Education and Training Committee - 22 September 2009

North East Ambulance Service NHS Trust - IHCD Paramedic Programme – Decision on continued approval

Executive summary and recommendations

Introduction

At the meeting of the Education and Training Committee on 12 June 2007, the Committee agreed to undertake a programme of visits to the delivery sites of IHCD paramedic awards across the UK to reconfirm ongoing approval where appropriate. North East Ambulance Service NHS Trust was subject to an approval visit for this reason on 15-16 July 2008.

A number of conditions were placed on the continued approval of the programme and these are documented in the Visitors' report provided in appendix one.

The education provider was provided two attempts to meet conditions placed on ongoing approval. However, the visitors recommended that after both attempts conditions had not been adequately addressed and accordingly standards of education and training remain unmet. The visitors therefore recommended that approval should be withdrawn from the IHCD Paramedic Programme delivered by North East Ambulance Service NHS Trust.

At the last meeting of the Committee (29 July 2009), the Committee accepted the recommendation of the visitors. The Committee directed the Education Department to express the intent of the Committee to withdraw approval from the programme and to gather any representations that the education provider wished to provide on the Committee's expressed intent.

The education provider has provided no representations in response to the Committee's intent to withdraw approval from the programme.

The education provider submitted representations in response to the Committee's intent to withdraw approval from the programme. These representations can be found as appendix two.

Following receipt of these representations an email was sent to clarify if there were any more written comments for the Committee and an email was sent in reply (appendix 3).

Decision

The Committee is asked to consider the continued approval to the IHCD Programme delivered by North East Ambulance Service NHS Trust. The

Committee is asked to articulate and agree reasons for their decision so that they may be communicated to the education provider. The Committee has the following broad options:

- To withdraw approval from the programme on the basis that the education provider has exhausted all attempts to meet conditions placed on approval and standards of education and training remain unmet. The Committee may wish also to direct the Education Department to contact the education provider and inform them of the decision and the need to submit a new programme approval request should they wish to have HPC approval for the programme in future.

- To overturn the recommendation of the visitors and reconfirm ongoing approval. The Committee may wish also to direct the Education Department to contact the education provider and inform them of the decision.

Background information
- 'Guidance for non approval or withdrawal of approval from programmes', Education and Training Committee, 25 March 2009
- "Pre-registration education and training for Paramedics", Education and Training Committee, June 2007, enclosure 11
- "Pre-registration education and training for Paramedics", Education and Training Committee, March 2008, enclosure 14
- 'North East Ambulance Service NHS Trust - IHCD Paramedic Programme – Decision on continued approval', Education and Training Committee, July 2009 and the associated minutes

Resource implications
If the Committee makes the decision to withdraw approval there will be associated employee time spent in adequately closing the programme and records pertaining to it.

Financial implications
If the Committee makes the decision to withdraw approval there may be associated costs attached to adequately closing the programme.

Appendices
Appendix one – Visitors' report (p3)
Appendix two – Representations from the education provider (p28)
Appendix three – Representations from education provider - part 2 (p29)

Date of paper
7 September 2009

Appendix one

hpc health professions council

Visitors' report

Name of education provider	North East Ambulance Trust
Programme name	IHCD Paramedic Programme
Validating body/awarding body	IHCD (part of Edexcel)
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Date of visit	15-16 July 2008

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 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 HPC keep a register of health 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 ongoing approval of the programme. The education provider has until Tuesday 9 September 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on Thursday 25 September 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by Tuesday 21 October 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on Tuesday 2 December 2008.

Introduction

The HPC visited the programme at the education provider as it was an approved programme which had not been approved since the publication of the QAA subject benchmark statements. 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 HPC only visit. The education provider and validating/awarding body 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 of HPC visitors and profession	Bob Fellows (Paramedic) Jane Topham (Paramedic) Julie Weir (Operating department practitioner)
HPC executive officers (in attendance)	Paula Lescott
HPC observer	Osama Ammar
Proposed student numbers	75 over current financial year (until April 2009)
Initial approval	September 2000
Effective date that programme approval reconfirmed from	January 2009
Chair	Linda Nelson (University of Teesside)
Secretary	Gemma Rodgers (North East Ambulance Service)

Sources of evidence

Prior to the visit the HPC 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	☐	☐	☒
Trust policy documentation	☒	☐	☐
External verifier reports from the last two years	☒	☐	☐

The HPC did not review a programme specification or external examiners' reports prior to the visit as these documents do not exist.

