

Annual monitoring visitors' report

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Section one: Programme details

Name of education provider	The College Of Search And Rescue Medicine
Programme title	Search and Rescue Paramedic Award
Mode of delivery	Part time
Relevant part of the HCPC register	Paramedic
Name and profession of HCPC visitors	Mark Nevins (Paramedic) Linda Mutema (Diagnostic radiographer)
HCPC executive	Mandy Hargood
Date of assessment day	21 February 2013

Section two: Submission details

The following documents were provided as part of the audit submission:

- A completed HCPC audit form
- Internal quality report for one year ago
- Internal quality report for two years ago
- External Examiner's report for one year ago
- External Examiner's report for two years ago
- Response to External Examiner's report one year ago
- Response to External Examiner's report for two years ago

Responses to external examiners' reports have been given verbally and as such there is no documentation submitted as evidence for the responses.

Internal quality checks have in the past been conducted via verbal discussion and agreement with the Managing Director and the Head of Military Search and Rescue Medicine. As such no reports have been submitted to be reviewed.

- Email: from Will Hughes, Managing Director to the HPC discussing the audit submission, dated 20 February 2013
- All hospital letter/document
- Clinical attachment guide and memorandum of understanding
- Complaints Form
- Contact/Consent Form
- Business plan
- Inventory document
- Paramedic SOPs Cross Referencing Document
- Course guide_4 and course timetables (basic, inter and paramedic)
- Enrolment form
- Programme leader Curriculum vitae
- Faculty membership
- Management policy
- Memorandum Covering Letter
- Placement reflection/feedback form.
- Relationship to IHCD Syllabus for paramedic and intermediate (Paramedic-IHCD)
- TO's & EO's Paramedic_4 IIEC_3 Basic_3

Section three: Additional documentation

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

3.2 The programme must be effectively managed.

Reason: In reading the course management documentation the visitors noted that as part of the management structure of the education provider there were three committees, the medical sub-committee, the medical steering committee and the college of search and rescue medicine (COSARM) education committee. The visitors also noted that each of these committees publish minutes of their meetings. However, from the documentation provided the visitors could find no evidence of these meetings occurring or that the minutes of meetings were being produced to enable accurate and reliable monitoring of the programme. As such the visitors were unclear about how the programme was continuing to be managed. Therefore the visitors require further evidence of how the stated management structures of the education provider are operating to ensure that the programme is effectively managed.

Suggested documentation: Documentation to provide further evidence of how the management structure of the education provider works and ensures that the programme is effectively managed.

3.3 The programme must have regular monitoring and evaluation systems in place.

Reason: In reading the course management documentation the visitors noted that as part of the management structure of the education provider there were three committees, the medical sub-committee, the medical steering committee and the college of search and rescue medicine (COSARM) education committee. The visitors also noted that each of these committees publish minutes of their meetings. However, from the documentation provided the visitors could find no evidence of these meetings occurring or that the minutes of meetings were being produced to enable accurate and reliable monitoring of the programme. The visitors therefore were unsure how the regular monitoring and evaluation systems employed by the education provider were being used to ensure the quality of the programme was being maintained.

Suggested documentation: Documentation to clearly identify how the identified committee structure of the education provider ensures that the programme is regularly monitored and evaluated.

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

Reason: In their reading of the documentation the visitors noted that there had been changes to staffing for the programme. No evidence had been provided to support the changes in staffing and the visitors could not determine if, as a consequence of these changes, there was an adequate number of staff to deliver an effective programme. The visitors therefore require further evidence of the staffing for the programme and how the changes have affected how the programme continues to meet SET 3.5.

Suggested documentation: Documentation to identify the current level of staffing and their roles in programme delivery. This could include staff curriculum vitae.

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

Reason: In their reading of the documentation the visitors noted that there had been changes to staffing for the programme. No evidence had been provided to support the changes in staffing and the visitors could not determine if as a consequence of these changes, subject areas were being taught by staff with the relevant specialist expertise and knowledge. The visitors therefore require further evidence of the staffing for the programme and how the changes have affected how the programme continues to meet SET 3.5.

Suggested documentation: Documentation to demonstrate staffing levels for the programme and identification of what roles individual staff take in programme

delivery including the subject areas they teach. This could include staff curriculum vitae.

4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.

Reason: The visitors were directed in the audit mapping document to introduction to each set of 'Training and Enabling Objectives'. However the visitors considered that it was not explicit that the HCPC's standards of conduct performance and ethics were being taught to the students to allow them to understand the implications of the standards.

Suggested documentation: Documentation demonstrating how students understand the implications of the HCPC's standards of conduct, performance and ethics.

6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Reason: From the visitors reading of the documentation provided, they noted that as part of the management structure of the education provider there were three committees, the medical sub-committee, the medical steering committee and the college of search and rescue medicine (COSARM) education committee. The visitors also noted that each of these committees publish minutes of their meetings. However, from the documentation provided the visitors could find no evidence of these meetings occurring or that the minutes of meetings were being produced to enable accurate and reliable monitoring of the assessment programme. The visitors could determine that there was only one form of assessment, examination, for the programme but it was not clear how these examinations were effectively monitored. The visitors therefore require further evidence to determine how the monitoring and evaluation of the assessments employed by the programme ensure that the required standards are maintained.

Suggested documentation: Documentation to provide further evidence of the effective monitoring and evaluation mechanisms that the education provider has in place to ensure appropriate standards in the assessment.

