- understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
  - understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
  - be able to make appropriate referrals

- understand the range and limitations of operational relationships between paramedics and other healthcare professionals
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of a paramedic

**1b.3 Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers**

- understand how communications skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning disability
- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

**1b.4 Registrant paramedics must understand the need for effective communication throughout the care of the service user**

- recognise the need to use interpersonal skills to encourage the active participation of service users

**2a.2 Registrant paramedics must be able to select and use appropriate assessment techniques**

- understand the need to consider the assessment of both the health and social care needs of patients and carers

**2b.1 Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions**

- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice

**2b.3 Registrant paramedics must be able to formulate specific and appropriate management plans including the setting of timescales**

- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
- understand the need to demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and paramedic

**2b.5 Registrant paramedics must be able to maintain records appropriately**

- be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
- understand the need to use only accepted terminology in making records

**2c.1 Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

**2c.2 Registrant paramedics must be able to audit, reflect on and review practice**

- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

**3a.1 Registrant paramedics must know the key concepts of the bodies of knowledge which are relevant to their profession-specific practice**

- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
- recognise the role of other professions in health and social care

- understand the following aspects of biological science:
  - how the application of paramedic practice may cause physiological and behavioural change
  - human growth and development across the lifespan
  - the main sequential stages of normal development, including cognitive, emotional and social measures of maturation through the human lifespan
- understand the following aspects of behavioural science:
  - psychological and social factors that influence an individual in health and illness
  - how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
  - how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
- understand the following aspects of clinical science:
  - principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice
  - the theories supporting problem solving and clinical reasoning

**Reason:** From the discussions with the programme team, the students and a review of the documents, the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate where the above standards of proficiency are met in the programme to ensure that those who complete the programme are safe and effective practitioners.

#### **4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence-based practice.**

**Condition:** The education provider must review the programme documentation to include evidence of learning outcomes for reflective practice methodology and evidence-based practice.

**Reason:** In the documentation submitted and in discussions with the programme team and students, the visitors did not find any evidence showing that reflective thinking and evidence based practice were delivered in the programme. Therefore they felt that such evidence must be provided to make sure that this standard is met.

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

**Condition:** The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence the practice-based element of the programme.

**Reason:** In the documentation supplied by the programme team, information about placement audits, and therefore how the programme team ensures that staff numbers and qualifications are adequate, was not provided. Although a list of practice placements educators was provided during the visit, the visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms in place to regularly assure the adequacy of placement staff.

### **5.3.1 The practice placement settings must provide a safe environment.**

**Condition:** The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence the practice-based element of the programme.

**Reason:** In the documentation supplied by the programme team, information about placement audits, and therefore how the programme team ensures that placement practice settings offer a safe environment to students, was not provided. The visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms to assure practice placements provide a safe environment.

### **5.3.2 The practice placement settings must provide safe and effective practice.**

**Condition:** The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence the practice-based element of the programme.

**Reason:** In the documentation supplied by the programme team, information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice environment for students, was not provided. The visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment.

### **5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.**

**Condition:** The education provider must clearly articulate how the number and range of placements are appropriate to achieve the learning outcomes of the programme.

**Reason:** In the documentation submitted there was no evidence of placements other than the 4 week hospital placement. Moreover, the visitors were unable to assess how the achievement of the learning outcomes was appropriate for the 4 week hospital placement. Therefore the visitors felt that the education provider must revisit the number and range of placements as well as the assessment process to articulate how the placements are linked to the learning outcomes.

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

**Condition:** The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence the practice-based element of the programme.

**Reason:** In the documentation supplied by the programme team information about placement audits, and therefore how the programme team ensures that placement environments are suitable, was not provided. The visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that this standard is appropriately met.

#### **5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.**

**Condition:** The education provider must ensure that the learning outcomes during placement are clearly articulated to students and practice placement educators in formal documentation.

**Reason:** During the meetings with the practice educators and students, it was clear that information about the learning outcomes to be achieved given by the education provider to these groups was not sufficient. Therefore the visitors felt that the learning outcomes to be achieved during placement must be included in formal documentation (eg a practice placement handbook).

**5.7.2 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the timings and the duration of any placement experience and associated records to be maintained.**

**Condition:** The education provider must ensure that the expectations of duration attendance and documentation relating to placements are clearly articulated to students and to practice placement educators in formal documentation.

**Reason:** During the meetings with the practice educators and students, it was clear that the information about the expectations of professional conduct given by the education provider to these groups of people was not sufficient in the context of placements other than the 4 week hospital placement. Therefore the visitors felt that the education provider must revisit preparation for placements that are other than the 4 week hospital placement.

**5.7.3 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the expectations of professional conduct.**

**Condition:** The education provider must ensure that the expectations of professional conduct during placement are clearly articulated to students and to practice placement educators in formal documentation.

**Reason:** During the meetings with the practice educators and students, it was clear that the information about the expectations of professional conduct given by the education provider to these groups of people was not sufficient. Therefore the visitors felt that the expectations of professional conduct must be included in formal documentation (eg a practice placement handbook).

**5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.**

**Condition:** The education provider must ensure students and practice placement educators are provided with detailed information about the assessment procedures, including the implications of, and any action to be taken in the case of failure in formal documentation.

**Reason:** During the meetings with the practice placement educators and students, it was clear that the information about the assessment procedures including the implications of, and any action to be taken in the case of failure, given by the education provider to these groups of people was not sufficient. Therefore the visitors felt that formal documentation including the assessment procedures, and including the implications of, and any action to be taken in the case of failure must be produced (eg a practice placement handbook).

**5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of communication and lines of responsibility.**

**Condition:** The education provider must ensure students and practice placement educators are provided with detailed information about the communication and lines of responsibility in formal documentation.

**Reason:** During the meeting with the practice placement educators and with the students, it was clear that the information about the communication and lines of responsibility given by the education provider to these groups was not sufficient. Therefore the visitors felt that the communication and lines of responsibility must be included in formal documentation (eg a practice placement handbook).

**5.8.1 Unless other arrangements are agreed, practice placement educators must have relevant qualifications and experience.**

**Condition:** The education provider must provide a list of the practice placement educators and evidence of the process in place ensuring that practice placement educators have relevant qualifications and experience.

**Reason:** In the documentation submitted by the education provider, there was no evidence about the qualifications and experience of practice placements educators. Therefore the visitors felt that the programme team must provide a list of the practice placements educators as well as explicit criteria on the qualifications and the experience required by the education provider to be practice placement educators to be assured that these people have relevant qualifications and experience.

**5.8.2 Unless other arrangements are agreed, practice placement educators must be appropriately registered.**

**Condition:** The education provider must provide evidence that practice placement educators are appropriately registered.

**Reason:** In the documentation submitted, there was no evidence that practice placement educators were appropriately registered. Therefore the visitors felt that evidence must be provided to demonstrate that this standard is met.

**5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.**

**Condition:** The education provider must develop and put in place a process of practice placement educator training.

**Reason:** From the documentation and in discussions with the programme team and the practice placement educators, it was clear that the education provider has no process in place to deliver mentorship training. Therefore, the visitors felt that a process of practice placement educator training must be commenced in

order to ensure practice placement educators gain the appropriate knowledge, skills and experience to fulfil their role.

**5.10 The education provider must ensure necessary information is supplied to practice placement providers.**

**Condition:** The education provider must produce a practice placement handbook to formally provide necessary information to practice placement educators.

**Reason:** From the documentation submitted and in discussion with the practice placement providers, it appeared that not all necessary information was clearly supplied to practice placement educators by the education provider. Therefore the visitors felt that a practice placement handbook must be produced to ensure necessary information is provided to them.

**5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.**

**Condition:** The education provider must put in place a practice placement co-ordination policy.

**Reason:** From the documentation submitted and in discussion with the practice placement providers, it was clear that the relationship established between the practice placements providers and the education provider is on a historical and informal basis. Therefore, the visitors felt that the education provider must put in place a practice placement co-ordination policy in order to make sure that students and the education provider receive the information they need from placement providers at the appropriate time.

**5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.**

**Condition:** The education provider must provide evidence that there is a process in place to audit the placement providers in order to make sure that there is an equal opportunities and anti-discriminatory policy in place in relation to students.

