Visitors' report

Name of education provider	University of Bradford
Programme name	BSc (Hons) Paramedic Studies
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	16 – 17 February 2016

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'paramedic' must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme at the education provider. This recommended outcome was accepted by the Education and Training Committee (Committee) on 9 June 2016. At this meeting, the Committee approved the programme. This means that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

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

This visit was part of a joint event. The education provider validated the programme. The education provider and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Paul Bates (Paramedic) Bob Fellows (Paramedic) Penny Gripper (Lay visitor)
HCPC executive officer (in attendance)	Hollie Latham
Proposed student numbers	40 per cohort, 1 cohort per year
Proposed start date of programme approval	1 September 2016
Chair	Peter Lassey (University of Bradford)
Secretary	Laura Baxter (University of Bradford)
Members of the joint panel	John Ambrose (External panel member) Maureen Pinder (Internal panel member) Rajendaran Gopalan (Internal panel member) Jonathan Batakalua (Student panel member) Alin Chitu (Student panel member)

Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☐	☒

The HCPC did not review external examiner reports for the last two years prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators / mentors	☒	☐	☐
Students	☒	☐	☐
Service users and carers	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

The HCPC met with students from the BSc (Hons) Midwifery Studies, BSc (Hons) Sport Rehabilitation Studies, BSc (Hons) Nursing (Child), BSc (Hons) Nursing (Adult) and BSc (Hons) Nursing (Mental Health) as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 52 of the SETs have been met and that conditions should be set on the remaining six SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

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

Condition: The education provider must provide a copy of the final signed partnership agreement between the University of Bradford and Yorkshire Ambulance Service (YAS).

Reason: At the visit, the visitors were provided with a partnership agreement between University of Bradford and YAS. The visitors noted in the document provided, the responsibilities each partner has in the effective delivery of the programme. However, the document provided at the visit was still in draft form and had not been signed by either party. The visitors note that without seeing a finalised and signed partnership agreement they are unable to be certain the programme has a secure place in the education provider business plan. The visitors therefore require the education provider to provide a copy of the final partnership agreement, signed by both the University of Bradford and YAS, to determine how the programme has a secure place in the education provider's business plan. In this way the visitors will be able to consider how the programme can meet this standard

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

Condition: The education provider must clearly articulate the learning outcomes for the programme modules to clearly reflect the following standard of proficiency (SOP) with specific reference to mental health, illness and health care including abnormal psychology.

13.10 understand the following aspects of sociological, health and behavioural science:

– how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships

– 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

– psychological and social factors that influence an individual in health and illness

Reason: From a review of the programme documentation the visitors were unable to locate, where in the curriculum, the above mentioned SOP is addressed. Specifically, the visitors could not locate where students would be taught an understanding of mental health, illness and health care in the context of paramedic practice with specific reference to abnormal psychology. In a meeting with the programme team the visitors heard that mental health illness and abnormal psychology are addressed within modules that teach pathophysiology and common disease and that this was implicit throughout the module descriptors. However, the visitors were not able to clearly locate which modules mental health and abnormal psychology featured in and how it would be taught to students. The visitors therefore require the programme documentation to clearly articulate where the above SOP is delivered, specifically in relation to mental health, illness and health care including abnormal psychology. In this way the visitors

can ensure that those who complete the programme are safe and effective practitioners.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider must provide documentation which clearly outlines the placement timetable and locations with specific reference to placements outside of the ambulance setting.

Reason: From a review of the documentation provided, the visitors noted that in addition to placements in the ambulance setting, students would spend four weeks in a "non ambulance" setting in years one and two of the programme and could choose "preferred" placement settings in year four of the programme. However, the visitors were not provided with any further information on the locations of "non ambulance" and "preferred" placement settings, including where these would be located and how they will fit into the placement timetable. The visitors were satisfied with the information provided regarding placements in the ambulance setting. However, the visitors note that without clarification on where students will be placed for their "non ambulance" and "preferred" placements, they cannot make a judgement on the range of placements being appropriate to support the delivery of this programme. The visitors therefore require documentation which clearly outlines where students will be based for "non ambulance" and "preferred" placements and how these will fit into to placement timetable. The visitors will also need to see evidence to demonstrate that any placements outside of the ambulance setting are appropriate to support the delivery of the programme and the achievement of the learning outcomes.

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

Condition: The education provider must provide evidence to demonstrate the content of practice educator training and how this will be implemented and monitored.

Reason: In meetings with practice educators and the programme team it was stated that practice educators are trained and mentored by Yorkshire Ambulance Service (YAS) to deliver their role. It was also stated that practice educators have access to a number of distance learning programmes and a dedicated mentor website. The visitors note that the mentioned areas could be appropriate in ensuring that practice educators are appropriately trained to deliver their role, however, the visitors were not provided with any evidence to support these statements. Specifically, the visitors were not provided with any information on the content of practice educator training and the processes in place to ensure this is delivered and monitored consistently for initial and refresher training. The visitors therefore require evidence which outlines the content of practice educator training and that it is appropriate to ensure they are prepared to deliver their role. In addition to this, the visitors require evidence which demonstrates the processes in place to ensure that both initial and refresher training is delivered and monitored for all practice educators.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must clearly articulate the assessment of learning outcomes for the programme modules to clearly reflect the following standard of proficiency (SOP) with specific reference to mental health, illness and health care including abnormal psychology.

13.10 understand the following aspects of sociological, health and behavioural science:

– how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships

– 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

– psychological and social factors that influence an individual in health and illness

Reason: From a review of the programme documentation the visitors were unable to locate, where in the curriculum, the above mentioned SOP is addressed. Specifically, the visitors could not locate where students would be taught an understanding of mental health, illness and health care in the context of paramedic practice with specific reference to abnormal psychology. In a meeting with the programme team the visitors heard that mental health illness and abnormal psychology are addressed within modules that teach pathophysiology and common disease and that this was implicit throughout the module descriptors. However, the visitors were not able to clearly locate which modules mental health and abnormal psychology featured in and how it would be taught to students. The visitors note that without seeing where in the curriculum this SOP is met, they cannot make a judgement on how this SOP is assessed. The visitors therefore require the programme documentation to clearly articulate where the above SOP is delivered, specifically in relation to mental health, illness and health care including abnormal psychology. In this way the visitors can ensure that those who complete the programme are safe and effective practitioners.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must revisit the programme documentation to clearly state that aegrotat awards do not confer eligibility to apply to the Register.

Reason: From the documentation provided the visitors could not determine where in the assessment regulations there was a clear statement regarding aegrotat awards. The visitors could not determine how the programme team ensured that students understood that aegrotat awards would not provide eligibility to apply to the Register. The visitors therefore require further evidence to demonstrate that there is a clear statement included in the programme documentation which states that an aegrotat award will not provide eligibility to apply to the Register.

Paul Bates
Bob Fellows
Penny Gripper