6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Reason: From the documentation provided by the education provider to demonstrate that it still meets the standard the visitors were unable to determine how students currently on the programme are currently informed about the relevant dates for assessment. Included within the course guide (p4) dates for a assessments are stated as occurring in 2009. As a consequence the visitors could not determine if there was any guidance on relevant dates requirements for students to progress through the programme. The visitors therefore require detailed information of the requirements for progression through the current programme, what assessments are required and when these will take place.

Suggested documentation: Documentation to evidence the relevant assessment dates and guidance for students which details the pass and fail criteria to allow them to demonstrate how they progress through the practice element of the programme.

Section four: Recommendation of the visitors

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

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

Reason: The visitors remain unclear where and how the programme is embedded in the education provider's business plan. Within the additional documentation provided there were notes that suggested that the contracts for providing the paramedic education were still in negotiation with a number of interested parties. However the visitors could find no information to indicate any conclusion to those discussions. Further information provided by the education provider indicates that the Managing Director is solely responsible for ensuring that the education provider remains viable and as such could be at risk of not being so should those contracts not come to fruition. As such the visitors cannot determine that this programme is secure within the business or the overall strategic direction of the company's medium and long term business plans. The visitors recommend that a visit takes place to gather evidence that demonstrates that the programme does have a viable and secure place within the education provider's business plan.

3.3 The programme must have regular monitoring and evaluation systems in place.

Reason: The visitors could not identify additional evidence in the documentation provided to support how the programme continues to meet this SET. There was a description of which personnel were responsible for each of the policy areas and the committees that are responsible for internal and external quality monitoring. However, this was not clearly linked to any outcomes as no supportive notes or documentation to show the visitors that those committees had sat and took

decisions was provided. As such the visitors were provided with no evidence that the programme continues to have effective evaluation systems in place. The visitors therefore recommend that a visit takes place to gather evidence that demonstrates that the programme does have regular monitoring and evaluation systems in place.

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

Reason: The education provider has clearly stated that the level of staff available to provide the programme is too low and that it is waiting for contracts to be awarded to return to full establishment. However, the result of the contract negotiation will not be known until the end of March 2013 when, as stated in the additional documentation, they will begin to return the number of education staff to previous levels. However, because of this situation and the evidence provided, the visitors could not be satisfied that the programme has sufficient number of appropriately skilled and qualified staff available able to deliver the programme. From the curriculum vitae provided that there is also a lack of HCPC registered Paramedic input to the programme. The visitors were therefore unclear how the programme could meet this SET and ensure that there is an adequate number of appropriately qualified or experienced staff in place to deliver an effective paramedic programme. The visitors recommend that a visit takes place to gather evidence that demonstrates that the programme has sufficient, suitably qualified, staff to run the programme effectively.

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

Reason: As highlighted in SET 3.5 the visitors were unable to determine what HCPC registered paramedic input there would be into the programme. While the teaching team comprise doctors, nurses and other medically trained staff the visitors are unclear how they will be able to provide the relevant specialist expertise and knowledge required by a paramedic. The visitors were also unclear how, with the make-up of the staffing team how students could gain the breadth of experience needed to meet all of the required SOPs for paramedics. The visitors recommend that a visit takes place to gather evidence that demonstrates that the subject areas are taught by staff with the relevant specialist expertise and knowledge.

4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.

Reason: The education provider has stated that in each of their 'TOs' and 'EOs' (module descriptors) there is an introductory paragraph which informs the faculty that candidates must be aware of the need to ensure they are operating within the spirit of the HCPC's standards of conduct, performance and ethics. In addition they point to the course guide and a specific paragraph which notes that all elements within the course will be taught with reference to the relevant areas of the HCPCs standards and it is the candidates responsibility to familiarise themselves with them. However, visitors could not determine how students would understand the implications of the standards of conduct performance and ethics

(SCPE's). While guidance is available students and practice placement staff it is unclear how students will be taught about these implications or how educators are trained to ensure that students are operating within the spirit of the standards. This is particularly pertinent as many members of staff will not have to operate within these standards themselves. The visitors recommend that a visit takes place to gather evidence that demonstrates that students' subject areas are taught by staff with the relevant specialist expertise and knowledge.

6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Reason: The education provider indicated to visitors in the documentation provided that the monitoring and evaluation mechanisms in place and had not changed since the approval visit and articulated how these were to work including the production of minutes. However, the visitors were not provided with any formal evidence that the systems were continuing to work, as articulated in the college management committee structure or evidence that those mechanisms were still in place. From their reading of the additional documentation provided, the visitors could find no evidence of these committees occurring or that the minutes of meetings were being produced to enable accurate and reliable monitoring of the assessment programme. As such the visitors were not satisfied that evidence provided demonstrated that effective monitoring and evaluation mechanisms are in place to ensure appropriate standards in the assessment. The visitors considered that a visit would be the most effective way of gathering evidence to demonstrate that this standard is met.

6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Reason: The education provider has not provided sufficient information for the visitors to be satisfied that the assessment regulations continue to indicate how a student progresses and achieves throughout the programme. The visitors could not determine, from the evidence provided what the timetable for the programme is. As such the visitors could find no indication of at what stage formative and summative assessments take place, and what the effect the outcome of those assessments would have on a student progressing through the programme. Therefore the visitors were unable to determine how students are made aware of the progression and achievement requirements throughout the programme. Therefore the visitors consider that a visit is the most appropriate process now to determine if this standard continues to be met.

Section five: Visitors' comments

The visitors would like to comment that the additional documentation that was provided was difficult to map to their requests for additional documentation and the reasoning for their request. At times the information provided did not address the request and as such not conducive to attempting map what evidence the additional documentation provided to that requested. At points the education provider also drew the visitors' attention to the documentation originally produced which provided little or no additional evidence to demonstrate how the standards continue to be met.