During the visit the HPC 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	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	☒	☐	☐

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 31 of the SETs have been met and that conditions should be set on the remaining 32 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 agreed that the education provider may wish to discuss some of these conditions with the validating/awarding body before attempting to respond to the conditions.

The visitors have also made a number of recommendations for the programme.

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

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admission procedures must give both applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Condition: The education provider must review the programme documentation and the advertising materials for the programme to demonstrate the information supplied to all applicants in order to ensure that they understand any expectations of them, and are fully prepared for participation in the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the information communicated to applicants to the programme. In particular, they felt that information on the criminal records bureau/health checks required and the possible locations of placement experience should be clearly stated in order to provide applicants with all the information to make an informed choice about whether to join the programme.

2.1 The admission procedures must give both applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Condition: The education provider must review the programme documentation and advertising materials for the programme, including the website, to follow the guidance provided in the HPC "Regulatory status advertising protocol for education providers".

Reason: From the documentation submitted by the education provider it was clear that the documentation did not fully comply with the advertising guidance issued by HPC. In particular, the HPC is not a professional body and should not be referred to as such in any materials related to an HPC approved programme. The HPC should be referred to as a 'regulatory body' or 'statutory regulator'. It should also be made clear throughout all of the documentation that HPC 'approves' educational programmes. We do not 'accredit' or 'validate' programmes. Finally, the term 'state registered' is no longer used by the professions we regulate and should not be incorporated into any materials relating to an HPC approved programme.

Therefore, in order to provide students with the correct information to make an informed choice about whether to join the programme and to prevent confusion amongst students on the programme, the visitors felt that the programme documentation must be amended.

2.2.1 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.

Condition: The education provider must review the programme documentation to provide evidence of how the required level of English of all applicants is established in the selection process.

Reason: From the programme documentation submitted and discussions with the programme team it was not clear how evidence of a good command of English is established for all applicants. The visitors felt that, to ensure that this standard was being met, the education provider should provide the process that is in place to determine this standard and details of how this policy is applied.

2.2.5 The admission procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.

Condition: The education provider must revisit the programme documentation to provide the Accreditation of Prior Experience or Learning (APEL) policy.

Reason: From the programme documentation submitted and discussions with the programme team the visitors felt that the APEL policy for applicants to the programme was not clear. The visitors wished to see further evidence in order to ensure that this standard is being met.

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

Condition: The education provider must review the programme documentation and provide current details regarding the programmes that are planned to run, the projected numbers of students and the resources allocated to these programmes.

Reason: From the programme documentation submitted by the education provider and discussions with the senior team it was clear that some of the details surrounding planned programmes had been updated since the documentation had been submitted. To ensure that this standard is being met the visitors require current information regarding the programmes that are being planned to run in the future.

3.2 The programme must be managed effectively.

Condition: The education provider must review the programme documentation to demonstrate the systems in place to manage the programme effectively.

Reason: From the programme documentation and discussions at the visit the visitors felt that they had not received enough evidence to demonstrate key systems for the programme were in place. In particular, the visitors wish to see evidence that illustrates that the following are in place, and example copies of documents relating to these processes:
- response to external verifiers' reports;
- student feedback process and the action plans resulting from this;
- annual reports (to detail items such as attrition rates and student satisfaction); and
- audits of practice placements and feedback process, evaluations and partnership meetings.

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

Condition: The education provider must amend the programme documentation to provide evidence of the sufficient number of staff and their appropriate experience to deliver the programme.

Reason: From the programme documentation submitted the visitors could not get a clear idea of the staff resources available to this programme. In addition, from the information provided at the visit the visitors felt that, due to the number of different commitments that the programme team face in delivering a range of different programmes, they required additional evidence regarding the staff resources available to the programme.

