Performance review process report

Medipro limited, 2018-21

Executive summary

This report covers our performance review of the programmes offered by Medipro Limited. During this review there were no referrals made to other processes, and no risks identified which may impact on performance. Two recommendations were made during the process, one regarding increasing the involvement of service users and carers in the programme, and the other to amend learner feedback forms to ensure more detailed feedback can be obtained. The latter has already been accepted by the provider during quality activities, who are already beginning to action this.

This provider constitutes a low risk to how the approved programmes continue to be delivered, as they are closing their current programme and going through the approval process for its replacement. However, there is a lack of comparable data points to inform us of progress, therefore our recommendation for the performance review period is two years.

This report will now be considered by our Education and Training Panel who will make the final decision on the on the review period.

Included within this report

Section 1: About this assessment

About us

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.

This is a report on the performance review process undertaken by the HCPC to ensure that the institution and practice areas(s) detailed in this report continue to meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the institution and programme(s) ongoing approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which 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.

Our regulatory approach

We are flexible, intelligent, and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:
- enable bespoke, proportionate, and effective regulatory engagement with education providers.
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession, and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are approved on an open-ended basis, subject to ongoing monitoring. Programmes we have approved are listed on our website.

The performance review process

Once a programme institution is approved, we will take assurance it continues to meet standards through:
- regular assessment of key data points, supplied by the education provider and external organisations; and
- assessment of a self-reflective portfolio and evidence, supplied on a cyclical basis

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see, rather than by a one size fits all approach. We take this assurance at the provider level wherever possible and will delve into programme / profession level detail where we need to.

This report focuses on the assessment of the self-reflective portfolio and evidence.

Thematic areas reviewed

We normally focus on the following areas:
- Institution self-reflection, including resourcing, partnerships, quality, the input of others, and equality and diversity
- Thematic reflection, focusing on timely developments within the education sector
- Provider reflection on the assessment of other sector bodies, including professional bodies and systems regulators
- Provider reflection on developments linked to specific professions
- Stakeholder feedback and actions

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 design quality assurance assessments and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the 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 takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view on our website.

The assessment panel for this review

We appointed the following panel members to support a review of this education provider:

Jason Comber	Lead visitor, paramedic
Jo Jackson	Lead visitor, physiotherapist
Prisha Shah	Service User Expert Advisor
Temilolu Odunaike	Education Quality Officer
Sophie Bray	Education Quality Officer

Section 2: About the education provider

The education provider context

The education provider currently delivers only one HCPC approved programme which is their level 6 Paramedic Practice programme which confers a "Certificate" award. It is a Ofqual regulated institution and has been running HCPC approved programmes since 2019.

Following the new threshold level of qualification for paramedics introduced from 1st September 2021, this programme is now in the process of being closed with the last cohort graduating in August 2023. The education provider has now submitted an approval request for a new paramedic programme which would confer a BSc (Hons) award. If approved, the programme will commence in March 2023.

Medipro acts as an education provider but also practice education provider by providing placement opportunities to learners through their Clinical Services Division.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in Appendix 1 of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Paramedic	☒Undergraduate	☐Postgraduate	2019

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks and use this information to inform our risk-based decisions about the approval and ongoing approval of institutions and programmes.

Data Point	Bench mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	24	30	2022	The total number of learners on the programme is slightly higher than the number the programme is approved for. The provider's rationale for this increase is presented in the 'Resourcing, including financial stability' section of this report. The current programme is going

				through a programme closure process, whilst the provider goes through the approval process for the replacement programme. The approval process will assess the stability of the proposed programme.
Learners – Aggregation of percentage not continuing	3%	3.33%	2019-20	As a non-higher education institute (HEI), this data is not collected by Higher Education Statistics Agency (HESA). However, the provider has supplied data they have internally obtained showing the percentage of learners not continuing is in line with the benchmark value.
Graduates – Aggregation of percentage in employment / further study	94%	96.7%	2019-20	As a non-HEI, this data is not provided by the HESA. However internal data shows the provider has achieved a higher aggregate percentage of achievement rate of learners who have completed the programme and registered with the HCPC. They intend to collect further data about employment rates post-programme in the future.
Office for Standards in Education, Children's Services and Skills (OFSTED)	N/A	Reasonable Progress Grade	2021	The provider went through an OFSTED New Provider Monitoring Visit in 2021 and received a Reasonable Progress Grade. This OFSTED grade highlights 'Progress must continue to be made, particularly on any weaknesses identified by inspectors. This is required to enable the achievement of a 'good' or 'outstanding' grade at full inspection.'
Teaching Excellence Framework (TEF) award	N/A	N/A	2022	As a non-HEI, this data is not collected by the Office for Students (OfS), and it is therefore marked not applicable.
National Student Survey (NSS) overall	N/A	N/A	2022	As a non-HEI, this data is not provided by the OfS, and it is therefore marked not applicable.

