

Education and Training Committee – 29 July 2009

North East Ambulance Service NHS Trust, IHCD Paramedic Programme – Decision on continued approval

Executive summary and recommendations

Introduction

At the meeting of the Education and Training Committee on 12 June 2007, the Committee agreed to undertake a programme of visits to the delivery sites of IHCD paramedic awards across the UK to reconfirm ongoing approval where appropriate. North East Ambulance Service NHS Trust was subject to an approval visit for this reason on 15-16 July 2008.

A number of conditions were placed on ongoing approval of this programme. The visitors' report can be found as appendix one. A conditions deadline was negotiated for 21 October 2008 as the next cohort was not planned to commence until January 2009.

The education provider submitted the first response to conditions on 21 October 2008. The visitors reviewed the documentation and indicated that there were some standards that they did not feel had been met. A copy of their recommendation and reasons can be found as appendix two. The education provider was informed of the remaining standards and advised there was one further attempt remaining.

The education provider requested more time to meet conditions indicating that the planned start date for the next cohort would be delayed accordingly. This additional time was granted to the education provider.

The education provider submitted a final response to the conditions on 30 April 2009. The visitors reviewed the documentation and have indicated that there are still some standards that have not been met.

As a result of the remaining conditions which have been recommended as not being met, the visitors are recommending the summary outcome of withdrawal of approval. The visitors' final recommendation and the reasons for it have been summarised in appendix three.

Decision

The Committee is asked to consider the continued approval of the IHCD paramedic programme delivered by North East Ambulance Service NHS Trust. The Committee is asked to articulate and agree reasons for their decision so that

they may be communicated to North East Ambulance Service NHS Trust. The Committee have the following broad options:

- To accept in whole or in part the visitors' recommendation and commence proceedings to withdraw approval from the programme by directing the Education Department to contact the education provider and inform them of the intent of the Committee and ask for a response.
- To seek additional information from the visitors already attached to the visit (or new visitors) on the particular issues linked to the recommendation for withdrawal of approval (please note, the action from this recommendation could occur concurrently to the above recommendation).
- To overturn the visitors' recommendation and reconfirm ongoing approval for the programme.

Background information

- "Pre-registration education and training for Paramedics", Education and Training Committee, June 2007, enclosure 11
- "Pre-registration education and training for Paramedics", Education and Training Committee, March 2008, enclosure 14
- Visitors' report (provided as an appendix) was reviewed and agreed by the Education and Training Panel on 25 September 2008.
- Summary of correspondence (provided as appendices)
- 'Guidance for non approval or withdrawal of approval from programmes', Education and Training Committee, 25 March 2009

Resource implications

At this time, resource implications are limited as the Committee will only be making the decision to express intent to withdraw approval or to reconfirm approval. There may be employee time spent allocating and seeking the views of visitors not currently engaged in this work. If, after due process, the Committee makes the decision to withdraw approval from the programme, there may be employee time spent on the adequate closure of the programme and records pertaining to it.

Financial implications

At this time, financial implications are limited as the Committee will only be making the decision to express intent to withdraw approval or to reconfirm approval. There may be costs associated with Partner fees if the Committee wishes to seek the views of visitors not currently engaged in this work. If, after due process, the Committee makes the decision to withdraw approval from the programme, there may be costs associated with adequate closure of the programme.

Appendices

Appendix one – Visitors' Report

Appendix two – Visitors' first recommendation and reasons

Appendix three – Visitors' final recommendation and reasons

Date of paper

20 July 2009

Appendix one

Visitors' report

Name of education provider	North East Ambulance Trust
Programme name	IHCD Paramedic Programme
Validating body/awarding body	IHCD (part of Edexcel)
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Date of visit	15-16 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 Tuesday 9 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 Tuesday 21 October 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 Tuesday 2 December 2008.

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	Bob Fellows (Paramedic) Jane Topham (Paramedic) Julie Weir (Operating department practitioner)
HPC executive officers (in attendance)	Paula Lescott
HPC observer	Osama Ammar
Proposed student numbers	75 over current financial year (until April 2009)
Initial approval	September 2000
Effective date that programme approval reconfirmed from	January 2009
Chair	Linda Nelson (University of Teesside)
Secretary	Gemma Rodgers (North East 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 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"/>
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.

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 31 of the SETs have been met and that conditions should be set on the remaining 32 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 education provider must review the programme documentation and the advertising materials for the programme to demonstrate the information supplied to all applicants in order to ensure that they understand any expectations of them, and are fully prepared for participation in the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the information communicated to applicants to the programme. In particular, they felt that information on the criminal records bureau/health checks required and the possible locations of placement experience should be clearly stated in order to provide applicants with all the information to make an informed choice about whether to join the programme.

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, including the website, 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. The HPC should be referred to as a ‘regulatory body’ or ‘statutory regulator’. It should also be made clear throughout all of the documentation that HPC ‘approves’ educational programmes. We do not ‘accredit’ or ‘validate’ programmes. Finally, the term ‘state registered’ is no longer used by the professions we regulate and should not be incorporated into any materials relating to an HPC approved programme.

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 that the programme documentation 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 review the programme documentation to provide evidence of how the required level of English of all applicants is established in the selection process.

Reason: From the programme documentation submitted and discussions with the programme team it was not clear how evidence of a good command of English is established for all applicants. The visitors felt that, to ensure that this standard was being met, the education provider should provide the process that is in place to determine this standard and details of how this policy is applied.

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 revisit the programme documentation to provide the Accreditation of Prior Experience or Learning (APEL) policy.

Reason: From the programme documentation submitted and discussions with the programme team the visitors felt that the APEL policy for applicants to the programme was not clear. The visitors wished to see further evidence in order to ensure that this standard is being met.