**Reason:** While it was felt that placements providers have an equal opportunities and anti-discriminatory policy in place, the visitors did not see any evidence that the education provider has a process in place to audit the placements providers to be sure that they have an equal opportunities and anti-discriminatory policy. Therefore the visitors felt that the education provider must provide evidence that there is a process in place to audit the placement providers.

**6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.**

**Condition:** The education provider must provide evidence that formal assessments include professional aspects of practice.

**Reason:** Since all assessments are skills based and there is no assessment evidence of the standards of proficiency that are listed under the condition against SET 4.1, the visitors felt that the education provider must see evidence that formal assessment include professional aspects of practice.

**6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.**

**Condition:** The education provider must provide evidence that formal assessments include professional aspect of practice.

**Reason:** Since all assessments are skills based and there is no assessment evidence of the standards of proficiency that are listed under the condition against SET 4.1, the visitors felt that the education provider must see evidence that formal assessment include professional aspect of practice.

**6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.**

**Condition:** The education provider must provide a mapping exercise for assessments against the Health Professions Council's standards of proficiency.

**Reason:** In the documentation submitted, it was clear that Northern Ireland Ambulance Service complies with IHCD Rules and Regulations and NIAS Clinical Education Assessment, Referrals and Appeals Policy. However, the visitors felt that they need to see a mapping exercise for assessments against the Health Profession Council's standards of proficiency to make sure this standard is met.

**6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.**

**Condition:** The education provider must provide information to demonstrate that they monitor student performance and to show that objective criteria to assess students are in place.

**Reason:** In the documentation submitted, there was little evidence about the measurement of student performance during the programme and about the criteria used to assess students. Therefore the visitors felt that the education provider must provide evidence to demonstrate that this standard is fully met.

**6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.**

**Condition:** The education provider must provide evidence of moderation and internal verification in relation to practical scenarios.

**Reason:** In the documentation submitted, there was limited evidence to illustrate the mechanisms in place to assure appropriate standards in the assessment. However, as there are two sites of delivery of the programme, the visitors felt that they need to see evidence for both sites of moderation and internal verification in relation to practical scenarios to make sure this standard is fully met.

**6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.**

**Condition:** The education provider must provide information that demonstrates that assessment procedures are designed to prevent breach of the HPC standards of conduct, performance and ethics as well as to prevent misconduct.

**Reason:** In the documentation provided, the assessment methods did not take into account where professional aspects of practice were central to the assessment procedures. The visitors want to be assured that those who completed the programme will be able to meet the HPC standards of proficiency. Therefore the visitors felt that the education provider must clearly articulate in the documentation how assessments take into account breaches of professional behaviour and conduct.

**6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.**

**Condition:** The programme team must provide evidence that an external examiner has been appointed to assess this programme. In order to meet this standard the external examiner must be from the relevant part of the Register unless alternative arrangements are made with the HPC. The programme documentation must be revisited to state this policy requirement.

**Reason:** In discussion with the programme team it was apparent that there was no external examiner for the programme. The visitors recognise that the validating/awarding body visits the education provider every year to assess the programme against their rules and regulations. However, the visitors did not feel this was the equivalent of an external examiner's review. The programme team must appoint an appropriate external examiner and clearly state in the documentation that this standard is being followed on the programme.

## Recommendations

### **2.2.5 The admissions procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.**

**Recommendation:** The education provider should consider the creation of a policy to manage applications from candidates without an ambulance background (eg RGN, HCA, ODP).

**Reason:** Although this standard is met, the visitors felt that the education provider should enhance the admissions procedures to manage applications from candidates without an ambulance background.

### **3.1 The programme must have a secure place in the education provider's business plan.**

**Recommendation:** The education provider should clearly define student numbers and the context of an overall work force plan.

**Reason:** Although the visitors are confident that the programme has a secure place in the education provider's business plan, they would like to encourage the education provider to consider the future security of the programme and the impact of any potential partnerships with higher education providers on the programme.

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

**Recommendation:** The programme team should map the programme against the curriculum guidance of the professional body, the College of Paramedics (British Paramedic Association), for the programme to better reflect the philosophy, values, skills and knowledge base as articulated in the curriculum for the profession.

**Reason:** In the documentation submitted, there was no evidence that the programme was mapped against the College of Paramedics (British Paramedic Association) curriculum guidance. Therefore, the visitors felt that in order the programme better reflects the philosophy, values, skills and knowledge base as articulated in the curriculum for the profession, a mapping document against the curriculum guidance of the College of Paramedics (British Paramedic Association) should be submitted.

**5.10 The education provider must ensure necessary information is supplied to practice placement providers.**

**Recommendation:** The information supplied to practice placement providers by the education provider should be reviewed after the implementation of a formal practice placement educator training programme.

**Reason:** As the education provider must develop and put in place a process of practice placement educator training, the visitors felt that the information provided to practice placement providers in the future practice placement educators' handbook should be adapted.

Mr Vince Clarke  
Mr James Petter  
Dr Paul Brown

**Email correspondence between Paul Meehan (Northern Ireland Ambulance Service) to Elisa Simeoni (HPC Education Officer) about the determination of conditions deadline.**

**Email sent from Paul Meehan (Northern Ireland Ambulance Service) to Elisa Simeoni (HPC Education Officer) on 5 September 2008 following concerns he addressed by phone to Elisa about the determination of conditions deadline.**

Paul Meehan <[pmeehan@niamb.co.uk](mailto:pmeehan@niamb.co.uk)>  
To [Elisa.Simeoni@hpc-uk.org](mailto:Elisa.Simeoni@hpc-uk.org) 05/09/2008 14:31 <[Elisa.Simeoni@hpc-uk.org](mailto:Elisa.Simeoni@hpc-uk.org)>  
Cc Doctor McManus <[dmcmanus@niamb.co.uk](mailto:dmcmanus@niamb.co.uk)>  
Subject RE: Minutes of HPC Visit to NIAS - Conditions deadline

Hi Elisa,

RE: HPC ONGOING APPROVALS FOR NIAS "PARAMEDIC IN TRAINING" PROGRAMME.

Reference our recent telephone conversation.

I have a number of issues I would like you to bring to the attention of your managers regarding student cohort numbers and the difficulties in agreeing a deadline for condition implementation by NIAS.

Currently NIAS recruit and train paramedics to meet the changing needs of our service, operational developments and ministerial targets set by the Department of Health NI (DoH). Recruitment and training of students is therefore carried out on a rolling basis throughout the year. As the "Paramedic in Training" programme (PIT) spans a two year time frame it is normal for numbers of students to be at different stages of their training as the year progresses. I understand that universities usually deliver training programmes following set term times, ie. September - June, this is not the case for NIAS.

Below is a representation of current paramedic training within NIAS for the next three year period which I hope will provide the information you require.

Students due to complete training by Friday 4th Sept 08 - 24 Students due to complete training by 6th March 2009 - 52 Students completing year 1 and now progressing to year two. Due to complete by October 09 - 38 Students commencing training September 08, due to complete September 10. Student due to commence March 09, completing March 11 - 18 Students due to commence March 10, completing March 12 - 24.

At present NIAS is in the process of negotiating a 3rd level paramedic programme with the DoH and local NI Universities. It is planned that this will be in place by 2010 and replace our existing PIT programme.

From the HPC visitors report it was identified that 33 conditions must be met by NIAS to allow for continued programme approval. A response to the visitors report will be forwarded to HPC by 11th Sept as agreed. As an education provider we welcome the comments made within the report and have begun to develop our PIT programme to ensure all HPC SETs and SOPs are met.

From the report we have identified a number of conditions are of a nature which can be implemented quickly without having a major impact to our organization. Agreeing an implementation date for these conditions should be straight forward. We have identified however that a number of the conditions are of a nature that will have a major organizational impact to NIAS. ie.

Set 3.6, Set 4.1, Set 5.

To date NIAS have commenced a number of organizational projects to address these areas. An Organisational Change Project team has been commissioned and a project manager has been appointed to address the recruitment and training of operational Clinical Team Leaders and the introduction of a formal Mentorship programme. A clinical practice placement structure will be implemented in line with the College of Paramedics 2008 Curriculum Guidance & Competencies Framework. Negotiations with the IHCD is ongoing to develop and introduce the new "Module J" programme.