satisfaction score (Q27)				
HCPC performance review cycle length	N/A	TBC	2018-21	We have recommended a review period of two years after reviewing the providers portfolio and being satisfied with their performance but limited by the number of data points available. This will be confirmed once the report has gone to the Education and Training Panel who will make the final decision

Section 3: Performance analysis and quality themes

Portfolio submission

The education provider was asked to provide a self-reflective portfolio submission covering the broad topics referenced in the thematic areas reviewed section of this report.

The education provider's self-reflection was focused on challenges, developments, and successes related to each thematic area. They also supplied data, supporting evidence and information.

Quality themes identified for further exploration

We reviewed the information provided and worked with the education provider on our understanding of their portfolio. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider was performing well against our standards.

We sought out clarification on each quality theme via email communication to allow the provider to elaborate on previous information they had sent or send further evidence documents to answer the queries.

Quality theme 1 – Recruitment of appropriately qualified programme staff

Area for further exploration: The provider outlined the challenges they have faced in recruiting appropriately qualified staff to the programme, largely down to their geographical location. It was unclear if programme staff are appropriately prepared to deliver level four, five and six education programmes due to a lack of evidence of programme resourcing in the portfolio. It was also unclear how the provider intends to address the challenges they have historically faced with recruiting appropriate programme staff. The visitors explored the experience and qualifications of current staff to ensure their suitability to deliver the programmes. They sought assurances to

demonstrate there are appropriate process in place to ensure the historical issues with staff recruitment will not negatively impact the future sustainability of the programme. It is important the provider can ensure a sustainable number of appropriately qualified staff to deliver the programme to learners.

Outcomes of exploration: The provider outlined the staff roles in the programme team and provided their CVs to show their current staff are appropriately qualified for their teaching roles. The visitors were satisfied this was sufficient evidence of appropriate staffing. The provider explained their approach to meeting the challenges of a national shortage of paramedic staff. This includes developing an academy to support and mentor potential future paramedic educators, to help increase the pool of potential paramedic staff that are appropriately trained to deliver on the programme. The visitors were satisfied the staff teaching on the programme are suitable qualified and experienced, and the provider is implementing measures to ensure programme sustainability with regards to staff numbers in the future. This further detail ensured the visitors the provider is appropriately addressing their concerns.

Quality theme 2 – Approach to the feedback process

Area for further exploration: All programmes have an internal programme survey for learners and staff to provide feedback. The visitors were unclear about how detailed feedback is received, and what processes are in place for feedback to be addressed in order to develop the programme. The visitors explored how the outcomes of the feedback are used to develop the programme. The visitors also explored what steps the provider would take in the instance they receive negative feedback from learners. It is important feedback mechanisms provide useful, detailed feedback the provider can use to improve the programmes.

Learners' names were available on feedback provided, so the visitors sought clarification if this information (or the lack of anonymity) represents true and honest feedback from learners. The visitors explored how the provider ensures there are no General Data Protection Regulation (GDPR) concerns with regards to the lack of anonymity to learners' details being provided to external bodies. Further to this, they explored how the provider ensures responses received are true and honest through feedback from learners. It is important to obtain valuable, honest feedback from learners via a safe and supported mechanism, so the provider can address any concerns and continue to develop the programme.

Outcomes of exploration: Feedback from surveys is reviewed during an annual committee meeting. The provider indicated they are happy to amend feedback forms in line with the visitors' recommendations to ensure they can capture more detailed feedback. All feedback gathered is presented to the senior management team every month as well as to the faculty involved in the delivery of the programme. Depending on the type of feedback, they may consider incident reporting, whistleblowing, or complaints policies. The provider monitors common themes and implements developments accordingly. The visitors were satisfied with the methods used to obtain feedback, and the providers willingness to address their feedback to improve feedback forms. They have shown they have appropriate guidance and processes in

place, and they signpost to learners' different ways they can feedback and highlight concerns.