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

Condition: The education provider must review the programme documentation and provide current details regarding the programmes that are planned to run, the projected numbers of students and the resources allocated to these programmes.

Reason: From the programme documentation submitted by the education provider and discussions with the senior team it was clear that some of the details surrounding planned programmes had been updated since the documentation had been submitted. To ensure that this standard is being met the visitors require current information regarding the programmes that are being planned to run in the future.

3.2 The programme must be managed effectively.

Condition: The education provider must review the programme documentation to demonstrate the systems in place to manage the programme effectively.

Reason: From the programme documentation and discussions at the visit the visitors felt that they had not received enough evidence to demonstrate key systems for the programme were in place. In particular, the visitors wish to see evidence that illustrates that the following are in place, and example copies of documents relating to these processes:

- response to external verifiers' reports;
- student feedback process and the action plans resulting from this;
- annual reports (to detail items such as attrition rates and student satisfaction); and
- audits of practice placements and feedback process, evaluations and partnership meetings.

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

Condition: The education provider must amend the programme documentation to provide evidence of the sufficient number of staff and their appropriate experience to deliver the programme.

Reason: From the programme documentation submitted the visitors could not get a clear idea of the staff resources available to this programme. In addition, from the information provided at the visit the visitors felt that, due to the number of different commitments that the programme team face in delivering a range of different programmes, they required additional evidence regarding the staff resources available to the programme.

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 to demonstrate that there are formal agreements in place with their partner hospitals to ensure that students have full access to library facilities.

Reason: From the information provided at the visit it was clear that there were no formal agreements between the education provider and the partner hospitals regarding access of students on this programme to their library resources. The visitors felt that this would be essential in order for there to be assured equality of access.

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 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 the need to act in the best interests of service users at all times
- 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 wellbeing

1a.2 Registrant paramedics must be able to practice 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.7 Registrant paramedics must recognise the need for effective self-management of workload and resources and be able to practice accordingly**
- 1a.8 Registrant paramedics must:**
- 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:**
- 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
 - recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of paramedic
- 1b.2 Registrant paramedics must be able to contribute effectively to work undertaken as part of a multi-disciplinary team**
- 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

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.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

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

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

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 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 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:
 - 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: From the discussions with the education provider, 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.

4.2 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 College of Paramedics (British Paramedic Association) 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.

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

Condition: The education provider must provide evidence of how theory and practice is integrated in the programme.

Reason: From discussions with the senior team it was apparent that there were plans to develop a wider range of placement environments for students on the programme. From the information provided, the visitors are currently unable to determine that the curriculum integrates all of the necessary theory elements with practical experience on placements. The visitors felt that practice areas appear to be limited and do not reflect all that is required to be taught in the curriculum. The visitors therefore require further evidence to ensure that this standard is being met.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must review the programme documentation to demonstrate that the curriculum is relevant to current practice.

Reason: From reviewing the programme documentation submitted by the education provider the visitors felt that they currently do not demonstrate links to professional guidance on the curriculum. The education provider needs to provide evidence that demonstrates how they have linked the programme curriculum to current guidelines by the College of Paramedics (British Paramedic Association) to show that this standard has been met.

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

Condition: The education provider 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: From the documentation submitted by the education provider it was not clear 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.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must revisit the programme documentation to demonstrate that there are key systems in place to illustrate that practice placements are managed effectively in the programme.

Reason: From information supplied at the visit it was clear that there were plans to improve the systems and processes surrounding the practice placements. In order to determine that this standard is met the visitors need further evidence of these developments, in particular in relation to providing details of:

- education provider plans to establish service level agreements with practice placements; and
- the learning outcomes and details of student progression on practice placements.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that staff numbers and qualifications are adequate, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the adequacy of placement staff. The education provider should also provide the current numbers of staff at each placement, in

particular the number of mentors available and their distribution across the Trust, and detail how information regarding mentors is accessed.

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

Condition: The education provider must review the programme documentation to provide details of the practice supervision model that is utilised at the placements, and the roles and responsibilities of the people involved in the practice placement environment.

Reason: From the information received by the visitors it was difficult to determine the model of supervision that is in place at the practice placements. The visitors therefore require further evidence in order to ensure that this standard is being met.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings offer a safe environment to students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement 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 education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider 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. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment.

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 revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice and independent learning environment for students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure learning, teaching and supervision 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 amend the programme documentation in order to clarify the length of the practice placements in the programme.

Reason: From the programme documentation submitted by the education provider it was difficult to determine how long the total placement period would last as the documentation contained conflicting information. In order to prevent confusion the programme documents should be amended to reflect accurate information around this area.

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

Condition: The education provider must revisit the programme documentation to provide evidence that the range of placements that students undertake enables the achievement of the required learning outcomes.

Reason: From the programme documentation and the information received at the visit it was difficult to get a complete picture of the placement experience that is available to students on this programme. In order to determine if the range of placements are appropriate to the achievement of the learning outcomes the visitors would need to see evidence relating to this.

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 audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement environments are suitable, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that this standard is being addressed. In the circumstance of the education provider utilising other education providers' audits the visitors would need to receive details of the process and any formal agreements in place between the institutions to clarify where responsibility lay regarding information in the audits.

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 revisit the programme documentation to provide evidence that the information of learning outcomes to be achieved at placements is communicated effectively to both students and practice placement educators.

Reason: From the documentation submitted by the education provider information regarding the learning outcomes expected to be achieved at the practice placements was not evident. From discussions with the programme team it was clear that there were plans to develop information booklets relating to paramedic learning outcomes for practice placement educators. To ensure that this standard is being met the visitors wish to receive evidence of the learning outcomes and the processes in place to ensure that these are communicated to students and practice placement educators.