These projects will be ongoing throughout the year to ensure all HPC criteria has been met.

NIAS is committed to ensuring the PIT programme is and remains fully approved and registered by the HPC. We give a commitment to work continuously with the HPC to maintain this.

Please contact me should you require any further information relating to the above.

Paul.

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**Answer given by Elisa Simeoni (ES) to Paul Meehan (PM) following his email dated 5 September 2008 with some suggestions about the conditions deadline.**

-----Original Message-----

From: Elisa.Simeoni@hpc-uk.org [mailto:Elisa.Simeoni@hpc-uk.org]

Sent: 08 September 2008 18:04

To: Paul Meehan

Cc: Doctor McManus

Subject: RE: Minutes of HPC Visit to NIAS - Conditions deadline

Importance: High

Hi Paul,

Many thanks for your email; that is really useful.

I have talked about it with my manager and there may be the option for Northern Ireland Ambulance Service to split the conditions deadline into two conditions deadlines, but you will have to get the approval from the Education and Training Committee held in September in order to do that.

We would therefore advise you to write a letter intended to the Education and Training Committee (you can send it by email, no problem) in order to:

- List exactly what are the conditions which are easier for you to meet and suggest a conditions deadline on a reasonable time scale for this group of conditions (we would suggest no later than November); and
- List exactly the conditions you will need more time to meet, give a specific explanation why you would need more time for each of them and suggest a conditions deadline on a reasonable time scale for this group of conditions.

If the Education and Training Committee approve it, you will have therefore 2 conditions deadline.

However, although we appreciate that you need more time to meet some of the conditions, I would like to draw your attention on the fact that the Education and Training Committee would need a reasonable conditions deadline, having in mind that the approvals visit was held at the end of May, in order they can approve it.

I would advise you to send me this explanatory letter with the two suggested deadlines as well as your representation before Thursday 11 September if possible as I may be able to advise you on a few points. In any case, I will need to receive this no later than Thursday 11 September in order it goes to the Education and Training Committee in September.

I just would like to clarify with you that since you mentioned that the next starting date of the programme is March 2009, the programme will then need to be approved before the starting date which means that it will need to be approved by the Education and Training Committee held in February 2009 and this is 2 February 2009. Therefore, I would suggest that the conditions deadline for the conditions that will take you more time to meet should be no later than 18 December 2008. As you know, we need to allow at least six weeks between your response to the conditions and the final outcome at the Education & Training Committee.

Just to let you know that concerning the students number that will be in the report, I have checked this with my manager following your last email and we would suggest that the most reasonable students number to put would be 20 in order to allow a 25% margin (a variation of 5 students) before you will need to notify HPC of students number change once the programme is approved.

I look forward to hearing from you.

Kind regards,

Elisa

Elisa Simeoni  
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**Email sent by PM to ES on 11 September 2008 along with observations and documents to meet some of the conditions (please see document with observations).**

Paul Meehan <[pmeehan@niamb.co.uk](mailto:pmeehan@niamb.co.uk)>  
To [Elisa.Simeoni@hpc-uk.org](mailto:Elisa.Simeoni@hpc-uk.org) 11/09/2008 16:28 [Elisa.Simeoni@hpc-uk.org](mailto:Elisa.Simeoni@hpc-uk.org)  
Subject RE: Minutes of HPC Visit to NIAS - Conditions deadline

Hi Elisa,

Please find attached information requested reference approvals process.

Still needs a lot of work but hopefully it will help us take another step forward.

Paul

---

**Email sent by Elisa Simeoni to Paul Meehan following observations they sent on 11 September 2008 explaining that we need a suggested date for the conditions deadlines.**

Dear Paul,

Thanks for your email and for your observations on the HPC visitors' report.

I have seen that you have given a deadline for one group of conditions on 30 November 2008 which is a Sunday, so just to let you know that it will need to be Friday 28 November as a working day.

However, you didn't suggest any deadlines for the second group of conditions that will take you more time to meet. I can't see any suggested reasonable deadline for "Conditions being actioned through introduction of IHCD module "J" 4.1 – 4.3." and "The conditions which will be achieved through a rolling programme of organisational change - 5.5 – 5.13, 6.1 – 6.6".

I just wanted to raise with you the fact that the Education and Training Committee is really unlikely to approve the fact that there is no suggested deadline for some of the conditions.

As I suggested in my last email, it is therefore really in your interest to submit an explanatory letter to the Education and Training Committee, which will be part of your observations, in order to:

- List exactly what are the conditions which are easier for you to meet and suggest a conditions deadline on a reasonable time scale for this group of conditions (which is the one you have already given but needs to be a working day ie Friday 28 November 2008); and
- List exactly the conditions you will need more time to meet, give a specific explanation why you would need more time for each of them and suggest a conditions deadline on a reasonable time scale for this group of conditions.

If the Education and Training Committee approves it, you will have therefore 2 conditions deadlines.

Thanks for sending me documents intending to meet some of the conditions; that's good to see that you've undertaken actions on the programme following the approval visit. However, just to let you know that these evidences will need to be part of the documentation for the first conditions deadline set on Friday 28 November 2008 as we are not able to have them assessed at this stage by HPC visitors. Sorry if there has been any misunderstanding about that.

If you would like to resubmit this letter, I will need to receive it tomorrow Friday 12 September 2008 by 5pm at the very latest. If not, I will submit to the Committee the observations you have just sent me.

That would be also very helpful if you could have a look at my last email as there is a couple of points I would need you to confirm (starting date of the programme and students number) as if I don't hear back from you by tomorrow afternoon I will leave them as they are.

Thanks.

Kind regards,

Elisa

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**Last correspondence between PM and ES on 12 September 2008 following email sent by ES on 11 September.**

Hi Elisa,

Thank you for your prompt response to my e-mail.

I am happy to accept November 28th as the deadline for the conditions stated and I would also expect NIAS to have introduced the conditions for module "J" by this date.

In relation to Conditions for Standards 5 and 6, I feel NIAS is not in a position to agree a specific date for the full implementations for these standards.

As stated in my previous correspondence, NIAS is currently in the process of implementing a full organizational change programme to address these issues and would therefore request that a report to the HPC explaining our progress with the implementations of these standards is forwarded to you by 19th December 2008.

Regards.

Paul

---

**ES answer to PM on 12 September 2008 explaining that their observations will go to the Education and Training Committee in September and that they will be informed of the outcomes of the Committee.**

Hi Paul,

Thanks for your email.

Just to let you know that we will take your observations to the Education and Training Committee held in September in order they can take their decision.

I will get back to you then with the outcomes of this Committee.

Kind regards,

Elisa

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The HPC approvals team visited NIAS on 28<sup>th</sup>/29<sup>th</sup> May 2008 and submitted a report which was received on 19<sup>th</sup> August 2008. The visitors report agreed that 30 of the SETs had been met and listed conditions against the remaining 34 to enable the education provider (NIAS) to obtain continued approval from HPC for the Paramedic in Training programme. After giving the report careful consideration NIAS would like to submit challenges to the following conditions which we believe we already meet and communicated during the visit.

### **2.2.5 The admissions procedures must apply selection and entry criteria, including Accreditation of Prior Learning and other inclusion mechanisms.**

As the PIT programme is based on IHCD syllabus, ApeL is currently only taken into account in respect of IHCD awards previously attained in an Ambulance subject. They are as follows

Direct entrants with no previous ambulance experience or IHCD approved equivalent courses receive no ApeL. This is per current IHCD Rules and Regulations.

Applicants who have completed "Module A – Ambulance Care Assistant Award" - are awarded ApeL for this and are therefore not required to undertake the 2 week induction course at the start of the programme.

Emergency Medical Technicians - i.e. those who have completed "Modules DEF" -who wish to join the programme are awarded ApeL for these parts if the programme and are advanced to modules GHI (J) following successful completion of pre entry selection.

Emergency Medical Technicians who wish to join the programme but who have not completed modules DEF (training undertaken prior to August 2007) are awarded Ape L in respect of Modules DEF by merit of their training, experience and ongoing development and are advanced to modules GHI (J) following successful completion of pre entry testing.

APEL for other Health Care Professionals wishing to join a NIAS PIT programme cannot be considered at present due to Current IHCD Rules and Regulations.