All learners complete a placement evaluation form which informs on learner experiences and quality and a practice assessment document (PAD). This allows the programme team to view and ensure the quality of placements meets requirements. Feedback forms are anonymous, and learners can choose to include their name. There are also several anonymous/ whistleblowing boxes around the facilities should learners wish to give feedback, comments, or suggestions. The visitors were reassured there are no GDPR issues. The visitors were satisfied the further evidence provided gives reassurance about the provider's approach to ensuring quality feedback is received and there are ongoing evaluations and reviews with learners. The information provided and responses from the provider ensured the visitors their concerns are being appropriately addressed. They recommended the amendment of feedback forms as an activity to be reviewed during the providers next performance review.

Quality theme 3 – Addressing external examiner feedback

Area for further exploration: The external examiner (EE) made similar recommendations in their feedback in their 2020 and 2021 reports. These related to a lack of mapping assessments to modules to show natural progression across modules, and the language used in programme documentation not matching programme level. It was unclear if these issues were being addressed by the provider, as similar feedback was given in both 2020 and 2021. The EE also commented on the use of appropriately levelled language within programme documentation. The visitors explored how the provider was addressing these issues to resolve them, to ensure the provider has effective processes in place to review and action feedback. It is important EE feedback is reviewed and addressed to ensure continual improvement and development of the programme.

Outcomes of exploration: The provider outlined how they are taking steps to address issues raised by the EE. They acknowledged the difficulty in seeing how the assessment maps within the programme due to unfamiliarity with the IMT system. They have improved the accessibility to make this easier to navigate for the EE. In response to the concerns about use of language at an appropriate level, the provider explained how the programme includes a qualification which was developed by the Awarding Organisation (Qualsafe Awards). This was set at level six with Ofqual. Using this qualification, the provider built the HCPC programme ensuring the relevant assessments were complete to allow for all learners to obtain a qualification as well as achieving the standards.

The new College of Paramedics (CoP) curriculum guidance and changes to HCPC SET 1 for paramedics changed the programme level, requiring the provider to significantly alter the programme. The provider voluntarily decided to remove the award beyond September 2021 from the HCPC approval list and commence working on a new approved programme to fully incorporate the CoP curriculum guidance and QAA benchmark statements. The visitors were satisfied the provider is appropriately responding to EE feedback and are addressing the need for changes within the programme to ensure it is correctly levelled. These updates and responses show the

provider has appropriate processes in place to respond to EE feedback and reports. The information provided and responses from the provider ensured the visitors their concerns are being appropriately addressed.

Quality theme 4 – Impact of effective engagement with partner organisations.

Area for further exploration: The provider reflected within their portfolio submission the communication challenges of working with large NHS ambulance trusts due to large geographical areas. The visitors note this issue with communication, but it was not clear how the provider planned to address the issues they identified. They noted the importance of effective engagement with partners and explored how the provider ensures the issues to do negatively impact the quality of learner's practice placement experiences.

The visitors also explored how the provider's ensure consistency of assessment across programmes. This is because learners are taught by practice educators who support multiple learners on different programmes and institutions. The sought assurances there is appropriate engagement with placement providers to ensure learners are provided with the appropriate support while on placements. It is important the provider is able to overcome issues presented by working with placement providers to ensure consistently good quality, safe placements across all providers

Outcomes of exploration: The exploration of the further information submitted shows the provider has sufficient mechanisms and resources in place ensure quality practice placements and experience for the learners. The provider confirmed they placement agreements with four NHS all of whom go through an audit process to determine their suitability. The visitors reviewed the 'placement audit' and the 'mentor handbook. They highlighted these as positive methods to ensure consistency of advice and details of expectations to ensure quality practice placements and experience for the learners. The visitor's agreed evidence has been provided that illustrates partnership working and handbooks to provide consistence in student support across programmes. The evidence also indicates the provider has appropriate processes in place to effectively engage with placement providers despite the challenges with communication.

