

## HCPC approval process report

Education provider	Buckinghamshire New University
Name of programme(s)	BSc (Hons) Paramedic Science (High Wycombe), Full time BSc (Hons) Paramedic Science (Uxbridge), Full time
Approval visit date	13 May 2021
Case reference	CAS-16817-J5S4F3

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### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Gemma Howlett	Paramedic
Anthony Hoswell	Paramedic
Rabie Sultan	HCPC executive

### Other groups involved in the virtual approval visit

There were other groups involved with the approval process as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Julie Irwin	Independent chair (supplied by the education provider)	Buckinghamshire New University
Leah Hill	Secretary (supplied by the education provider)	Buckinghamshire New University
Mark Carroll	External panel member	College of Paramedics
Gordon Pollard	External panel member	College of Paramedics

## Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science (High Wycombe)
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2021
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	APP02307

Programme name	BSc (Hons) Paramedic Science (Uxbridge)
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 February 2022
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	APP02308

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involved consideration of documentary evidence and a virtual approval visit, to consider whether the programme meet our standards for the first time.

## Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we ask for certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Type of evidence	Submitted	Comments
Completed education standards mapping document	Yes	
Information about the programme, including relevant policies and procedures, and contractual agreements	Yes	
Descriptions of how the programme delivers and assesses learning	Yes	
Proficiency standards mapping	Yes	
Information provided to applicants and learners	Yes	
Information for those involved with practice-based learning	Yes	
Information that shows how staff resources are sufficient for the delivery of the programme	Yes	

Internal quality monitoring documentation	No	As these programmes have not yet commenced, this was not required
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Due to the COVID-19 pandemic, the education provider decided to move this event to a virtual (or remote) approval visit. In the table below, we have noted the meeting held, along with reasons for not meeting certain groups (where applicable):

Group	Met	Comments
Learners	Yes	Visitors met learners from adult nursing and operating department practitioner programmes
Service users and carers (and / or their representatives)	Not Required	Visitors were able to determine through the programme documentation, that standards related to service users and carers had been met
Facilities and resources	Not Required	As the visit was virtual and the visitors were able to determine through the programme documentation, that standards related to resources had been met, they decided it was unnecessary to have a virtual tour of the facilities and resources.
Senior staff	Yes	
Practice educators	Yes	
Programme team	Yes	

## Section 4: Outcome from first review

### Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the virtual approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 22 June 2021.

### 3.7 Service users and carers must be involved in the programme.

**Condition:** The education provider must demonstrate how service users and carers will be involved, to contribute to the overall quality and effectiveness of the programme.

**Reason:** It was stated in the mapping document that The Institute of Health and Social Care, where the proposed programme will be based, are developing a future strategy for the involvement of service users and carers. From reviewing the evidence submitted, visitors noted that the programme team intends to establish a stakeholder forum, who will meet twice yearly with one meeting in each semester. This meeting will be chaired by the programme leader to gather feedback from all stakeholders. The visitors were clear that stakeholders will involve patients, carers, clinicians, established service user groups within practice education providers and practice educators. There was also mention of intending to involve stakeholders during the recruitment and selection process, along with input to teaching and learning activities across the programme. However, the visitors could not see any information stating how exactly service users and carers will be involved within the stated activities. Additionally, it was not clear what aspects of feedback will be sought from service users related to the proposed programmes as part of the stakeholder meetings. From discussions held with the programme team, the visitors learnt again about the proposals to have service users and carers' involvement at the programme level, without articulation of specific details on how they will be involved in the programmes. As such, the visitors could not determine how service users and carers' contribution will add to the overall quality and effectiveness of the programme. Therefore, the education provider must provide evidence demonstrating how and in what aspects of the programme service users and carers will be involved, along with how feedback gathered from them during stakeholder meetings, will contribute to the overall quality and effectiveness of the programme.

## Section 5: Visitors' recommendation

Considering the education provider's response to the condition set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 06 July 2021 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).