### **3.5 Subject areas must be taught by staff with relevant expertise and knowledge.**

This condition is not specific about which areas of the programme or the staff it is referring to, however, all NIAS tutors are fully qualified HPC registered Paramedics who fulfil the necessary teaching requirements in order to deliver IHCD accredited courses.

We currently invite external speakers with the relevant expertise and knowledge to deliver on the programme (maternity, mental health, Equality & Diversity etc.)

As our programme develops we realise that we will have to develop our teaching staff in order for them to deliver new topics such as medical law and ethics, clinical audit, research, psychology etc. We are in the process of integrating IHCD module J(Professional Paramedic Practice) into our programme and this will be delivered by teaching staff with relevant knowledgeable and expertise.

### **3.6 A programme for staff development must be in place to ensure continuing professional and research development.**

Under HPC rules and regulations with regard to continuous professional development (CPD) we believe that this was the responsibility of each registrant however as a training provider NIAS has taken a lead role in the facilitation of CPD activities through ongoing training and development

In accordance with IHCD regulations NIAS have been delivering Post Proficiency training on an annual basis. This training has taken the form of 3 days per year for paramedics and 2 days for Emergency Medical Technicians. During these courses we have been proactive in staff development through the introduction of new skills and legislative changes e.g. Disability Awareness, Mental Health, Equality and Diversity. Staff development is clearly defined in the Trust Delivery Plan and Training Development Plan at a cost of £2,000,000 per annum. This information was shared with the visitors. This is now changing to become more student centred. From this year on all staff will attend for one day of scenario based assessments in order to assess competency and fitness to practice. A further 12 hours will be allocated to staff to undertake research and development which may reflect organisational requirements -for example this year there is a ministerial directive from DHSSPS with regard to infection control and as such NIAS has purchased a MRSA distance learning course for all staff.

In addition to this, as Agenda for Change and knowledge skills framework rolls out throughout NIAS there will be greater opportunity for staff to undertake development and research.

Listed below are actions already taken by NIAS to meet HPC conditions with the relevant supporting evidence attached:-

**2.1** From 1<sup>st</sup> Sept 08 NIAS has amended its advertising materials for the programme to comply with the advertising guidance issued by HPC. (Apx 1)

**2.1** From 1<sup>st</sup> Sept 08 NIAS has amended its advertising materials to clearly indicate that a manual handling assessment will take place during the programme. (Apx 2)

**2.2.1** From 1<sup>st</sup> Sept 08 NIAS has amended its advertising materials for the programme to clearly indicate to international applicants whose first language is not English that the International English Learning Testing System (IELTS) level ? is a mandatory requirement. (Apx 3)

**2.2.2** From 1<sup>st</sup> Sept 08 NIAS has amended its advertising materials for the programme to inform applicants, both external and existing Patient Care Service / Emergency Medical Technicians, that an enhanced CRB check is a requirement before entry to the programme. (Apx 4)

**3.9** From 1<sup>st</sup> Sept 08 NIAS has amended its existing consent form to make sure that when students are acting as patients, they agree on being recorded audio-visually. (Apx 5)

**4.1** NIAS is currently working with the IHCD and the COP to develop and introduce the new Module “J” to the programme. (Apx 6).

**5.7.3 – 5.7.5, 5.10**, NIAS is currently working with the IHCD and the COP to develop and introduce a new Practice Placement Handbook to ensure compliance with these conditions.

**6.7.5** Pending agreement by HPC. NIAS has appointed two external examiners from the relevant part of the HPC register to ensure compliance with this standard.

Mr Macartan Hughes, Director of Education and Training, ROI Ambulance Service (PA 14045)

Mr Shane Knox, Regional Ambulance Training Manager, ROI Ambulance Service (PA00915)

Regional Ambulance Training School,

St Mary’s Hospital

Phoenix Park

Dublin

Tel – 00353872410520.

NIAS will continue to meet the regulations of IHCD in relation to annual external verification visits.

**NIAS status on HPC conditions.**

**Conditions actioned with accompanying evidence:-**

2.1, 2.1, 2.2.1, 2.2.2, 3.9, 6.7.5.

**Conditions being actioned through introduction of IHCD module “J”:-**

4.1 – 4.3.

**Conditions to be actioned by 30<sup>th</sup> November 2008:-**

3.11, 4.5, 5.2, 5.3.1, 5.3.2.

**The conditions which will be achieved through a rolling programme of organisational change:-**

5.5 – 5.13, 6.1 – 6.6

## Visitors' report

<b>Name of education provider</b>	South Western Ambulance Service NHS Trust
<b>Validating Body/Awarding Body</b>	IHCD (Part of Edexcel)
<b>Programme name</b>	IHCD Paramedic Award
<b>Mode of delivery</b>	Full time
<b>Relevant part of HPC register</b>	Paramedic Science
<b>Date of visit</b>	13 and 14 May 2008

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 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 HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 26 August 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 25 September 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report **by <deadline for conditions>**. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on **<panel date>**.

## Introduction

The HPC visited the programme at the education provider as it was an approved programme which had not been approved since the publication of the QAA subject benchmark statements. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

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

**Visit details**

Name of HPC visitors and profession	Mr Robert Cartwright (Paramedic) Mr Vince Clarke (Paramedic) Mrs Claire Brewis (Occupational Therapist)
HPC executive officer(s) (in attendance)	Ms Mandy Hargood
HPC observer	Ms Katherine Lock
Proposed student numbers	24 Bournemouth 26 Plymouth
Effective date that programme approval reconfirmed from	September 2008
Chair	Mr David Beet (South Western Ambulance Service NHS Trust)
Secretary	Ms Viki Pollard (South Western Ambulance Service NHS Trust)

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
External Verifiers reports from IHCD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review the programme specification or external examiners reports prior to the visit as the documentation does not exist.

During the visit the HPC 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"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recommended outcome

To recommend a programme for ongoing 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 42 of the SETs have been met and that conditions should be set on the remaining 21 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 agreed that the education provider may wish to discuss some of these conditions with the validating/awarding body before attempting to respond to the conditions.

The visitors have also made a recommendation for the programme. Recommendations are normally set to encourage further enhancements to the programme and are often suggested when it is felt that the standards of education and training have been met at the threshold level.

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

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

**Condition:** The education provider must ensure the advertising materials for the programme follow the guidelines provided in the HPC “Regulatory status advertising protocol for education providers”.

**Reason:** From the documentation submitted it was clear that the advertising materials for the programme did not fully comply with the advertising guidelines issued by the HPC, for example references to state registration were included. Therefore, to provide applicants with full and clear information in order to make an informed choice about whether to join the programme, the visitors felt that the advertising material must be amended.

### **2.2.1 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.**

**Condition:** The education provider must ensure the selection and entry criteria of a good command of written and spoken English are clearly articulated within the admission procedures.

**Reason:** During the discussion with the programme team the visitors learnt that applicants to the programme were required to hold a minimum of GCSE English. In addition applicants were required to submit an essay, which enabled the education provider to assess whether an applicant had a good command of written and spoken English. The documentation provided to applicants did not reflect these requirements and the visitors therefore felt that the selection and entry criteria must be clearly articulated within the admission procedures.

### **2.2.5 The admission procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.**

**Condition:** The education provider must ensure the accreditation of prior (experiential) learning (ap(e)l) policies are clearly articulated within the admission procedures.

**Reason:** From the discussion with the programme team the visitors learnt that the education provider follows the validating/awarding body ap(e)l policies, though no applicants have been through the process. It was apparent from the discussion with students that they did not know about the ap(e)l policies and the visitors therefore felt that the ap(e)l policies must be clearly articulated to all applicants.

### **3.2 The programme must be managed effectively.**

**Condition:** The education provider must provide evidence that the validating/awarding body have confirmed that the programme is approved to run.

**Reason:** In the documentation received by the visitors, the most recent verifiers report from the validating/awarding body was from the 2005/2006 academic session. The programme team confirmed that they had raised this with the validating/awarding body and in the absence of a visit, the programme team continued to follow the validating/awarding body rules and regulations and maintain the paperwork as required. The visitors noted the response from the programme team, but felt that to ensure the programme was managed effectively the education provider must provide evidence that the validating/awarding body have confirmed the programme is approved to run.