Quality theme 5 – Embedding interprofessional learning into the curriculum

Area for further exploration: The provider identified challenges in ensuring all learners get access to events involving other professionals, as it was hard working opportunities around the learners' employment and study. It was unclear how interprofessional learning (IPL) is embedded into the programme, including through assessment to give learners equal opportunities. The visitors explored how the provider ensures the consistency and effectiveness of learners experiencing interprofessional learning through the programme. It is important all learners have appropriate interprofessional learning through it being embedded into the programme, rather than a voluntary aspect which not all learners are accessing.

Outcomes of exploration: The provider, together with their hospital placement partners, engage in an 'inter-professional' learning day. This is a day where learners

come together to complete a number of case study scenarios with multi-disciplinary interaction. The provider stated it has been very successful and learners appear to enjoy the learning experience. This was impacted by the pandemic however they are planning to recommence this in the near future. Learners also complete a reflective account following encounters with other allied health profession (AHP) learners within their hospital placement area.

The provider has intentions to engage with other institutes to further enhance their IPL offering. The visitors are satisfied reflective practice is strongly encouraged and embedded into the programme. They have noted the positive actions being taken by the provider to increase the opportunities of integration of IPE. The information provided and responses from the provider ensured the visitors their concerns are being appropriately addressed.

<u>Quality theme 6 – Review of equality and diversity policies</u>

Area for further exploration: The provider has an equality and diversity (E&D) policy, and E&D considerations are included within the providers Code of Conduct policy. The provider states, "equality and diversity form both the strength and benchmark of their organisation" and is also heavily featured in their decision processes. It was unclear there were processes in place to review these policies, and if the provider considers E&D policies implemented by their stakeholders, for example placement providers. The visitors explored if the policies relating to E&D are reviewed and discussed as part of a module assessment process, and how the provider considers their stakeholders policies which might impact on their learners. It is important E&D policies are regularly reviewed to ensure they are current and relevant. Also, for the provider to ensure other organisations interacting with their learners have appropriate policies in place.

Outcomes of exploration: During the placement audit process the provider considers all policies, including E&D policies, implemented by other organisations. They also consider other sources of information (e.g., care quality commission (CQC) reports) and risk rate placements, accordingly, putting additional supports/actions in place as necessary. When developing module assessments, the provider considers E&D issues, as well as ensuring the assessments are achievable, practical and consider reasonable adjustments, should they be required. The visitors were satisfied clarity and reassurance was provided through the further information supplied, ensuring there are sufficient processes in place to monitor E&D during the programme, and their concerns were appropriately addressed.

<u>Quality theme 7 – Reflections on proposed new programme</u>

Area for further exploration: In line with changing standards of education and training (SETs) the current HCPC-approved programme is no longer open to further applications and is going through the programme closure process. The provider is applying for approval of a new programme fit for purpose for the future of the paramedic workforce. It was unclear how the provider is preparing to deliver a degree level programme because they do not have experience of delivering to this level. The visitors explored how the content and the development of the programme

has been managed. It is important there are suitable processes in place to manage, monitor and record significant changes to delivery of programmes.

Outcomes of exploration: The provider has an annual committee, where they invite learners, faculty, and placement providers to discuss changes, thoughts, and comments to inform on programme changes. They have specialists who they consult to support on changes, including national changes to ambulance educational programmes and CQC specialist inspector for ambulance services. They provider is also consulting with multiple NHS trusts to integrate across local and national healthcare issues. The visitors were satisfied the evidence provided illustrates an awareness of future and relevant developments, and regular reviewing events take place with relevant representatives exploring the horizon for future developments. The information provided and responses from the provider ensured the visitors their concerns are being appropriately addressed.

Quality theme 8 – Use of virtual technology

Area for further exploration: The provider recognised they had an underutilised information management technology (IMT) system before the pandemic, which they have since used to a fuller potential with the programme. It was unclear how these systems are being integrated into the delivery of the programme, so the visitors explored what systems are in place and how these are applied to enable teaching of programme content to learners. It is important the provider is ensuring the quality of teaching is maintained and improved through different delivery methods.

Outcomes of exploration: The provider outlined the two IMT systems they use, related to administration and online assessments. Additional IMT included zoom/ teams and video conferencing hardware. The visitors were satisfied there was a sufficient explanation of the IMT systems and other systems provided to support learners and the programme evidences an appropriate approach to IT use. The information provided and responses from the provider ensured the visitors their concerns are being appropriately addressed.