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

Condition: The education provider must revisit the programme documentation to provide evidence that students are informed about HPC Standards of conduct, performance and ethics and the expectations of their conduct as part of the programme.

Reason: From the documentation submitted by the education provider it was evident that the information given to students around professional conduct did not reference HPC Standards of conduct, performance and ethics. From discussions with the programme team it was apparent that students were given information regarding HPC but this was not reflected in the programme documentation. The visitors require further evidence to ensure that this standard is being met.

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

Condition: The education provider must revisit the programme documentation to demonstrate that there are key systems in place that illustrate the communication and the lines of responsibility between the practice placements and the education provider.

Reason: From a review of the programme documentation the visitors could not determine a clear picture of all of the systems and processes in place surrounding the practice placements. From information received at the visit it was apparent that the education provider were either performing or were planning to develop processes in relation to placements, however these were not reflected in current documentation. In order to determine that this standard is met the visitors need further evidence of the following:

- education provider plans to establish formal agreements with practice placement providers;
- meetings between the education provider and practice placement providers;
- feedback mechanisms between the different parties involved in practice placements (education provider, students and placement providers); and
- education provider plans to implement tutor visits to placements.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placement educators have the relevant qualifications and experience, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the standards of knowledge, skills and experience of placement staff. The education provider should also detail the experience that is required before being able to become a mentor.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placement educators are appropriately registered, was not provided. At

the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the required standards of placement staff.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the numbers of mentors that have completed mentor training, and the numbers and distribution of mentors across the Trust. The education provider should also detail how information regarding mentors is accessed.

Reason: From the programme documentation and information received at the visit the visitors could not get a full idea of how the education provider ensured that all mentors have undertaken the relevant training, and that the numbers and the distribution of mentors were sufficient across the Trust. The visitors wished to receive additional information in order to clarify that this standard is being met.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the collaboration that occurs between the education provider and the practice placement providers, and to provide an updated job description of the Practice Placement Facilitator.

Reason: From the documentation submitted by the education provider information regarding the nature and frequency of the communication between the education provider and placement providers was not supplied. The visitors require further information to demonstrate that this standard is being met. This could consist of scheduled meetings and/or minutes of meetings between the two parties. It was also clear at the visit that the new Practice Placement Facilitator job description had been updated since the programme documentation had been submitted and the visitors felt that a current job description was necessary in order to gain a clear idea of the role that this person would perform.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the information sharing that occurs between the education provider and the practice placement providers.

Reason: From the documentation submitted by the education provider information regarding the transfer of information between the education provider and placement providers was not supplied. The visitors require further information to demonstrate that this standard is being met.

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 revisit the programme documentation to provide evidence of the information sharing processes in place between the education provider and students and the practice placement providers.

Reason: From the documentation submitted and the information received at the visit the process in place for the transfer of information between placement providers and the education provider and students was not supplied. The visitors were therefore unable to determine when and what information was provided to the students and the education provider. The visitors require further information around these areas to demonstrate that this standard is being met.

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 revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placements have the required policies in place, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the required standards of placement providers.

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 documentation provided, standards of proficiency mapping and module descriptors, the visitors found it very difficult to determine whether, through the learning outcomes and associated assessment methods, all the standards of proficiency 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. The visitors therefore require further evidence to ensure that this standard met.

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 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

- understand the need to act in the best interests of service users at all times
- 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 wellbeing

1a.2 Registrant paramedics must be able to practice 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.7 Registrant paramedics must recognise the need for effective self-management of workload and resources and be able to practice accordingly

1a.8 Registrant paramedics must:

- 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:

- 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
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of paramedic

1b.2 Registrant paramedics must be able to contribute effectively to work undertaken as part of a multi-disciplinary team

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

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.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

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

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

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 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 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:
 - 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: From the discussions with the education provider, 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.

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 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 education provider 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 education provider 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 education provider the student handbook contained minimal information and was supplemented by many separate documents. The visitors felt that by including more information in the handbook on policies, course information and the welfare and support available to students that this would aid the students' understanding of the programme.

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

Recommendation: The visitors recognised that the programme team profile effectively met this standard but wished to recommend that the education provider continues to review the specialist experience and knowledge of the teaching staff.

Reason: The visitors wished to encourage that the education provider continues to review that the relevant specialist expertise and knowledge needed to deliver the programme in light of future changes to the curriculum in order to ensure that teaching remains relevant to current practice.

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

Recommendation: The visitors wished to recommend that the student consent form is reviewed in order to clearly demonstrate the options available to students on the programme regarding participation in practical teaching situations.

Reason: The visitors felt that the consent form could be made clearer to inform the students fully of their choices regarding participation in practical teaching scenarios. The visitors felt that if clear written guidance was introduced for both the students and tutors on the programme that this would be beneficial.

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 continues with their plans to develop a training website for the benefit of students on the programme.

Reason: The visitors felt that by setting up a training website that could be accessed by students off site it would encourage increased access to resources that would aid students on the programme. The visitors wished to support this development with this recommendation.

Julie Weir
Jane Topham
Bob Fellows

Appendix two

Dear Mark,

Thank you for your patience while our visitors reviewed the documentation you provided in response to the conditions.

The visitors have now read through the revised documentation that you provided us. Below is their response. Some of the conditions have been met. However, they require further documentation about some of the other conditions before they can make a final recommendation on continued approval of the programme. For continued approval of the programme all conditions need to be met.