### **3.3 There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.**

**Condition:** The education provider must provide evidence that the named programme leader is on the relevant part of the HPC register or otherwise appropriately qualified and experienced.

**Reason:** During discussions with the placement providers and programme team the visitors learnt that the business manager had overall responsibility for the programme. The visitors did not receive a copy of the business manager's curriculum vitae and were therefore unable to determine whether they were either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.

### **3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.**

**Condition:** The education provider must provide a revised attendance policy.

**Reason:** The attendance policy submitted as evidence stated that attendance was mandatory for all parts of the programme. However during discussions with the programme team it became evident that there was some flexibility in attendance if for example, a student was sick or a student experienced bereavement. The visitors felt that the policy did not reflect this and should therefore be updated to provide students with full and clear information.

### **4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:** The education provider must clearly articulate where each standard of proficiency (SOP) is taught and assessed.

**Reason:** From the documentation provided, SOPs mapping and module descriptors, the visitors found it very difficult to determine whether a student who completed the programme would meet all the SOPs. From the discussion with the programme team the visitors learnt that the teaching and assessment strategies were designed to meet the SOPs, however, without clear documentary evidence detailing where each SOP would be met, the visitors were unable to determine whether this standard had been met.

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

**Condition:** The education provider must ensure the programme reflects the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

**Reason:** During discussion with the programme team the visitors learnt that the education provider is looking to develop further ambulance based practice placements, service policies and delivery that will enhance the programme and reflect more positively the curriculum guidance for the profession. The visitors would like to ensure that these plans more accurately reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

#### **4.4 The curriculum must remain relevant to current practice.**

**Condition:** The education provider must ensure the curriculum remains relevant to current practice.

**Reason:** From the discussion with the programme team the visitors learnt how the existing programme was relevant to current practice and the programme team recognised that this information had not come across within the documentation received by the visitors. The visitors felt that this information must be included within the documentation to illustrate how the education provider ensures the curriculum remains relevant to current practice.

#### **4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.**

**Condition:** The education provider must clearly articulate how the programme assists autonomous and reflective thinking and evidence based practice.

**Reason:** From the discussion with the programme team the visitors learnt that students were given minimal input with regard to the theory and process by the use of 'daily diaries', with this only being done while in the education centres. As students were not required to demonstrate the process of reflection while on ambulance placements, the visitors were doubtful whether the students were able to develop their autonomous and reflective thinking and evidence based practice to the degree expected

**5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.**

**Condition:** The education provider must clearly articulate how learning, teaching and supervision encourage safe and effective practice, independent learning and professional conduct.

**Reason:** The visitors discussed with the programme team where safe and effective practice, independent learning and professional conduct were encouraged as there was no evidence in the documentation to show how these learning outcomes were achieved. The visitors would like to see documentation that clearly articulates how the learning, teaching and supervision encourage safe and effective practice, independent learning and professional conduct.

**5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.**

**Condition:** The education provider must clearly articulate how the number and range of placements are appropriate to achieve the learning outcomes of the programme.

**Reason:** From the documentation and discussions with the programme team and placement providers the visitors learnt that students undertake the placements required by the validating/awarding body and that students were encouraged to visit other departments, such as paediatrics and obstetrics and gynaecology. The visitors felt that a student could complete the programme without undertaking these additional placements and that if this happened, the number and range of placements would not be appropriate to the learning outcomes of the programme.

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

**Condition:** The education provider must ensure the system for approving and monitoring all placements is thorough and effective.

**Reason:** From the discussion with the programme team the visitors learnt that the education provider uses an audit tool to undertake initial approval and regular monitoring of all placements, which includes seeking student feedback. The visitors were concerned that the audit tool did not contain questions about the local problems experienced by the students on placement and how the student feedback was evaluated and utilised. The visitors therefore felt that that audit tool was not sufficiently thorough or being used effectively.

**5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:**  
**5.7.5 communication and lines of responsibility.**

**Condition:** The education provider must ensure that the communication and lines of responsibility are clearly articulated to students and practice placement providers.

**Reason:** From the documentation and programme team meeting the visitors learnt that regular tripartite meetings occurred between the programme team, placement providers and students and that these were designed to provide the students and placement providers with the information they require. However, during the student meeting the visitors learnt that these had not been happening. The visitors were therefore concerned that one of the ways in which information was transmitted was unavailable and wondered whether students and practice placement providers had been prepared for what to do in its absence.

**5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.**

**Condition:** The education provider must clearly articulate when the practice placement providers must provide information to the education provider and students.

**Reason:** From discussions with the programme team and placement providers it was clear that the education provider and students received appropriate information from the practice placement provider prior to placement. However, the visitors were unsure precisely when this information was provided and whether this allowed sufficient time for the students and education provider to read the information and ask any questions which arose from it. The visitors felt that the education provider must clearly articulate when students and the education provider can expect to receive appropriate information from the practice placement provider.

**6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.**

**Condition:** The education provider must clearly articulate how the assessment design and procedures assure that students can demonstrate fitness to practice.

**Reason:** From the discussion with the programme team the visitors learnt that the teaching and assessment strategy had been designed to meet the SOPs. However from the documentation provided, SOPs mapping and module descriptors, the visitors found it very difficult to determine whether through the learning outcomes and associated assessment methods all the SOPs would be met. As this provides a direct link to fitness to practice, the visitors were unable to determine whether a student on completion of the programme would be able to demonstrate fitness to practice.

**6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.**

**Condition:** The education provider must clearly articulate the assessment methods that are employed to measure the learning outcomes and skills required to practice safely and effectively.

**Reason:** From the discussion with the programme team the visitors learnt that the teaching and assessment strategy had been designed to meet the SOPs. However, from the documentation provided, SOPs mapping and module descriptors, the visitors found it very difficult to determine whether through the learning outcomes and associated assessment methods all the SOPs would be met. The visitors therefore could not determine whether the assessment methods applied measured the learning outcomes and skills that are required to practise safely and effectively.

### **6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.**

**Condition:** The education provider must clearly articulate how the programme demonstrates that all assessments provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

**Reason:** On reading the documentation provided prior to the visit the visitors noted that the only assessment used was that of the validating/awarding body. Discussions with the programme team confirmed that this was the case. The visitors wanted to see clearly articulated evidence that showed how compliance with external reference frameworks, for example the curriculum guidance from the BPA, can be measured.

### **6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.**

**Condition:** The education provider must clearly articulate the mechanisms in place to assure appropriate standards in the assessment across the training centres.

**Reason:** From the documentation the visitors learnt that the programme was delivered at two sites; Bournemouth and Plymouth. During the programme team meeting the visitors heard that the programme, including delivery and assessment, was identical at both sites. The visitors were concerned that with two sites, there was a chance that different assessment standards could be applied. The visitors therefore felt that the education provider must clearly articulate the mechanisms in place to ensure that there appropriate assessment standards across the training centres.

### **6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.**

**Condition:** The education provider must clearly articulate how professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement.

**Reason:** From the documentation and discussion with the programme team the visitors learnt that professional aspects of practice were taught throughout the programme however, they were not specifically assessed during classroom based scenarios or during ambulance based placements. Without further information the visitors felt the professional aspects of practice were not integral to the education provider's assessment procedures and they were therefore unable to determine whether this standard had been met.

**6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.**

**Condition:** The education provider's assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register or propose alternative arrangements.

**Reason:** From the documentation and discussion with the programme team the visitors learnt that there was an external examiner for the programme. The visitors were satisfied that this individual was appropriately registered, however, they could see no requirements within the assessment regulations for this individual to be on the relevant part of the HPC Register unless other arrangements had been agreed with the HPC.

## Recommendations

### **3.8 The facilities needed to ensure the welfare and well being of students must be both adequate and accessible.**

**Recommendation:** The education provider should consider reviewing the welfare arrangements for students.

**Reason:** The visitors were satisfied that the education provider's policies were adequate and accessible to students on a verbal basis. However the visitors felt that the programme could be enhanced by fully incorporating the policies of the validating/awarding body with regard to the specific safety aspects of some elements of practice such as defibrillation in a written form.

## Commendations

The visitors wish to commend the following aspects of the programme,

**Commendation:** The visitors would like to commend the education provider on the “Streetwise” facility used for training scenarios.