Quality theme 9 – Links to professional bodies

Area for further exploration: The provider has made development to the curriculum in line with changes to professional bodies. The example they used to illustrate this in their portfolio was the introduction of the 'prevent programme' relevant to new government strategies. However, it is unclear how they work with partners to develop their approach and what connections are in place with relevant professional bodies. The visitors explored what processes the provider has in place to ensure they can make appropriate changes and updates relevant to professional body developments. It is important the provider can regularly review the provision they offer to learners in line with changes to professional body guidance.

Outcomes of exploration: Members of the programme teams are also members of the College of Paramedics (CoP), which represents that staff have appropriate links to other professional bodies. These links also enable the provider to engage with updates, news and publications as well as attending training and other events held by the CoP. The operations manual details how and who can make necessary

changes to the programme, and changes are then discussed by the programme committee. Based on the narrative and evidence explored by the visitors, they are satisfied staff membership with the professional enables effective and sustained engagement with the College of Paramedics. The agreed it is positive there is evidence of a process which ensures professional changes are reviewed regularly. The information provided and responses from the provider ensured the visitors their concerns are being appropriately addressed.

Quality theme 10 – Service user and carer involvement

Area for further exploration: The provider states service users and carers (SU&C) are actively involved with the programme from an early stage. However, the visitors were of the opinion there was limited information provided on the involvement and use of SU&C., therefore it was unclear which elements of the programme the SU&C are engaged with. The visitors explored the role of SU&C in the development and monitoring of strategic or policy documents, the impact of SU&D involvement and how this is feedback, and future plans for SU&C involvement. It is important the provider considers how SU&C are integrated into the programme and involved with its development, ensuring feedback can be received from them.

Outcomes of exploration: The provider has a Public, Patient and Carer Involvement policy (PPCI) which outlined the involvement of SU&C in the programme, which the visitors stated showed substantial efforts are being made to develop SU&C involvement. The provider stated SU&C are an integral part of their programmes, and they intend to continue using SU&C within the assessment of learners as they feel this is the most valuable input to the learner's journey. Through the initial approval of the programme, it was established the provider is meeting the threshold with regards to SU&C involvement. However, the visitors agreed this is a which would benefit from ongoing monitoring and reflections in the future for a more explicit understanding of the impact on learners. They were satisfied the development of the policy is a positive step and the impact of it should be reviewed in the next performance review. The information provided and responses from the provider ensured the visitors their concerns are being appropriately addressed.

Section 4: Summary of findings

This section provides information summarising the visitors' findings for each portfolio area, focusing on the approach or approaches taken, developments, what this means for performance, and why. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Overall findings on performance

Quality theme: Institution self-reflection

Findings of the assessment panel:
- **Resourcing, including financial stability** –

- The provider plans to withdraw the current HCPC-approved programme due to changes in standards, as explored in quality theme 7, however they are currently going through approval for a new programme which will include assessment of financial stability.
- They are developing an internal academy to develop, support and mentor current and future staff. Through quality theme 1 the provider outlined how they are ensuring they have appropriate staff in place to support learners on the programme.
- Programmes are being fully recruited to, with expected learner cohort numbers being met, which ensures financial stability of the provider.
- The visitors were satisfied the provider has considered factors impacting on resourcing and financial stability and continue to perform at a suitable level to support learners.

- **Partnerships with other organisations** –
    - The provider has practice placement agreements which outline all parties' responsibilities and agreed ways of working as well as provisions for learners. There is a placement audit document designed to ensure all practice placement are safe, effective, and able to appropriately support learners.
    - The provider has partnerships with several NHS trusts, and clear communication lines with employers. There were some issues with communication between the provider and NHS trusts highlighted in the portfolio, which were explored in quality theme 4, where the visitors were satisfied with the mechanisms in place to address this. The working relationships in relation to the governance of the programme is under constant review with chaired annual meeting to discuss any issues which need to be addressed.
    - The visitors were satisfied the provider has appropriate processes in place to ensure safe, effective, and relevant partnerships with other organisations, including placement providers.