The following conditions have been met:

Condition: 3.12, 5.7.5, 5.8.2, 5.8.3, 5.9

The following conditions **have not** been met:

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 the advertising materials for the programme to demonstrate the information supplied to all applicants in order to ensure that they understand any expectations of them, and are fully prepared for participation in the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the information communicated to applicants to the programme. In particular, they felt that information on the criminal records bureau/health checks required and the possible locations of placement experience should be clearly stated in order to provide applicants with all the information to make an informed choice about whether to join the programme.

Reason: From the documentation re-submitted by the education provider, the visitors could not fully determine information communicated to applicants to the programme. In particular, they felt that information on the enhanced criminal records bureau/health checks required and the possible locations of placement experience should be clearly stated in order to provide applicants with all the information to make an informed choice about whether to join the programme. The visitors require information regarding the documentation that

candidates receive, copies of the relevant documentation and details of when this information is sent to ensure that this standard is being met.

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, including the website, 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. The HPC should be referred to as a ‘regulatory body’ or ‘statutory regulator’. It should also be made clear throughout all of the documentation that HPC ‘approves’ educational programmes. We do not ‘accredit’ or ‘validate’ programmes. Finally, the term ‘state registered’ is no longer used by the professions we regulate and should not be incorporated into any materials relating to an HPC approved programme.

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 that the programme documentation must be amended.

Reason: From the documentation re-submitted by the programme team the visitors are unable to determine that the HPC advertising guidelines are being followed. The visitors require the advertising materials for the programme including website details to be submitted in order to clarify that this standard is being met. From a review of the course guide that was submitted the term “HPC Standards of Practice” is being utilised and this should be amended to prevent confusion amongst applicants to the programme.

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 review the programme documentation to provide evidence of how the required level of English of all applicants is established in the selection process.

Reason: From the programme documentation submitted and discussions with the programme team it was not clear how evidence of a good command of English is established for all applicants. The visitors felt that, to ensure that this standard was being met, the education provider should provide the

process that is in place to determine this standard and details of how this policy is applied.

Reason: From the programme documentation re-submitted by the programme team it remains unclear how evidence of a good command of English is established for all applicants. The visitors require evidence of the policy and the application of this process, including details of how, when and by whom this standard is assessed in order to determine that this requirement is being met.

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 revisit the programme documentation to provide the Accreditation of Prior Experience or Learning (APEL) policy.

Reason: From the programme documentation submitted and discussions with the programme team the visitors felt that the APEL policy for applicants to the programme was not clear. The visitors wished to see further evidence in order to ensure that this standard is being met.

Reason: From the programme documentation resubmitted by the programme team it is apparent that the programme team is utilising the IHCD APEL policy. As this covers registered nurses and overseas ambulance staff, the visitors wish to see further evidence to ensure that the APEL policy is based upon a wider remit to embrace and expand access to all prospective candidates. This access must be supported with a transparent and academically rigorous process for accrediting learning and the visitors require evidence of the process in place to implement this policy.

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

Condition: The education provider must review the programme documentation and provide current details regarding the programmes that are planned to run, the projected numbers of students and the resources allocated to these programmes.

Reason: From the programme documentation submitted by the education provider and discussions with the senior team it was clear that some of the details surrounding planned programmes had been updated since the documentation had been submitted. To ensure that this standard is being met the visitors require current information regarding the programmes that are being planned to run in the future.

Reason: From the re-submitted programme documentation by the education provider the visitors could not completely determine the full details of the

programmes that are being planned to run in the next financial year. To ensure that this standard is being met the visitors require further explanation of the programmes and the resources allocated to these.

3.2 The programme must be managed effectively.

Condition: The education provider must review the programme documentation to demonstrate the systems in place to manage the programme effectively.

Reason: From the programme documentation and discussions at the visit the visitors felt that they had not received enough evidence to demonstrate key systems for the programme were in place. In particular, the visitors wish to see evidence that illustrates that the following are in place, and example copies of documents relating to these processes:

- response to external verifiers' reports;
- student feedback process and the action plans resulting from this;
- annual reports (to detail items such as attrition rates and student satisfaction); and
- audits of practice placements and feedback process, evaluations and partnership meetings.

Reason: From the re-submitted programme documentation the visitors felt that they have not received enough evidence to demonstrate key systems for the programme were in place. In particular, the visitors wish to see evidence that illustrates that the following documents relating to these processes are active and in place:

- response to external verifiers' reports, in particular the programme teams response to feedback received regarding lack of tutorials, feedback on progress to students and feedback following examinations and tests;
- student feedback process and the action plans resulting from this, in particular how and when will these be acted upon;
- annual reports (detailing attrition rates and student satisfaction with action plans to process the response to these); and
- audits of practice placements and subsequent evaluations and the feedback process. The visitors have received an outline of future partnership meetings, but these do not contain details including terms of reference and membership, and how these will link back into supporting the management 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 amend the programme documentation to provide evidence of the sufficient number of staff and their appropriate experience to deliver the programme.

Reason: From the programme documentation submitted the visitors could not get a clear idea of the staff resources available to this programme. In addition, from the information provided at the visit the visitors felt that, due to the number of different commitments that the programme team face in delivering a range of different programmes, they required additional evidence regarding the staff resources available to the programme.

Reason: From the re-submitted programme documentation by the education provider the visitors could not completely determine the full details of the programmes that are being planned to run in the next financial year. To ensure that this standard is being met the visitors require further explanation of the programmes and the resources allocated to these.

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 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 the need to act in the best interests of service users at all times
 - 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 wellbeing
- 1a.2 Registrant paramedics must be able to practice 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.7 Registrant paramedics must recognise the need for effective self-management of workload and resources and be able to practice accordingly

1a.8 Registrant paramedics must:

- 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:

- 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
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of paramedic

1b.2 Registrant paramedics must be able to contribute effectively to work undertaken as part of a multi-disciplinary team

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

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.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

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

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

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 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 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:
 - 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: From the discussions with the education provider, 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.