**Reason:** The visitors believe that this facility was an excellent training tool for the students as it allowed them to experience real life scenarios in a controlled environment. The visitors saw this as both innovative and an example of best practice.

Mr Vince Clarke  
Mr Robert Cartwright  
Mrs Claire Brewis



RECEIVED 14 AUG 2008

South Western Ambulance Service



NHS Trust

Education and Professional Development College (East)  
42 Portchester Road  
Bournemouth, Dorset, BH8 8LE  
Tel: 01202 438970 / 438971 Fax: 01202 555672

RECEIVED 14 AUG 2008

Mandy Hargood  
Education Officer  
Health Professions Council  
Park House  
184 Kensington Park Road  
London  
SE11 4BU

07 August 2008

**Re: South Western Ambulance NHS Trust**

Dear Mandy

Thank you for sending us your recent report into the South Western Ambulance NHS Trust. We are now working on the conditions and would like to resubmit all paperwork amendments by December 31<sup>st</sup> 2008. Our rationale for 3 months is merely that we are working with an external provider to externally accredit new parts of our programme.

The only challenge to the report that we would make is section 3.3.

We are not clear where you got the information from regarding our Business Manager being a Programme Leader, but she has never lead a paramedic course and is not a course / programme leader. Whilst we can re-assure you that this is the case and has always been the case, we are unclear what else is required and we therefore ask that this condition be removed.

I am overall programme leader for South Western Ambulance Service Training and am on the HPC register. Each course is led by an individual who is guaranteed on the register.

Re: 3.2 – We have an IHCD visit booked to re-validate us next week, so that we can demonstrate compliance.

Thank you for your continued support.

Yours sincerely

David Halliwell Msc Paramedic  
Head of Education  
South Western Ambulance NHS

## Visitors' report

<b>Name of education provider</b>	Staffordshire University
<b>Programme name</b>	Foundation Degree in Paramedic Science
<b>Mode of delivery</b>	Full time
<b>Relevant part of HPC register</b>	Paramedic
<b>Date of visit</b>	24-25 June 2008

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 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 HPC keep a register of health 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. The education provider has until 1 August to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 18 August 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 14 August 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval/approval (delete as appropriate) of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 25 September 2008.

## Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC 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 visit also considered the following programme – Foundation Degree in Professional Development in Paramedic Science. The education provider and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exists for the other programme. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider, outlines their decisions on the programmes' status.

## Visit details

Name of HPC visitors and profession	Paul Bates (Paramedic) Glyn Harding (Paramedic)
HPC executive officer (in attendance)	Paula Lescott
Proposed student numbers	20
Proposed start date of programme approval	September 2009
Chair	Professor Mike Goodwin (Staffordshire University)
Secretary	Andrea Jones (Staffordshire University)
Members of the joint panel	Richard Benefer (Staffordshire University, Internal Panel Member) Dr Mark Forshaw (Staffordshire University, Internal Panel Member) Peter Jones (Staffordshire University, Internal Panel Member)

## Sources of evidence

Prior to the visit the HPC 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"/>
Validation Support Document	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review external examiners' reports prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HPC 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"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC met with students from the operating department practice and nursing programmes, as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

To recommend a programme for approval, the visitors must be 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 55 of the SETs have been met and that conditions should be set on the remaining 8 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 have also made a recommendation 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

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

**Condition:** The education provider must review the programme documentation and advertising materials for the programme to follow the guidance provided in the HPC “Regulatory status advertising protocol for education providers”.

**Reason:** From the documentation submitted by the education provider it was clear that the documentation did not fully comply with the advertising guidance issued by HPC. In particular, the HPC is not a professional body and should not be referred to as such in any materials related to an HPC approved programme. It should also be made clear throughout all of the documentation that completion of the programme provides eligibility to apply for HPC registration. In addition, there are a number of items referred to as HPC requirements in the documentation that it needs to be clarified are professional body recommendations, in particular references to the amount of time that mentors should supervise students on placements and the guidance regarding the 24-hour cycle of care. Finally, references to the HPC standards of conduct, performance and ethics should be updated to the most recent version of this publication throughout the documentation. Therefore, in order to provide students with the correct information to make an informed choice about whether to join the programme and to prevent confusion amongst students on the programme, the visitors felt the programme documentation must be amended.

### **3.1 The programme must have a secure place in the education provider’s business plan.**

**Condition:** The education provider must provide evidence that the programme has a secure place in the education provider’s business plan and is guaranteed to run.

**Reason:** During the senior team meeting it was apparent that the education provider was waiting for confirmation from the strategic health authority regarding commissioned numbers to the programme to ensure that the funding would be in place to run the programme. Once this confirmation has been received by the education provider, the visitors require evidence to demonstrate that this is the case to ensure that this standard is being met.

### **3.4 There must be an adequate number of appropriately qualified staff in place to deliver an effective programme.**

**Condition:** The education provider must provide evidence to demonstrate that one of the planned paramedic personnel is recruited to the programme team before the start of the first programme, and that the other paramedic role is recruited to at the earliest possible opportunity.

**Reason:** From the programme team meeting it was clear that the programme team was already in place with the exception of the paramedic staff. Whilst the

visitors recognised that the job descriptions had been written and that initial advertising for the roles had already begun, they felt that in order for this programme to run at least one of these roles must be in position by the start of the programme. The visitors would therefore need confirmation of the recruitment of one of these individuals and details of their expertise and knowledge to ensure that this standard is being met.

### **3.5 Subject areas must be taught by staff with relevant expertise and knowledge.**

**Condition:** The education provider must provide evidence to demonstrate that one of the planned paramedic personnel is recruited to the programme team before the start of the first programme, and that the other paramedic role is recruited to at the earliest possible opportunity.

**Reason:** From the programme team meeting it was clear that the programme team was already in place with the exception of the paramedic staff. Whilst the visitors recognised that the job descriptions had been written and that initial advertising for the roles had already begun, they felt that in order for this programme to run at least one of these roles must be in position by the start of the programme. The visitors would therefore need confirmation of the recruitment of one of these individuals and details of their expertise and knowledge to ensure that this standard is being met.

### **3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.**

**Condition:** The education provider must review the programme documentation in order to provide evidence that the resources available for the learning and teaching of the students on this programme would be sufficient.

**Reason:** From the tour of the facilities and the planned equipment for purchase by the education provider the visitors could not determine whether the equipment resources would be sufficient for the number of students on this programme. Indeed, from the equipment list supplied and from the resources seen on the tour the visitors felt that these would not provide sufficient learning and teaching resources. In addition, consideration needs to be made into the lack of additional access to facilities for the students on this programme. The visitors therefore require details of the equipment that is currently available to this programme and an updated list of the type and quantity of equipment that the education provider is planning to purchase to ensure that this standard is being met.

### **3.13 The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.**

**Condition:** The education provider must revisit the programme documentation to demonstrate that the stock of subject texts will be sufficient to support the learning of the students on this programme.

**Reason:** From a review of the programme documentation and from discussions with the programme team it was apparent that there were plans to purchase the books listed in the module descriptors as required reading. To ensure that this standard is being met the visitors require evidence regarding the quantity of the resources that are being purchased. The visitors also need to see the recommended reading lists for the programme and demonstration of the plans to purchase these resources, including the amount of each of the texts.

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:** The education provider must revisit the programme documentation to clarify the policy on preceptorship following completion of the programme.

**Reason:** From a review of the documentation submitted by the education provider it was clear that the information in the documentation was misleading regarding the programme policy on preceptorship after completing the programme. The documentation needs to be updated to clarify that a period of preceptorship was recommended as best practice after completion of the programme, and that preceptorship is not a requirement as is currently stated.

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

**Condition:** The education provider must revisit the programme documentation to provide evidence of the education provider taking full responsibility over placements on the programme.

**Reason:** From a review of the programme documentation and discussions with the programme team it was clear that the education provider planned to initially utilise Coventry University's placement audits for the first year of the programme before commencing their own audits. The visitors require evidence of a formal agreement between the two education providers and endorsement of Staffordshire University's responsibility for placements for the period that the information in the Coventry University's audits is utilised.