- **Academic and placement quality** –
    - The provider has an operations manual which outlines all quality assurance processes for the programme. The operations manual details how the provider will quality assure the provision of delivery and ensure quality is maintained.
    - The provider has addressed lower than expected performance results from learners by introducing support mechanisms, from which they have received improved results and feedback.
    - They have a practice placement audit tool as well as practice placement agreements, documents, and evaluations in place to ensure placements are supportive and safe for learners. There are appropriate mechanisms in place to obtain feedback from learners and practice placements.
    - The visitors were satisfied the provider appropriately monitors, reviews, and addresses academic and placement quality to ensure a safe and supported programme for learners.

- **Interprofessional education** –

- o The majority of interprofessional learning is completed during practice placements, where learners work with learners from other programmes and other professionals.
- o Opportunities for interprofessional learning are limited for learners, and the provider highlighted challenges faces in providing learners with opportunities that worked around employment and study. The visitors explored how it is embedded into the programme (through quality theme 5) and were satisfied there are strong attempts to integrate interprofessional learning into the curriculum.
- o Learner's reflective practice is strongly encouraged and embedded into the programme, with increased involvement from a multi-disciplinary teaching team and the use of "interprofessional" days.
- o The visitors were satisfied the provider is performing satisfactorily and have considered how to ensure learners get appropriate experiences of interprofessional learning.

- **Service users and carers** –
  - o There is an institution wide Public, Patient and Carer Involvement policy (PPCI), and an operation manual which details how PPCI members will be recruited and involved in the programme.
  - o Service users and carers are involved in assessment processes and have opportunities to provide feedback on learners and the programme. The visitors further explored the extent of service user involvement in quality theme 10, where they were satisfied with the updates reviewed as part of the quality activity but agreed it is an area which requires monitoring in the future.
  - o The visitors were satisfied the use of the PPCI ensures threshold involvement of service users in the programme, and substantial efforts are being made. They have made a recommendation for this to be an area of particular focus in the provider's next performance review.

- **Equality and diversity** –
  - o There is an institution wide equality and diversity (E&D) policy. The programme handbook and programme specification outline programme specifics regarding E&D management and application. Their code of conduct policy outlines the provider's approach to E&D, to promote inclusivity and professionalism. The visitors explored their E&D policies further in quality theme 6.
  - o The provider collects and monitors internal E&D data, comparing it to regional averages to ensure they are achieving goals outlined in their policies. They are performing above regional averages and have identified areas they can improve performance with.
  - o The visitors were satisfied there are sufficient processes in place to monitor and address E&D trends and concerns, showing substantial performance.

- **Horizon scanning** –
  - o The main development being pursued by the provider is the approval of their new programme and closure of the current programme. This is in

response to the new College of Paramedics (CoP) curriculum guidance and changes to HCPC SET 1 for paramedics.

- o The provider has redesigned the programme curriculum to reflect the current updates. This has led to a new programme going through the HCPC approval process, so they can deliver a programme at the correct level and qualify learners appropriately for the profession.
- o The provider has reflected on the processes which have led to these changes and ensured there are appropriate stakeholders involved in the development of the new programme, as explored in quality theme 7.
- o The visitors were satisfied the provider is appropriately planning, following guidance from relevant professional bodies.

Risks identified which may impact on performance: None

Outstanding issues for follow up: The visitors acknowledged the involvement of service users and carers in the programme meets threshold, however, is limited. They have recommended this is an area of focus for the provider and should be an area of attention to be reviewed in the next performance review to assess any developments made.

Areas of good and best practice identified through this review: The visitors noted it was positive learners are encouraged to have professional discussions and interact with other learners on different programmes, as a source of interprofessional learning.

Quality theme: Thematic reflection

Findings of the assessment panel:
- **Impact of COVID-19** –
  - o During the pandemic the provider identified the need for flexibility in their teaching and placements to account for changing circumstances. They devised a process for this and included it in their business risk plan.
  - o The provider has developed remote learning, online support, and infrastructure due to the pandemic and are continuing to improve support available to learners through technology.
  - o The visitors were satisfied the providers have responded sufficiently to the pandemic by supporting learners with flexible teaching and technology, and suitably adapting the programme where necessary.

- **Use of technology: Changing learning, teaching, and assessment methods** –
  - o The provider recognised they had an underutilised information management technology (IMT) system in place, which they proceeded to embed and utilise more fully into the programme during the pandemic. This ensured the programme could continue when face to face teaching became limited due to restrictions. We explored the uses of the IMT system in quality theme 8.