Reason: From the documentation re-submitted by the education provider the visitors could not determine whether the current learning outcomes in the programme lead to successful attainment of the standards of proficiency.

The visitors understand that the education provider has extended the programme with a two week module and the timetable was submitted for this. There were also five lesson plans for sessions within this module provided. As some of the timescales given for these did not match the timetable and all of the details of the sessions within this module (such as lesson plans) were not provided the visitors found it difficult to determine that the standards of proficiency are being met both in the theory and in practical elements of the programme.

The visitors felt that further evidence to support this could include a document that maps each of the standards and shows how the evidence can be found, particularly in relation to objectives and learner outcomes in both the theory and practical elements of the programme.

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 College of Paramedics (British Paramedic

Association) 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.

Reason: From the resubmitted documentation the visitors were unable to determine where issues of law, ethics and research were referenced, taught and assessed within the programme. Standards of proficiency that relate to the philosophy and values in the curriculum guidance 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.

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

Condition: The education provider must provide evidence of how theory and practice is integrated in the programme.

Reason: From discussions with the senior team it was apparent that there were plans to develop a wider range of placement environments for students on the programme. From the information provided, the visitors are currently unable to determine that the curriculum integrates all of the necessary theory elements with practical experience on placements. The visitors felt that practice areas appear to be limited and do not reflect all that is required to be taught in the curriculum. The visitors therefore require further evidence to ensure that this standard is being met.

Reason: From the information provided, the visitors are currently unable to determine that the curriculum integrates all of the necessary theory elements with practical experience on placements. The visitors require further information regarding the assessments at placements including further detail of the learning outcomes for each placement environment to ensure that this standard is being met.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must review the programme documentation to demonstrate that the curriculum is relevant to current practice.

Reason: From reviewing the programme documentation submitted by the education provider the visitors felt that they currently do not demonstrate links

to professional guidance on the curriculum. The education provider needs to provide evidence that demonstrates how they have linked the programme curriculum to current guidelines by the College of Paramedics (British Paramedic Association) to show that this standard has been met.

Reason: From the resubmitted documentation the visitors were unable to determine where links are demonstrated to professional guidance on the curriculum. In particular references made in the placement handbook do not refer to current guidelines. The education provider needs to provide evidence that demonstrates how they have linked the programme curriculum to current (January 2008) guidelines by the College of Paramedics to show that this standard has been met.

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

Condition: The education provider 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: From the documentation submitted by the education provider it was not clear 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.

Reason: From the documentation resubmitted by the programme team it was still not clear how students develop autonomous practice, reflective thinking and evidence based practice within the thirteen weeks of the programme.

The visitors understand that the education provider has extended the programme with a two week module and the timetable was submitted for this. There were also five lesson plans provided for sessions within this module. As some of the timescales given for these did not match the timetable and all the details of the sessions within this module (such as lesson plans) were not provided the visitors found it difficult to determine that this standard is being met without further information.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must revisit the programme documentation to demonstrate that there are key systems in place to illustrate that practice placements are managed effectively in the programme.

Reason: From information supplied at the visit it was clear that there were plans to improve the systems and processes surrounding the practice placements. In order to determine that this standard is met the visitors need further evidence of these developments, in particular in relation to providing details of:

- education provider plans to establish service level agreements with practice placements; and
- the learning outcomes and details of student progression on practice placements.

Reason: From the programme documentation resubmitted by the programme team the systems and processes surrounding the practice placements were not clear. A blank pro-forma was submitted for service level agreements which covered the foundation degree programme. The visitors require details of the plans to develop active service level agreements with all placement providers for this programme, along with the timescales involved.

From the current documentation it was difficult to fully determine the learning outcomes for the range of placements in the programme. The visitors felt that the learning outcomes provided did not currently demonstrate that the students would be able to demonstrate fitness to practice and require further details of these.

The visitors also require clear details of student progression on all of the practice placements and how this is measured in terms of competency.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that staff numbers and qualifications are adequate, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the adequacy of placement staff. The education provider should also provide the current numbers of staff at each placement, in particular the number of mentors available and their distribution across the Trust, and detail how information regarding mentors is accessed.

Reason: From the documentation resubmitted by the education provider it remains unclear how placements are audited and monitored, and therefore how the programme team ensures that staff numbers and qualifications are adequate. The visitors have been provided with a University of Teesside audit form, the Northumbria University collaborative review document and a letter

relating to EQUIP arrangements but no further information regarding how these relate to the education provider's audit and monitoring process.

The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) with the current numbers of staff at each placement and detail how information regarding mentors is accessed. The visitors also require clarification of who conducts the audit and monitoring process and when these are carried out.

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

Condition: The education provider must review the programme documentation to provide details of the practice supervision model that is utilised at the placements, and the roles and responsibilities of the people involved in the practice placement environment.

Reason: From the information received by the visitors it was difficult to determine the model of supervision that is in place at the practice placements. The visitors therefore require further evidence in order to ensure that this standard is being met.

Reason: From the programme documentation resubmitted by the education provider the visitors cannot determine how the model of supervision will effectively measure learning other than to log attendance and the number of procedures carried out. The visitors therefore require further evidence in order to ensure that this standard is being met.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings offer a safe environment to students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms to assure practice placements provide a safe environment.

Reason: From the documentation resubmitted by the education provider it remains unclear how placements are audited and monitored, and therefore how the programme team ensures that all practice placement settings offer a safe environment to students. The visitors have been provided with a

University of Teesside audit form, the Northumbria University collaborative review document and a letter relating to EQUIP arrangements but no further information regarding how these relate to the education provider's audit and monitoring process.

