

## Visitors' report

<b>Name of education provider</b>	University of Portsmouth
<b>Programme name</b>	Cert HE Paramedic Practice
<b>Mode of delivery</b>	Full time Work based learning
<b>Relevant part of the HCPC Register</b>	Paramedic
<b>Date of visit</b>	3 – 4 November 2015

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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. This recommended outcome was accepted by the Education and Training Committee (Committee) on 15 January 2016. At the Committee meeting, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and 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 an HCPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

## Visit details

Name and role of HCPC visitors	John Donaghy (Paramedic) David Whitmore (Paramedic) Diane Whitlock (Lay visitor)
HCPC executive officer (in attendance)	Hollie Latham
HCPC observer	Sagitta Fernando
Proposed student numbers	30 per cohort, 2 cohorts per year
Proposed start date of programme approval	1 March 2016
Chair	Jane Portlock (University of Portsmouth)
Secretary	Becky Isaia (University of Portsmouth)

## 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not review external examiners' reports from 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	<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"/>
Service users and carers	<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 (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the FdSc Paramedic Science, 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 50 of the SETs have been met and that conditions should be set on the remaining eight 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

### **3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.**

**Condition:** The education provider must provide further clarity on the structure of the academic timetable, specifically the structure of study blocks and required access to the simulation centre.

**Reason:** Prior to the visit the visitors were provided with a copy of the 'Key Dates' document which outlines when students will be in university and when they will be on placement on a weekly basis. The visitors noted that there are a number of study blocks highlighted within this document where students will be on campus, however, the visitors were not provided with any detail on the structure of the study blocks. In particular, the visitors were unable to identify when students will need access to the simulation centre. The programme team stated that the simulation centre was used across a number of different programmes, whilst the visitors were satisfied that the simulation centre was a suitable platform to deliver practical learning they were unable to see when and how often students on this programme would require and receive access to the simulation centre. The visitors noted that without a clear understanding of how frequently students on this programme will require and receive access to the simulation centre, they cannot make a judgement on how resources such as the simulation centre effectively supports the learning and teaching activities on the programme. The visitors therefore require further evidence to provide clarity on the academic timetable to demonstrate appropriate access to the simulation centre and ensure that the resources to support student learning effectively support the required learning and teaching activities of the programme.

### **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 evidence which demonstrates how students gain access to a wide range of learning experiences in the placement environment which support achievement of the learning outcomes.

**Reason:** At the visit practice educators stated that although students will be employees of South Central Ambulance Service (SCAS) they will be treated as students for the duration of their time on this programme. However, the programme team and practice educators indicated that students would not be guaranteed any supernumerary hours whilst on placement. Whilst the HCPC does not stipulate that students must achieve supernumerary hours during their placement, the visitors were unable to see where students' time would be protected on placement to ensure achievement of the learning outcomes. Specifically, the visitors could not see how a student would be prioritised as a student rather than an employee of SCAS in emergency situations where they might be required to drive an ambulance or perform other such duties. The visitors note that whilst the priority is that students will be expected to perform employer based duties in emergency situations they cannot be sure that students will gain access to a wide range of learning experiences to support the achievement of learning outcomes. The visitors therefore require evidence to demonstrate how current placement arrangements appropriately support the delivery and achievement of the learning outcomes, or, that

the current arrangements are adjusted to appropriately support the delivery and achievement of the learning outcomes.

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

**Condition:** The education provider must demonstrate an effective system for approving and monitoring all placements, including mechanisms to ensure there are appropriately qualified practice placement educators at the practice placement.

**Reason:** Prior to the visit the visitors were provided with the Supporting Learners in Practice Database, however, the visitors noted that all entries of practice placement educators in the database were out of date. The programme team and practice educators stated that this database is completed and maintained by South Central Ambulance Service (SCAS). It was also stated that The University of Portsmouth have their own monitoring system for practice placement educators, however, there were inconsistencies between the systems of the two organisations. The visitors highlighted that approving and monitoring placements is the education provider's responsibility and without seeing how the University of Portsmouth approves and monitors practice placement, including mechanisms to ensure there are appropriately qualified practice placement educators, they cannot be assured that the education provider maintains thorough and effective systems for approving and monitoring all placements. Further to this, the visitors were not provided with up to date and accurate information regarding practice placement educators and were therefore unable to confirm that monitoring of placements is effective.

The visitors therefore require evidence which clearly demonstrates that there are appropriate approval and monitoring processes in place, at the education provider, for practice placements including mechanisms to ensure there are appropriately qualified practice placement educators in all practice placements.

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

**Condition:** The education provider must demonstrate an effective system for approving practice placement educators, in particular how they ensure that there are an adequate number of appropriately qualified and experienced staff at the practice placement setting.