- o Learners have engaged with the virtual classroom technology and the IT functional skills of the learners has developed well, ensuring all cohorts received all the education as per the learning outcomes of the programme. The provider utilised a patient carer participation model to simulate practice-based learning.
- o The visitors were satisfied the provider had systems in place to support learners, and the programme evidences an appropriate approach to IT use.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Areas of good and best practice identified through this review: The visitors identified good practice through the provider's change in delivery of the programme following the identification of lack of face-to-face experiences during the initial COVID-19 pandemic.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:
- **Assessment of practice education providers by external bodies** –
    - o Each practice placement area has its own procedures for managing learners on placement. Placement providers are assessed for quality through audits, feedback, and monitoring, as outlined in the [institutional self-reflection.](#)
    - o The provider works with the East of England Ambulance Service NHS Trust to review feedback from the Care Quality Commission on their placements.
    - o The mentor handbook outlines the expectations for practice education providers. The visitors were satisfied the standardisation of documentation and use of a Mentor handbook addresses how the provider ensures the quality of practice education providers.

- **Other professional regulators / professional bodies** –
    - o The provider currently does not have any engagement on any programme(s) with the Nursing and Midwifery Council (NMC) or the General Pharmaceutical Council (GPhC). They plan to engage with these bodies as part of the development of the new programme going through the HCPC approval process.
    - o The visitors were satisfied the provider has appropriately reflected on engagement with relevant professional bodies for their new programme.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Profession specific reflection

Findings of the assessment panel:
- **Curriculum development –**
  - During the review period, the provider identified the programme was not adapted to support learners not intending to look for employment at an NHS trust. These learners would therefore miss what the NHS trusts are offering regarding the newly qualified paramedic (NQP) process. In response, they enhanced the curriculum to ensure these areas were covered for all learners, despite their intentions for employment post-programme.
  - The curriculum is being significantly changed and developed in line with new College of Paramedics (CoP) curriculum guidance and changes to HCPC SET 1 for paramedics, which has resulted in the decommissioning of the current programme and approval request of a new, more appropriately levelled programme. This was discussed in quality theme 3, in relation to the external examiner feedback on the curriculum design.
  - The visitors were satisfied with the explanation provided for the closure of the programme, and application for approval of the new programme. They agreed the provider has taken suitable measures to ensure the curriculum is developing to stay relevant and appropriate to qualify learners in the profession.

- **Development to reflect changes in professional body guidance –**
  - In their portfolio submission the provider uses the 'Prevent' government run programme to illustrate their performance, showing they have been proactive in responding to changes in professional body guidance.
  - The visitors further explored their connections to other relevant bodies through quality theme 9. The provider outlined their staff are members of the College of Paramedics and therefore ensure the programme is engaged with updates, news, and publications. They also attend relevant training and events. They explain the processes used which enable the programme to be developed in line with changes in professional body guidance.
  - The visitors were satisfied professional changes are reviewed regularly and there is a system in place to encourage and facilitate the amendment of the programme to allow this.

- **Capacity of practice-based learning –**
  - The provider invested in increasing administration capacity to maintain effective communication and governance of practice placement areas. They developed a placement audit and screening tools, actively engaged with practice placement areas for mutual support within their own care quality commission (CQC) ambulance business. This was to ensure the sustainability and suitability of placements to ensure all leaners received the same opportunities, able to meet all the assessment criteria of the programme as well as preparing for practice.
  - They have increased placement capacity by 200% and only utilise 50-60% of their available agreed placement space, giving much more resilience and assurances of continued service to their learners.

- They have maintained positive relationships with placements, even during the pandemic. They offer support and flexibility enabling the provider to cope with changes and/ or placement extensions for learners.
- The visitors were satisfied the provider has the processes in place to ensure there is appropriate capacity of practice-based learning opportunities to support learners.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
  - Through their portfolio, the provider reported feedback from learners was obtained and overall comments were positive. The provider addressed feedback about resources by providing reading lists and reading material to learners to help them feel more prepared.
  - Although they have not yet had to respond to negative feedback, the provider outlined their processes for addressing concerns, should they arise in the future. This was explored in quality theme 2.
  - The visitors enquired about the depth of feedback received from learners, with regards to the scope of the feedback forms. Through quality activities, the provider agreed to support changes suggested by the visitors to enable them to amend feedback processes to provide more open, detailed responses from learners.
  - The visitors were satisfied the provider is ensuring learners can provide anonymous feedback which is regarded as valuable information to improve the programme. There are suitable processes in place to address feedback, and they are reassured the provider is willing to improve performance by amending feedback forms to receive more detailed feedback.