3.12   The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Condition: The education provider must review the programme documentation to demonstrate that there are formal agreements in place with their partner hospitals to ensure that students have full access to library facilities.

Reason: From the information provided at the visit it was clear that there were no formal agreements between the education provider and the partner hospitals regarding access of students on this programme to their library resources. The visitors felt that this would be essential in order for there to be assured equality of access.

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 revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are addressed and assessed.

1a.1   Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession
- understand the need to act in the best interests of service users at all times
- understand what is required of them by the Health Professions Council
- understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing

1a.2   Registrant paramedics must be able to practice in a non-discriminatory manner

1a.3   Registrant paramedics must understand the importance of and be able to maintain confidentiality

1a.4 **Registrant paramedics must understand the importance of and be able to obtain informed consent**

1a.5 **Registrant paramedics must be able to exercise a professional duty of care**

1a.6 **Registrant paramedics must be able to practise as an autonomous professional, exercising their own professional judgement**
- be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
- be able to initiate resolution of problems and be able to exercise personal initiative
- know the limits of their practice and when to seek advice or refer to another professional
- recognise that they are personally responsible for and must be able to justify their decisions
- be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar circumstances or situations

1a.7 **Registrant paramedics must recognise the need for effective self-management of workload and resources and be able to practice accordingly**

1a.8 **Registrant paramedics must:**
- be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment

1b.1 **Registrant paramedics must:**
- understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
- be able to make appropriate referrals
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of paramedic

1b.2 **Registrant paramedics must be able to contribute effectively to work undertaken as part of a multi-disciplinary team**

1b.3 **Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers**
- be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

- understand how communication skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability
- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

1b.4 Registrant paramedics must understand the need for effective communication throughout the care of the service user
- recognise the need to use interpersonal skills to encourage the active participation of service users

2a.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

2b.1 Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions
- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice

2b.3 Registrant paramedics must be able to formulate specific and appropriate management plans including the setting of timescales
- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
- understand the need to demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and paramedic

2c.1 Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly

- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

2c.2 Registrant paramedics must be able to audit, reflect on and review practice

- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

3a.1 Registrant paramedics must know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice

- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
- understand the following aspects of behavioural science:
  - psychological and social factors that influence an individual in health and illness
  - 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
  - how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
- understand the following aspects of clinical science:
  - the theoretical basis of assessment and treatment and the scientific evaluation of effectiveness

- o principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice
- o the theories supporting problem solving and clinical reasoning

Reason: From the discussions with the education provider, the students and a review of the documents the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate where the above standards of proficiency are met in the programme to ensure that those who complete the programme are safe and effective practitioners.

4.2   The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Condition: The education provider must submit evidence to show where the philosophy and values of the College of Paramedics (British Paramedic Association) curriculum guidance are implemented and assessed in the programme.

Reason: It was not clear from the documentation and discussions with the programme team where issues of law, ethics and research were taught within the programme. With this knowledge, students will broaden their depth of learning, giving them a good underpinning for the rest of the learning outcomes within the programme. Standards of proficiency that relate to the philosophy and values in the curriculum guidance have not been covered. These are detailed in the condition against SET 4.1 and in meeting this condition students will, in turn, graduate with the ability to meet these standards of proficiency.

4.3   Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Condition: The education provider must provide evidence of how theory and practice is integrated in the programme.

Reason: From discussions with the senior team it was apparent that there were plans to develop a wider range of placement environments for students on the programme. From the information provided, the visitors are currently unable to determine that the curriculum integrates all of the necessary theory elements with practical experience on placements. The visitors felt that practice areas appear to be limited and do not reflect all that is required to be taught in the curriculum. The visitors therefore require further evidence to ensure that this standard is being met.

4.4   The curriculum must remain relevant to current practice.

Condition: The education provider must review the programme documentation to demonstrate that the curriculum is relevant to current practice.