**Reason:** Prior to the visit the visitors were provided with the Supporting Learners in Practice Database, however, the visitors noted that all entries in the database were out of date. The programme team and practice educators stated that this database is completed and maintained by South Central Ambulance Service (SCAS). It was also stated that The University of Portsmouth have their own monitoring system for practice placement educators, however, this does not marry up with the SCAS system. The visitors note that without seeing how the University of Portsmouth approves and monitors practice placement educators in line with SCAS processes they cannot be assured that the education provider maintains thorough and effective systems for approving and monitoring all placements. Further to this, the visitors were not provided with up to date and accurate information regarding practice placement educators and were therefore unable to confirm that there are an adequate number of appropriately qualified and experienced staff at the practice placement setting.

The visitors therefore require evidence which clearly demonstrates that there are appropriate approval and monitoring processes in place, at the education provider, to ensure that there are an adequate number of appropriately qualified and experienced staff at the practice placement setting.

### **5.7 Practice placement educators must have relevant knowledge, skills and experience.**

**Condition:** The education provider must demonstrate an effective system for approving practice placement educators, in particular how they ensure that practice placement educators have relevant knowledge, skills and experience.

**Reason:** Prior to the visit the visitors were provided with the Supporting Learners in Practice database, however, the visitors noted that all entries in the database were out of date. The programme team and practice educators stated that this database is completed and maintained by South Central Ambulance Service (SCAS). It was also stated that The University of Portsmouth have their own monitoring system for practice placement educators, however, this does not marry up with the SCAS system. The visitors note that without seeing how the University of Portsmouth approves and monitors practice placement educators in line with SCAS processes they cannot be assured that the education provider maintains thorough and effective systems for approving and monitoring all placements. Further to this, the visitors were not provided with up to date and accurate information regarding practice placement educators and were therefore unable to confirm that practice placement educators have relevant knowledge, skills and experience.

The visitors therefore require evidence which clearly demonstrates that there are appropriate approval and monitoring processes in place, at the education provider, to ensure that Practice placement educators have relevant knowledge, skills and experience.

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

**Condition:** The education provider must demonstrate an effective system for approving practice placement educators, in particular how they ensure that practice placement educators undertake appropriate practice placement educator training.

**Reason:** Prior to the visit the visitors were provided with the Supporting Learners in Practice database, however, the visitors noted that all entries in the database were out of date. The programme team and practice educators stated that this database is completed and maintained by South Central Ambulance Service (SCAS). It was also stated that The University of Portsmouth have their own monitoring system for practice placement educators, however, this does not marry up with the SCAS system. The visitors note that without seeing how the University of Portsmouth approves and monitors practice placement educators in line with SCAS processes they cannot be assured that the education provider maintains thorough and effective systems for approving and monitoring all placements. Further to this, the visitors were not provided with up to date and accurate information regarding practice placement educators and were therefore unable to confirm that practice placement educators undertake appropriate practice placement educator training.

The visitors therefore require evidence which clearly demonstrates that there are appropriate approval and monitoring processes in place, at the education provider, to

ensure that practice placement educators undertake appropriate practice placement educator training.

### **5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.**

**Condition:** The education provider must demonstrate an effective system for approving practice placement educators, in particular how they ensure that practice placement educators are appropriately registered.

**Reason:** Prior to the visit the visitors were provided with the Supporting Learners in Practice database, however, the visitors noted that all entries in the database were out of date. The programme team and practice educators stated that this database is completed and maintained by South Central Ambulance Service (SCAS). It was also stated that The University of Portsmouth have their own monitoring system for practice placement educators, however, this does not marry up with the SCAS system. The visitors note that without seeing how the University of Portsmouth approves and monitors practice placement educators in line with SCAS processes they cannot be assured that practice placement educators are appropriately registered, unless other arrangements are agreed. Further to this, the visitors were not provided with up to date and accurate information regarding practice placement educators and were therefore unable to confirm that practice placement educators are appropriately registered. The visitors therefore require evidence which clearly demonstrates that there are appropriate approval and monitoring processes in place, at the education provider, to ensure that practice placement educators are appropriately registered, unless other arrangements are agreed.

### **5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.**

**Condition:** The education provider must provide evidence which demonstrates how the current supervision arrangements on placement encourage safe and effective practice, independent learning and professional conduct.

**Reason:** At the visit practice educators stated that although students will be employees of South Central Ambulance Service (SCAS) they will be treated and supervised as students for the duration of their time on this programme. However, the programme team and placement educators stated that students would not be guaranteed any supernumerary hours whilst on placement. Whilst the HCPC does not stipulate that students must achieve supernumerary hours whilst on placement, the visitors were unable to see where students' time would be protected on placement to encourage safe and effective practice, independent learning and professional conduct. Specifically, the visitors could not see how a student would be prioritised as a student rather than an employee of SCAS in emergency situations where they might be required to drive an ambulance or perform other such duties. The visitors note that whilst the priority is that students will be expected to perform employer based duties in emergency situations they cannot be sure that students will receive appropriate supervision which ensures they are exposed to a range of situations to prepare them for entry into their profession. The visitors therefore require evidence to demonstrate how current or amended supervision arrangements ensure that learning, teaching and supervision encourage safe and effective practice, independent learning and professional conduct and that placements are appropriately preparing students for entry into their profession.

John Donaghy  
David Whitmore  
Diane Whitlock