The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments). The visitors also require clarification of who conducts the audit and monitoring process and when these are carried out.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider 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. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment.

Reason: From the documentation resubmitted by the education provider it remains unclear how placements are audited and monitored, and therefore how the programme team that placement practice settings provide a safe and effective practice environment for students. The visitors have been provided with a University of Teesside audit form, the Northumbria University collaborative review document and a letter relating to EQUIP arrangements but no further information regarding how these relate to the education provider's audit and monitoring process.

The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments). The visitors also require clarification of who conducts the audit and monitoring process and when these are carried out.

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 revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice and independent learning environment for students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure learning, teaching and supervision in the practice environment.

Reason: From the documentation resubmitted by the education provider it remains unclear how placements are audited and monitored, and therefore how the programme team ensures that placement practice settings provide for safe and effective practice and an independent learning environment for students. The visitors have been provided with a University of Teesside audit form, the Northumbria University collaborative review document and a letter relating to EQUIP arrangements but no further information regarding how these relate to the education provider's audit and monitoring process.

The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments). The visitors also require clarification of who conducts the audit and monitoring process and when these are carried out.

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

Condition: The education provider must amend the programme documentation in order to clarify the length of the practice placements in the programme.

Reason: From the programme documentation submitted by the education provider it was difficult to determine how long the total placement period would last as the documentation contained conflicting information. In order to prevent confusion the programme documents should be amended to reflect accurate information around this area.

Reason: From the programme documentation re-submitted by the education provider it was difficult to determine how long the specific placement periods would last as the documentation (course guide, placement handbook and the draft service level agreement) contained different information regarding

lengths of the placements in the programme. The visitors require confirmation of minimum placement times for each 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 revisit the programme documentation to provide evidence that the range of placements that students undertake enables the achievement of the required learning outcomes.

Reason: From the programme documentation and the information received at the visit it was difficult to get a complete picture of the placement experience that is available to students on this programme. In order to determine if the range of placements are appropriate to the achievement of the learning outcomes the visitors would need to see evidence relating to this.

Reason: From the programme documentation re-submitted by the education provider it was difficult to fully determine the learning outcomes for the range of placements in the programme. The visitors felt that the learning outcomes provided did not currently demonstrate that the students would be able to demonstrate fitness to practice and require further details of these.

The visitors also require clear details of student progression on all of the practice placements and how this is measured in terms of competency.

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 audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement environments are suitable, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that this standard is being addressed. In the circumstance of the education provider utilising other education providers' audits the visitors would need to receive details of the process and any formal agreements in place between the institutions to clarify where responsibility lay regarding information in the audits.

Reason: From the documentation resubmitted by the education provider it remains unclear how placements are audited and monitored. The visitors have been provided with a University of Teesside audit form, the Northumbria

University collaborative review document and a letter relating to EQUIP arrangements but no further information regarding how these relate to the education provider's audit and monitoring process. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments). The visitors also require clarification of who conducts the audit and monitoring process and when these are carried out.

If the education provider plans to utilise another HEI's audit tool the visitors require details of the process and formal agreements in place between the institutions to clarify where responsibility lies regarding information in the audits and how audits will be adapted to reflect paramedic placements.

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 revisit the programme documentation to provide evidence that the information of learning outcomes to be achieved at placements is communicated effectively to both students and practice placement educators.

Reason: From the documentation submitted by the education provider information regarding the learning outcomes expected to be achieved at the practice placements was not evident. From discussions with the programme team it was clear that there were plans to develop information booklets relating to paramedic learning outcomes for practice placement educators. To ensure that this standard is being met the visitors wish to receive evidence of the learning outcomes and the processes in place to ensure that these are communicated to students and practice placement educators.

Reason: From the programme documentation re-submitted by the education provider it was difficult to fully determine the learning outcomes for the range of placements in the programme. The visitors felt that the learning outcomes provided did not currently demonstrate that the students would be able to demonstrate fitness to practice and require further details of these.

The visitors also require clear details of student progression on all of the practice placements and how this is measured in terms of competency.

To ensure that this standard is being met, the visitors wish to receive evidence of the learning outcomes and the processes in place to ensure that these are communicated to students and practice placement educators at all stages of the student pathway.

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

Condition: The education provider must revisit the programme documentation to provide evidence that students are informed about HPC Standards of conduct, performance and ethics and the expectations of their conduct as part of the programme.

Reason: From the documentation submitted by the education provider it was evident that the information given to students around professional conduct did not reference HPC Standards of conduct, performance and ethics. From discussions with the programme team it was apparent that students were given information regarding HPC but this was not reflected in the programme documentation. The visitors require further evidence to ensure that this standard is being met.

Reason: From the documentation re-submitted by the education provider it was unclear how this standard was being met. The visitors require further evidence to demonstrate how students and placement educators are informed about expectations regarding professional conduct of students on placements.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placement educators have the relevant qualifications and experience, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the standards of knowledge, skills and experience of placement staff. The education provider should also detail the experience that is required before being able to become a mentor.

Reason: From the documentation resubmitted by the education provider it remains unclear how placements are audited and monitored, and therefore how the programme team ensures that practice placement educators have the relevant qualifications and experience. The visitors have been provided with a University of Teesside audit form, the Northumbria University collaborative review document and a letter relating to EQUIP arrangements but no further information regarding how these relate to the education provider's audit and monitoring process.

The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments). The visitors also require clarification of who conducts the audit and monitoring process and when these are carried out.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the information sharing that occurs between the education provider and the practice placement providers.

Reason: From the documentation submitted by the education provider information regarding the transfer of information between the education provider and placement providers was not supplied. The visitors require further information to demonstrate that this standard is being met.