Reason: From reviewing the programme documentation submitted by the education provider the visitors felt that they currently do not demonstrate links to professional guidance on the curriculum. The education provider needs to provide evidence that demonstrates how they have linked the programme curriculum to current guidelines by the College of Paramedics (British Paramedic Association) to show that this standard has been met.

4.5   The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.

Condition: The education provider must revisit the programme documentation to provide an outline of how autonomous practice, reflective thinking and evidence based practice is developed by students within the programme.

Reason: From the documentation submitted by the education provider it was not clear how students develop autonomous practice, reflective thinking and evidence based practice within the programme. The visitors therefore require further evidence to ensure that this standard is being met.

5.1   Practice placements must be integral to the programme.

Condition: The education provider must revisit the programme documentation to demonstrate that there are key systems in place to illustrate that practice placements are managed effectively in the programme.

Reason: From information supplied at the visit it was clear that there were plans to improve the systems and processes surrounding the practice placements. In order to determine that this standard is met the visitors need further evidence of these developments, in particular in relation to providing details of:
- education provider plans to establish service level agreements with practice placements; and
- the learning outcomes and details of student progression on practice placements.

5.2   There must be an adequate number of appropriately qualified and experienced staff at the placement.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that staff numbers and qualifications are adequate, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the adequacy of placement staff. The education provider should also provide the current numbers of staff at each placement, in

particular the number of mentors available and their distribution across the Trust, and detail how information regarding mentors is accessed.

5.2   There must be an adequate number of appropriately qualified and experienced staff at the placement.

Condition: The education provider must review the programme documentation to provide details of the practice supervision model that is utilised at the placements, and the roles and responsibilities of the people involved in the practice placement environment.

Reason: From the information received by the visitors it was difficult to determine the model of supervision that is in place at the practice placements. The visitors therefore require further evidence in order to ensure that this standard is being met.

5.3.1   The practice placement settings must provide a safe environment.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings offer a safe environment to students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms to assure practice placements provide a safe environment.

5.3.2   The practice placement settings must provide safe and effective practice.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice environment for students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment.

5.4   Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement practice settings provide a safe and effective practice and independent learning environment for students, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure learning, teaching and supervision in the practice environment.

5.5   The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Condition: The education provider must amend the programme documentation in order to clarify the length of the practice placements in the programme.

Reason: From the programme documentation submitted by the education provider it was difficult to determine how long the total placement period would last as the documentation contained conflicting information. In order to prevent confusion the programme documents should be amended to reflect accurate information around this area.

5.5   The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Condition: The education provider must revisit the programme documentation to provide evidence that the range of placements that students undertake enables the achievement of the required learning outcomes.

Reason: From the programme documentation and the information received at the visit it was difficult to get a complete picture of the placement experience that is available to students on this programme. In order to determine if the range of placements are appropriate to the achievement of the learning outcomes the visitors would need to see evidence relating to this.

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

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that placement environments are suitable, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that this standard is being addressed. In the circumstance of the education provider utilising other education providers' audits the visitors would need to receive details of the process and any formal agreements in place between the institutions to clarify where responsibility lay regarding information in the audits.

5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.

Condition: The education provider must revisit the programme documentation to provide evidence that the information of learning outcomes to be achieved at placements is communicated effectively to both students and practice placement educators.

Reason: From the documentation submitted by the education provider information regarding the learning outcomes expected to be achieved at the practice placements was not evident. From discussions with the programme team it was clear that there were plans to develop information booklets relating to paramedic learning outcomes for practice placement educators. To ensure that this standard is being met the visitors wish to receive evidence of the learning outcomes and the processes in place to ensure that these are communicated to students and practice placement educators.

5.7.3 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of expectations of professional conduct.

Condition: The education provider must revisit the programme documentation to provide evidence that students are informed about HPC Standards of conduct, performance and ethics and the expectations of their conduct as part of the programme.

Reason: From the documentation submitted by the education provider it was evident that the information given to students around professional conduct did not reference HPC Standards of conduct, performance and ethics. From discussions with the programme team it was apparent that students were given information regarding HPC but this was not reflected in the programme documentation. The visitors require further evidence to ensure that this standard is being met.