- **Practice placement educators** –
  - The provider has found it a challenge to gather feedback from placement educators due to staff changes. Key areas of feedback from educators included communication challenges, unclear learning objectives and identifying learner's scope of practice. The provider addressed these issues by:
    - improving communication channels between programme faculties and practice mentors,
    - improving meetings between practice educators and learners
    - improving the mentor handbook to make the standards and scope of practice much clearer
  - The provider has further developments planned to improve the practice educator experience. They have seen a reduction in the issues raised and increase in the participation from practice educators in developing the programme for the future.

- o The visitors were satisfied there are appropriate processes in place to illustrate feedback from practice educators is sought and responded to, and the provider is taking continual measures to improve these relationships.

- **External examiners** –
  - o The provider supplied external examiner (EE) reports for the last two years which highlighted some issues for suggested change, as explored in quality theme 3. The provider has put appropriate measures in place to address items raised in the EE reports, including improving the accessibility and clarity of online systems to ensure ease of navigation and clear mapping/ cross referencing to modules.
  - o They have responded to feedback regarding programme levelling by outlining their justification for the use of language and change in programme. This is with regards to new entry level standards and the CoP curriculum guidance, resulting in programme closure and a new programme being designed.
  - o The visitors were satisfied there is clear evidence of the provider responding to the feedback provided by the external examiner, and the provider is performing satisfactorily.

Risks identified which may impact on performance: None

Outstanding issues for follow up: The visitors recommended the provider amends their learner feedback forms to enable them to collect more useful, detailed feedback. The provider agreed to this recommendation, and this should be a factor which will ensure the provider can give more in-depth reflections on learner satisfaction in their next performance review.

Data and reflections

Findings of the assessment panel: Since end of Dec 2021, the provider introduced a dedicated quality assurance team. The team gather metrics from across the organisation. Using this data, heads of departments make clear action plans to improve where necessary.

- **Aggregation of percentage of learners not continuing:** The provider has supplied internal data on the number of learners not continuing, which is similar to the benchmark value provided at 3%. They have identified areas for development and are addressing issues regarding financial challenges for learners, making expectations of the programme clear on application and developing a 'work and earn' situation. The provider has a good retention rate, and the visitors were satisfied with their reflections.
- **Aggregation of percentage of those who complete programmes in employment / further study:** Over the past four years of delivering the level six paramedic programme, the provider has achieved an aggregate percentage of 96.7% achievement rate of learners who have completed the programme and registered with the HCPC. The provider outlined they have had difficulty in acquiring end destination and career aspirational information once learners have completed the programme. They have identified the need

for a system of recording and monitoring end destinations and are actioning a plan to address this. The visitors were satisfied the provider is addressing the need to collect further data on learners in this area.

- **Office for Standards in Education, Children's Services and Skills (OFSTED):** The quality of this provider was evidenced by OFSTED following a New Provider Monitoring Visit (NPMV) in 2021, when they received a Reasonable Progress Grade. The provider has identified areas for improvement and have plans in place to address these. The visitors were satisfied the provider has acknowledged and is addressing issues highlighted through OFSTED.
- **National Student Survey (NSS) overall satisfaction score (Q27):** The provider does not have any data from NSS, however have reflected on learner satisfaction. They state they have a higher satisfaction rate than many universities listed on NSS, but do not provide figures. The visitors were satisfied the provider considers and reviews learner feedback.

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Section 5: Issues identified for further review

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval or focused review process).

There were no outstanding issues to be referred to another process

Section 6: Decision on performance review outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- The education provider's next engagement with the performance review process should be in the 2023-24 academic year

Reason for this recommendation: Overall, the portfolio was completed with a satisfactory level of narrative and detail and showed good reflections from the provider. It clearly showed their progress and performance during the review period. Due to the lack of comparable data points available for this provider, we recommend the maximum review period of two years.

Appendix 1 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
Medipro level 6 Paramedic Practice	FT (Full time)	Paramedic			01/03/2019