Reason: From the documentation resubmitted by the education provider details regarding the transfer of information between the education provider and placement providers remains unclear. The information on the practice placement facilitators meetings planned for 2009 did not provide details of the goals of the meetings, who would attend, who will implement them, where the meetings would be held and how information that will inevitably be gathered will feedback into providing safe and effective learning in practice. The visitors require further information to demonstrate that this standard is being met.

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 revisit the programme documentation to provide evidence of the information sharing processes in place between the education provider and students and the practice placement providers.

Reason: From the documentation submitted and the information received at the visit the process in place for the transfer of information between placement providers and the education provider and students was not supplied. The visitors were therefore unable to determine when and what information was provided to the students and the education provider. The visitors require further information around these areas to demonstrate that this standard is being met.

Reason: From the documentation resubmitted by the education provider details regarding the necessary and timely information between the education provider and placement providers is still unclear. The visitors require further information to demonstrate that this standard is being met.

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 revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placements have the required policies in place, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the required standards of placement providers.

Reason: From the documentation resubmitted by the education provider it remains unclear how placements are audited and monitored, and therefore how the programme team ensures that practice placements have the required policies in place. The visitors have been provided with a University of Teesside audit form, the Northumbria University collaborative review document and a letter relating to EQUIP arrangements but no further information regarding how these relate to the education provider's audit and monitoring process.

The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments). The visitors also require clarification of who conducts the audit and monitoring process and when these are carried out.

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 documentation provided, standards of proficiency mapping and module descriptors, the visitors found it very difficult to determine whether, through the learning outcomes and associated assessment methods, all the standards of proficiency 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. The visitors therefore require further evidence to ensure that this standard met.

Reason: From the documentation resubmitted by the education provider the visitors found it difficult to determine whether, through the learning outcomes and associated assessment methods, all the standards of proficiency 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. The visitors therefore require further evidence to ensure that this standard is met.

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 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**
 - understand the need to act in the best interests of service users at all times
 - 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 wellbeing
- 1a.2 Registrant paramedics must be able to practice 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.7 Registrant paramedics must recognise the need for effective self-management of workload and resources and be able to practice accordingly

1a.8 Registrant paramedics must:

- 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:

- 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
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of paramedic

1b.2 Registrant paramedics must be able to contribute effectively to work undertaken as part of a multi-disciplinary team

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

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.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

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

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

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 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 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:
 - 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: From the discussions with the education provider, 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.

Reason: From the documentation re-submitted by the education provider the visitors could not determine whether the current learning outcomes and assessments in the programme lead to successful attainment of the standards of proficiency.

The visitors understand that the education provider has extended the programme with a two week module and the timetable was submitted for this. There were also five lesson plans for sessions within this module provided. As some of the timescales given for these did not match the timetable and all of the details of the sessions within this module (such as lesson plans) were not provided the visitors found it difficult to determine that the standards of proficiency are being met both in the theory and in practical elements of the programme.

From the current information provided the visitors are concerned that the assessment methodology in for the new module and practical placements may not determine that the standards of proficiency have been met and therefore ensure a safe and effective practitioner, therefore further evidence is required.

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 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 education provider must appoint an appropriate external examiner and clearly state in the documentation that this standard is being followed on the programme.

Reason: From the documentation resubmitted by the education provider it was clear that an external examiner has been approached to scrutinise this programme. The visitors require evidence to demonstrate that this standard is being followed in the programme documentation.

In the event that these outstanding conditions are not met on the second attempt, the Education and Training Committee will need to be informed. The Committee may decide not to reapprove your programme.

Appendix three

Visitors' final recommendation

Name of education provider	North East Ambulance Trust
Programme name	IHCD Paramedic Programme
Validating body/awarding body	IHCD (part of Edexcel)
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Date of visit	15-16 July 2008
Date of Second report	November 2008
Date of Third report	June 2009

- 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 Met in Full	Condition Partially Met	Condition Not Met
<p>We have read the 203 page course guide that is provided for the prospective student. We note the CRB checks are in place and that greater detail has been provided related to the hospital placements. The visitors have understood that this document will be given to the students well in advance of the programme to fully inform them and allow them to make the choice to take up the offer or not.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>We believe that this condition is now met with the inclusion of the numeracy and literacy booklets as exemplars (Solve it and Read it).</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>Accreditation of prior learning is stated as being dealt with by the University of Teesside and accessed only existing employed North East Ambulance Service NHS Trust Emergency Medical Technicians. Therefore the programme is only for internal employed candidates and should not be accessible by outside clients who may not be undertaking the external components offered under the approval by The University of Teesside.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>This is met in full. A clear acknowledgement in Trust papers and in the year plan</p>		

3.2 The programme must be managed effectively.

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>It is recognised by the visitors that 9 tutors are utilised within the delivery plan, however we still have not seen any completed audits of current or past Paramedic programmes. Attrition rates have been included although they do not show the progression of the failed student. Terms of reference in the partnership meetings are helpful and do show that some development has occurred since our first visit, however they do not specifically mention NEAS. The key area of concern is the lack of Placement Audits which originally NEAS said they would undertake and the continued lack of a signed SLA between the NEAS and the local PCTs. A key element stated by NEAS is that all placements will be audited locally; however we have no evidence that this has happened or will ever happen. We still have not seen an electronic or paper copy of the audit.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>The 9 tutors listed by initials appear to be adequate for the technical delivery of the current training plan (colour version third response) related to the IHCD Paramedic courses. Should the Programme increase in size a review of the staffing would be helpful.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>The training plan provided in colour still has no index and so although we could identify the programme tutors and some of the courses it appears to be adequate. It should be noted that they have no plan for statutory and mandatory training. Should the trust require these elements they will need to find extra resources and not stretch those dedicated to the delivery of the paramedic programme.</p>		