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

**Condition:** The education provider must revisit the programme documentation to provide evidence that the placement audits that are planned to be utilised are tailored to paramedic placements.

**Reason:** In the programme documentation submitted by the education provider an audit was provided that would be adapted and utilised in the future to approve and monitor paramedic placements on the programme. The visitors require evidence that this audit has been adapted to be suitable for assessing paramedic placements to ensure that this standard is being met.

## Recommendations

**3.13 The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.**

**Recommendation:** The visitors wished to recommend that a wider range of paramedic texts is available to the students on the programme.

**Reason:** From the resources seen at the visit and the texts proposed for purchase by the programme team, the visitors felt that a wider range of paramedic texts could be made available to aid the research and learning of the students on the programme.

Paul Bates  
Glyn Harding



RECEIVED 12 SEP 2008

Faculty of Health

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Ms Paula Lescott  
Education Officer  
Health Professions Council  
Park House  
184 Kennington Park Road  
London  
SE11 4BU

8 September 2008

Dear Paula

Please see below further detail in response to the validation condition (3.1) pertaining to the Visitors' report for the Foundation Degree in Paramedic Science

In January 2008 Staffordshire University was commissioned by West Midlands Ambulance Service to deliver Paramedic education and training for its Staffordshire locality, comprising 40 Ambulance Technician to Paramedic Conversion students and 20 direct entry Paramedic students starting in September 2008. However, in May 2008 NHS West Midlands was charged with taking over the commissioning of Paramedic education and training for the Region and in July the University was informed of its confirmed commissioned numbers for the Technician to Paramedic conversion programme (FD Professional Development in Paramedic Science).

The second stage of the SHA's process involves confirming commissioned student numbers for direct entry programmes (FD in Paramedic Science) starting in Sept 2009. HEIs in the West Midlands have been notified that the process will start this autumn and we anticipate being informed of confirmed commissioned numbers (20) in early 2009. Unfortunately NHS West Midlands has not notified HEI's of definitive dates, so I am unable at this time to be any more specific.

The University is conscious that this means we will not be able to meet this validation condition in the timeline identified. We would appreciate it if the Education and Training Committee would consider the possibility of amending this condition deadline to 28 February 2009. We do apologise most profusely for this, but the commissioning process is under the control of our SHA and we are dependent upon them communicating their intentions to us in a timely and informative manner.

Please do not hesitate to contact me should you require any further clarification.

Yours Sincerely

Christine A Raper  
Programme Area Manager for Lifelong Learning



## Visitors' report

<b>Name of education provider</b>	Yorkshire Ambulance Service
<b>Validating body</b>	IHCD (Part of Edexcel)
<b>Programme name</b>	IHCD Paramedic Award
<b>Mode of delivery</b>	Full time & Part time
<b>Relevant part of HPC register</b>	Paramedic
<b>Date of visit</b>	7-8 May 2008

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 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 HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 4 August 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 25 September 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 19 December 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 2 February 2009.

## Introduction

The HPC visited the programme at the education provider as it was an approved programme which had not been approved since the publication of the QAA subject benchmark statements. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

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

## Visit details

Name of HPC visitors and profession	Paul Bates (Paramedic) Bob Fellows (Paramedic) Derek Adrian-Harris (Radiographer)
HPC executive officer (in attendance)	Paula Lescott
HPC observer	Mandy Hargood
Proposed student numbers	Current intake four times each financial year (average twelve students per intake) over three sites – Doncaster, Wakefield and Burn Hall Training Centres
Initial approval	September 2000
Effective date that programme approval reconfirmed from	April 2009
Chair	Linda Nelson (University of Teesside)
Secretary	Paula Astley (Yorkshire Ambulance Service)
Members of the joint panel	Bryan Ward (Yorkshire Ambulance Service, observer)

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
Trust Policy Documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External verifier reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review a programme specification or external examiners' reports prior to the visit as these documents do not exist.

The HPC did not review a practice placement handbook prior to the visit as a separate practice placement handbook has not been produced. The information is included in the Trust Policy documentation.

During the visit the HPC 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"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recommended outcome

To recommend a programme for ongoing 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 48 of the SETs have been met and that conditions should be set on the remaining 15 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 agreed that the education provider may wish to discuss some of these conditions with the validating/awarding body before attempting to respond to the conditions.

The visitors have also made a number of 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

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

**Condition:** The programme team must review the programme documentation and remove references to state registration and Ambulance Service Association committees.

**Reason:** In the documentation submitted by the programme team there were a number of out-dated references and the visitors felt that in order to prevent confusion the documentation must be updated to reference current terminology and organisations.

### **3.6 A programme for staff development must be in place to ensure continuing professional and research development.**

**Condition:** The programme team must revisit the programme documentation and provide evidence of the staff development policy to demonstrate the system of support that is in place for staff to participate in continuing professional and research development.

**Reason:** In discussion with the programme team it was expressed that a staff development policy was in place. The visitors felt that the documentation submitted did not reflect this and therefore wished to receive further evidence to demonstrate that this standard was being met.

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

**Condition:** The programme team must revisit the programme documentation to demonstrate that there is parity of resources across the three training sites.

**Reason:** In the documentation submitted by the programme team there was some confusion as to the current numbers of resources at each of the training sites as there had been a recent addition of resources to the programme. The visitors wished to see updated lists of the resources at each site, including book lists, to ensure that there is parity across the training environments.

### **3.13 The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.**

**Condition:** The programme team must revisit the programme documentation to demonstrate that there is parity of resources across the three training sites.

**Reason:** In the documentation submitted by the programme team there was some confusion as to the current numbers of resources at each of the training sites as there had recently been a recent addition of resources to the

programme. The visitors wished to see updated lists of the resources at each site, including book lists, to ensure that there is parity across the training environments.

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:** The programme team must revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are addressed and assessed.

**1a.1 Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession**

- be aware of current UK legislation applicable to the work of their profession

**1a.4 Registrant paramedics must understand the importance of and be able to obtain informed consent**

**1a.6 Registrant paramedics must be able to practise as an autonomous professional, exercising their own professional judgement**

- be able to initiate resolution of problems and be able to exercise personal initiative
- recognise that they are personally responsible for and must be able to justify their decisions

**1b.3 Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers**

- be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
- understand how communication skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability
- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible

- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

**2b.1 Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions**

- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice

**2c.1 Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care

**2c.2 Registrant paramedics must be able to audit, reflect on and review practice**

- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

**3a.1 Registrant paramedics must know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice**

- understand the following aspects of behavioural science:
- psychological and social factors that influence an individual in health and illness
- how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice

- how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships

**Reason:** From the discussions with the programme team, the students and a review of the documents the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate where the above standards of proficiency are met in the programme to ensure that those who complete the programme are safe and effective practitioners.

#### **4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.**

**Condition:** The programme team must revisit the programme documentation to provide an outline of how autonomous practice, reflective thinking and evidence based practice is developed by students within the programme.

**Reason:** It was not clear within the documentation submitted by the programme team how students develop autonomous practice, reflective thinking and evidence based practice within the programme. The visitors therefore require further evidence to ensure that this standard is being met.

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

**Condition:** The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence the practice-based element of the programme.

**Reason:** In the documentation supplied by the programme team information about placement audits, and therefore how the programme team ensures that staff numbers and qualifications are adequate, was not provided. The visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms in place to assure the adequacy of placement staff.

##### **5.3.1 The practice placement settings must provide a safe environment.**

**Condition:** The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence their practical element of the programme.

**Reason:** In the documentation supplied by the programme team information about placement audits, and therefore how the programme team ensures that placement practice settings offer a safe environment to students, was not provided. The visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms to assure practice placements provide a safe environment.

### **5.3.2 The practice placement settings must provide safe and effective practice.**

**Condition:** The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence their practical element of the programme.

**Reason:** In the documentation supplied by the programme team information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice environment for students, was not provided. The visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment.

### **5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.**

**Condition:** The programme team must review the programme documentation and map the capacity for clinical placements in accordance with planned training numbers.

**Reason:** In discussion with the programme team and students it was clear that there had been problems with practice placements in the central division region. This has led to students having to wait for longer periods for their placements to commence compared to students from other divisions. In order to ensure that there is parity across the student experience on the programme and that there is timely progression to complete the clinical elements, the visitors require further information to demonstrate that this matter is being addressed to ensure that this standard is being met.