5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of expectations of communication and lines of responsibility.

Condition: The education provider must revisit the programme documentation to demonstrate that there are key systems in place that illustrate the communication and the lines of responsibility between the practice placements and the education provider.

Reason: From a review of the programme documentation the visitors could not determine a clear picture of all of the systems and processes in place surrounding the practice placements. From information received at the visit it was apparent that the education provider were either performing or were planning to develop processes in relation to placements, however these were not reflected in current documentation. In order to determine that this standard is met the visitors need further evidence of the following:

- education provider plans to establish formal agreements with practice placement providers;
- meetings between the education provider and practice placement providers;
- feedback mechanisms between the different parties involved in practice placements (education provider, students and placement providers); and
- education provider plans to implement tutor visits to placements.

5.8.1 Unless other arrangements are agreed, practice placement educators must have relevant qualifications and experience.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placement educators have the relevant qualifications and experience, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the standards of knowledge, skills and experience of placement staff. The education provider should also detail the experience that is required before being able to become a mentor.

5.8.2 Unless other arrangements are agreed, practice placement educators must be appropriately registered.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placement educators are appropriately registered, was not provided. At

the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the required standards of placement staff.

5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must revisit the programme documentation to provide evidence of the numbers of mentors that have completed mentor training, and the numbers and distribution of mentors across the Trust. The education provider should also detail how information regarding mentors is accessed.

Reason: From the programme documentation and information received at the visit the visitors could not get a full idea of how the education provider ensured that all mentors have undertaken the relevant training, and that the numbers and the distribution of mentors were sufficient across the Trust. The visitors wished to receive additional information in order to clarify that this standard is being met.

5.9 There must be collaboration between the education provider and practice placement providers.

Condition: The education provider must revisit the programme documentation to provide evidence of the collaboration that occurs between the education provider and the practice placement providers, and to provide an updated job description of the Practice Placement Facilitator.

Reason: From the documentation submitted by the education provider information regarding the nature and frequency of the communication between the education provider and placement providers was not supplied. The visitors require further information to demonstrate that this standard is being met. This could consist of scheduled meetings and/or minutes of meetings between the two parties. It was also clear at the visit that the new Practice Placement Facilitator job description had been updated since the programme documentation had been submitted and the visitors felt that a current job description was necessary in order to gain a clear idea of the role that this person would perform.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The education provider must revisit the programme documentation to provide evidence of the information sharing that occurs between the education provider and the practice placement providers.

Reason: From the documentation submitted by the education provider information regarding the transfer of information between the education provider and placement providers was not supplied. The visitors require further information to demonstrate that this standard is being met.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Condition: The education provider must revisit the programme documentation to provide evidence of the information sharing processes in place between the education provider and students and the practice placement providers.

Reason: From the documentation submitted and the information received at the visit the process in place for the transfer of information between placement providers and the education provider and students was not supplied. The visitors were therefore unable to determine when and what information was provided to the students and the education provider. The visitors require further information around these areas to demonstrate that this standard is being met.

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition: The education provider must revisit the programme documentation to provide evidence of the audit that placements on the programme are subjected to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits, and therefore how the programme team ensures that practice placements have the required policies in place, was not provided. At the visit two audits were provided on request however there wasn't sufficient time for the visitors to read through this documentation. The visitors wish to see evidence of the audits that placements go through (for both hospital based placements and other placement environments) in order to ensure that the education provider has mechanisms in place to assure the required standards of placement providers.

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.

Condition: The education provider must clearly articulate how the assessment design and procedures assure that students can demonstrate fitness to practice.

Reason: From the documentation provided, standards of proficiency mapping and module descriptors, the visitors found it very difficult to determine whether, through the learning outcomes and associated assessment methods, all the standards of proficiency would be met. As this provides a direct link to fitness to practice, the visitors were unable to determine whether a student on completion of the programme would be able to demonstrate fitness to practice. The visitors therefore require further evidence to ensure that this standard met.