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 Met in Full	Condition Partially Met	Condition Not Met	
<p>The Standards of Proficiency have been covered by the programme with the exception of 1a.6 and 2a.4. We do not believe that the programme produces a reflective, autonomous practitioner. In the practice area 1.6a is listed as covered in the 8 hours when working "alongside" the Allied Health Team and in the walk in centre, unfortunately the IHCD paramedic students do not go to these practice areas. This in any case would not produce autonomy in such a short time scale. It might be considered that this could be supported on the ambulance; however we have no written record of competencies or actual progression of students to learning outcomes in the ambulance arena or in the practice placement document.</p>			
IHCD	Foundation Degree		Missing elements
37.5	37.5	Accident & Emergency Dept	1a.6 or 2a.4
Nothing	8	Allied Health Team	2a.4
37.5	20	Coronary Care	1a.6 or 2a.4

7.5	24	Mental Health	1a.6 or 2a.4
15	33	Midwifery	1a.6 or 2a.4
Nothing	28	OOH/Walk in centre	2a.4
15	24	Paediatrics	1a.6 or 2a.4
75	75	Theatres	1a.6 or 2a.4
187.5	249.5		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>The research module RMH2007-N and the Legal and Ethics modules UTreg5128 now support this condition.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>This condition remains unmet as there is no clear integration of theory into practice and vice versa. The visitors do not understand why there are such large differences in the length of the placement time in the different practice areas. The FD degree covered under a separate HPC approval provides 249.5 hours of hospital placements, whilst the IHCD programme only has 187.5 hours. The lack of time in OOH/walk-in centres with large reduction in time in mental health, midwifery, and paediatrics. In addition the proficiency statements 1a.6 and 2a.4 are not covered in the practice arena and are not assessed, measured or documented in any of the practice booklets.</p>		

4.4 The curriculum must remain relevant to current practice.

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>No Mapping of the professional body curriculum. No evidence has been provided. Reference to a web link is not sufficient to show that the curriculum remains relevant to the current practice of the students. The web link offered in any case does not take you to a current 2008 copy of the curriculum guidance document.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>Reflection practice and reflective thinking is demonstrated in the evidence based practice module and in the practice assessment document, however Autonomous practice is not demonstrated, particularly as the modules are completed after all other elements including practice have been completed.</p>		

5.1 Practice placements must be integral to the programme.

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>Practice time and practice placement opportunities vary from the Foundation Degree taught at University of Teesside in comparison to the IHCD programme taught within the ambulance trust. Student progression is not recorded in the practice placement document. A potentially useful reflective diary / journal is available for the student, but competencies and learner outcomes although listed are not shown as achieved in part or in full. The module on reflective</p>		

practice is delivered after the placements have been completed which would make it impossible to show any cohesion and link up of reflection on and in action. No action plan is in place for gaps in student achievement. No signed SLA is in place a year after the NEAS first came to the HPC for approval.

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>No audit of the practice placement areas. Much talk of who will eventually carry this out, but not how or when and with no Service Level agreement signed and in place it is difficult to see if this will actually happen and what will happen to the information gathered. No past evidence shown to the visitors to build any confidence in the future. We also have no record of the experience or qualification of the staff in the practice placement areas.</p>		

5.3.1 The practice placement settings must provide a safe environment.

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>No SLA, No Audits. Still clear they intend this in the future, but no evidence at the time of this third report.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>No SLA, No Audits. Still clear they intend this in the future, but no evidence at the time of this third and final report.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>This condition remains unmet as the visitors remain concerned that we have a number of unanswered questions. Who is actually supervising and what experience do they have, what are the qualifications held by these staff in the various practice placement areas. No audit, no SLA.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>The large variation in length of placements compared to FD students remains a concern. Two of the Standards of Proficiency can not be met by the IHCD student. Objectives set for the OOH – walk in centre and Allied health teams can not be achieved as the IHCD student does not attend these areas.</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
No SLA, No Audits. Still clear they intend this in the future, but no evidence at the time of this third report		

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 Met in Full	Condition Partially Met	Condition Not Met
This condition remains unmet as the visitors remain concerned that we have a number of unanswered questions. Who is actually supervising and what experience do they have, what are the qualifications held by these staff in the various practice placement areas. No audit, no SLA.		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
It is still unclear to the visitors that the experience and training of the practice placement educators is adequate. It is recognised that students are well prepared for the placements by the NEAS. The information related to a failing student in practice is evidenced from the University of Teesside document. This is still not clear if this is applicable to the IHCD student		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
This condition remains unmet as the visitors remain concerned that we have a number of unanswered questions. Who is actually supervising and what experience do they have, what are the qualifications held by these staff in the various practice placement areas. No audit, no SLA.		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
The Area Placement file is helpful to support the practice placement providers		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
The Area Placement file is helpful to support the practice placement providers		

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 Met in Full	Condition Partially Met	Condition Not Met
<p>These documents (based at hospital placements) remain unseen. With no signed SLA in place it is not possible to verify. No current or past audit of the placement areas to show evidence of these important documents</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>The Standards of Proficiency have been covered by the programme with the exception of 1a.6 and 2a.4. We do not believe that the programme produces a reflective, autonomous practitioner. Standards of Proficiency section 1a.6 and 2a.4 are still not met</p>		

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

Condition Met in Full	Condition Partially Met	Condition Not Met
<p>Although objectives are listed for each practice area. It is still not clear how the student will be assessed against the achievement of them. Therefore the visitors feel this condition remains unmet as we have no written evidence available to prove that the outcomes have been met.</p>		

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 Met in Full	Condition Partially Met	Condition Not Met
<p>Arrangements in place</p>		