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

**Condition:** The programme team must revisit the programme documentation to provide evidence of the audit that placements are subjected to before students commence their practical element of the programme.

**Reason:** In the documentation supplied by the programme team information about placement audits, and therefore how the programme team ensures that placement environments are suitable, was not provided. The visitors wish to see evidence of the audits that hospital site placements go through and an example audit for the ambulance station environments in order to ensure that this standard is addressed.

### **5.10 The education provider must ensure necessary information is supplied to practice placement providers.**

**Condition:** The programme team must review the programme documentation to show the criminal record bureau policy clearly, particularly in relation to the

sharing of student information between the programme team and the placement providers.

**Reason:** In discussions with the programme team and the placement providers there was apparent confusion regarding the process of sharing information about students attending practical placements, with differing expectations about the type of information that should be shared in relation to positive criminal record bureau checks. The visitors felt that this matter should be clarified to evidence that this standard is being met.

**6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.**

**Condition:** The programme team must review the programme documentation to clearly demonstrate the assessment procedures for the additional parts of the curriculum that the programme team have added onto the standard IHCD curriculum.

**Reason:** In the documentation submitted by the programme team the assessment procedures for the additional parts of the curriculum that the programme team have added onto the standard IHCD curriculum was not provided. The visitors felt that to ensure that this standard is being met that this evidence is required.

**6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.**

**Condition:** The programme team must revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are assessed.

**1a.1 Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession**

- be aware of current UK legislation applicable to the work of their profession

**1a.4 Registrant paramedics must understand the importance of and be able to obtain informed consent**

**1a.6 Registrant paramedics must be able to practise as an autonomous professional, exercising their own professional judgement**

- be able to initiate resolution of problems and be able to exercise personal initiative
- recognise that they are personally responsible for and must be able to justify their decisions

**1b.3 Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers**

- be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
- understand how communication skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability
- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

**2b.1 Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions**

- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice

**2c.1 Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care

**2c.2 Registrant paramedics must be able to audit, reflect on and review practice**

- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

**3a.1 Registrant paramedics must know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice**

- understand the following aspects of behavioural science:
- psychological and social factors that influence an individual in health and illness
- how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
- how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships

**Reason:** From the discussions with the programme team, the students and a review of the documents the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate how those individuals who have completed the programme will have demonstrated fitness to practise through the assessment methods.

In relation to the English language standard of proficiency (be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5) the visitors felt that the learning outcomes, support mechanisms and entry requirements need to be evidenced in order to ensure that this standard is being met.

**6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.**

**Condition:** The programme team must provide evidence that an external examiner has been appointed to assess this programme. In order to meet this standard the external examiner must be from the relevant part of the Register unless alternative arrangements are made with the HPC. The programme documentation must be revisited to state this policy requirement.

**Reason:** In discussions with the programme team it was apparent that there was no external examiner for the programme. The visitors recognise that the validating/awarding body visits the education provider every year to assess the programme against their rules and regulations. However, the visitors did not feel this was the equivalent of an external examiner's review. The programme team must appoint an appropriate external examiner and clearly state in the documentation that this standard is being followed on the programme.

## Recommendations

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

**Recommendation:** The visitors wished to recommend that the programme team rework the student handbook into one succinct document that would aid student understanding of the course and give them further information to guide them through the programme.

**Reason:** In the documentation submitted by the programme team the student handbook contained minimal information. The visitors felt that by including more information in the handbook on policies (such as support available for learning, and the Accreditation of Prior Experience or Learning (APEL) and failure policies), course information and the welfare and support available to students that this would aid the students' understanding of the programme.

### **2.2.5 The admission procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.**

**Recommendation:** The visitors recommend that the education provider works in conjunction with their partner universities to develop the APEL policy in order to strengthen the policy and make it more appropriate to the programme.

**Reason:** Whilst the current APEL policy serves its purpose of ensuring applicants demonstrate their ability to meet the standards of proficiency, the visitors felt that after discussions with the programme team, the APEL policy could benefit from being strengthened to cover a wider range of the types of circumstances presented to the programme team. Therefore the visitors wished to encourage that this policy is adapted through communication with the partner universities to provide a consistent APEL process for all candidates.

### **3.13 The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.**

**Recommendation:** The visitors wished to recommend that the programme team strengthen the programme documentation to update book lists with named titles and the editions used, and to encourage that a wider range of texts is utilised in the programme.

**Reason:** Whilst the visitors felt that the resources on the programme were adequate they felt that information regarding texts could be strengthened in the documentation and that the programme team could review the range and currency of the texts being used, as the students would benefit from a wider range of texts and more current editions being utilised on the programme.

**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Recommendation:** The visitors wished to recommend that the programme team build on inter-professional learning within the programme to enhance student preparation for practice placements and strengthen the attainment of the standards of proficiency under 1b.1.

**Reason:** The visitors felt that the student experience would be enhanced by the development of inter-professional learning and by further preparing students for working with other health professionals on practice placements across the three training sites.

**4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.**

**Recommendation:** The visitors wished to recommend that the programme team review the programme against the current British Paramedic Association guidelines.

**Reason:** The documentation submitted by the programme team indicated that the programme had been mapped against the British Paramedic Association guidelines from 2006. The visitors felt that the programme would benefit from being reviewed against the latest British Paramedic Association guidelines.

**5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.**

**Recommendation:** The visitors wished to recommend that the programme team consider reviewing the placement experience so that the duration and range of placements reflects a competency based approach rather than volume orientated.

**Reason:** The visitors felt that the range of placement experiences and assessments allow those who complete the programme to achieve the desired learning outcomes. However, the visitors felt, that by altering the way that students achieved competency in their assessments on placements from performing a set number of procedures to a competence based assessment, the students could benefit as this would remove the element of responsibility of focusing on achieving a certain volume of procedures from the student and allow them to experience other elements which they may otherwise miss out on.

**5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.**

**Recommendation:** The visitors wished to recommend that the programme team rework the student handbook into one succinct document that would aid student

understanding of the course and give them further information to guide them through the programme.

**Reason:** In the documentation submitted by the programme team the student handbook contained minimal information. Whilst the students are aware of procedures, the visitors felt that by including more information in the handbook on policies (such as the failure policy) that this would aid the students understanding of the programme.

**6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.**

**Recommendation:** The visitors wished to recommend that the external examiner appointed by the programme team to assess the programme has experience of higher education institute requirements, and that the external examiner reports form part of the annual monitoring documentation submissions in the future.

**Reason:** The visitors wished to support the continuing positive experience that the programme team had expressed that their relationships with their partner universities had brought about by recommending that the programme's external examiner has prior experience of higher education institutes, as they felt that the education provider would benefit from the additional input of staff with experience of these processes and requirements.

Paul Bates  
Bob Fellows  
Derek Adrian-Harris

BW/SR

3<sup>rd</sup> September 2008

Dear Paula

Further to our telephone conversation, could I request that the documents to meet the conditions from the Yorkshire Ambulance Service HPC visit be presented to the December panel, I will submit the documents to you for the 19<sup>th</sup> December if this is acceptable..

I'm requesting the December date due for the following reasons:-

We did not receive the conditions within the stated time period as the HPC response to the visit was delayed, therefore the time frame to implement the requirements will need to be moved forward.

We have recently reviewed our workforce plan and were unsure if we were going to progress with any more students through the IHCD Paramedic programme. However the recently completed workforce plan has highlighted a need to continue with this route. Meaning a lot of the work which needs to be done to meet the conditions has only recently started.

A number of the conditions levied upon us are around the content and assessment methodologies used within the IHCD Paramedic programme. There are a number of meetings and discussions been held on a national footing regarding the introduction of a 'module J' being developed to meet these conditions, with this module still being in the development stage.

As the programme is awarded under the guise of the IHCD we are holding discussions with them regarding content, assessment and duration of the programme, as any changes to these fundamental issues will need their support and accreditation as well as the HPC's.

I hope this provides sufficient understanding as to why we are requesting the December board for submission of the documentation to meet the conditions.

If you require any additional information please don't hesitate to contact me

Bryan Ward

Clinical Education Manager  
Yorkshire Ambulance Service