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.

Condition: The education provider must revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are assessed.

1a.1 Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession
- understand the need to act in the best interests of service users at all times
- understand what is required of them by the Health Professions Council
- understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing

1a.2 Registrant paramedics must be able to practice in a non-discriminatory manner

1a.3 Registrant paramedics must understand the importance of and be able to maintain confidentiality

1a.4 Registrant paramedics must understand the importance of and be able to obtain informed consent

1a.5 Registrant paramedics must be able to exercise a professional duty of care

1a.6 Registrant paramedics must be able to practise as an autonomous professional, exercising their own professional judgement
- be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
- be able to initiate resolution of problems and be able to exercise personal initiative
- know the limits of their practice and when to seek advice or refer to another professional
- recognise that they are personally responsible for and must be able to justify their decisions
- be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar circumstances or situations

1a.7 Registrant paramedics must recognise the need for effective self-management of workload and resources and be able to practice accordingly

1a.8 Registrant paramedics must:
- be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment

1b.1 Registrant paramedics must:
- understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
- be able to make appropriate referrals
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of paramedic

1b.2 Registrant paramedics must be able to contribute effectively to work undertaken as part of a multi-disciplinary team

1b.3 Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers
- be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
- understand how communication skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability
- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

1b.4 Registrant paramedics must understand the need for effective communication throughout the care of the service user
- recognise the need to use interpersonal skills to encourage the active participation of service users

2a.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

2b.1   Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions
- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice

2b.3   Registrant paramedics must be able to formulate specific and appropriate management plans including the setting of timescales
- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
- understand the need to demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and paramedic

2c.1   Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly
- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

2c.2   Registrant paramedics must be able to audit, reflect on and review practice
- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection

- recognise the value of case conferences and other methods of review

3a.1 Registrant paramedics must know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice
- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
- understand the following aspects of behavioural science:
  - psychological and social factors that influence an individual in health and illness
  - 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
  - how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
- understand the following aspects of clinical science:
  - the theoretical basis of assessment and treatment and the scientific evaluation of effectiveness
  - principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice
  - the theories supporting problem solving and clinical reasoning

Reason: From the discussions with the education provider, the students and a review of the documents the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate how those individuals who have completed the programme will have demonstrated fitness to practise through the assessment methods.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must provide evidence that an external examiner has been appointed to assess this programme. In order to meet this standard the external examiner must be from the relevant part of the Register unless alternative arrangements are made with the HPC. The programme documentation must be revisited to state this policy requirement.

Reason: In discussions with the programme team it was apparent that there was no external examiner for the programme. The visitors recognise that the validating/awarding body visits the education provider every year to assess the programme against their rules and regulations. However, the visitors did not feel this was the equivalent of an external examiner's review. The education provider must appoint an appropriate external examiner and clearly state in the documentation that this standard is being followed on the programme.

Recommendations

2.1 The admission procedures must give both applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Recommendation: The visitors wished to recommend that the education provider rework the student handbook into one succinct document that would aid student understanding of the course and give them further information to guide them through the programme.

Reason: In the documentation submitted by the education provider the student handbook contained minimal information and was supplemented by many separate documents. The visitors felt that by including more information in the handbook on policies, course information and the welfare and support available to students that this would aid the students' understanding of the programme.

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

Recommendation: The visitors recognised that the programme team profile effectively met this standard but wished to recommend that the education provider continues to review the specialist experience and knowledge of the teaching staff.

Reason: The visitors wished to encourage that the education provider continues to review that the relevant specialist expertise and knowledge needed to deliver the programme in light of future changes to the curriculum in order to ensure that teaching remains relevant to current practice.

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Recommendation: The visitors wished to recommend that the student consent form is reviewed in order to clearly demonstrate the options available to students on the programme regarding participation in practical teaching situations.

Reason: The visitors felt that the consent form could be made clearer to inform the students fully of their choices regarding participation in practical teaching scenarios. The visitors felt that if clear written guidance was introduced for both the students and tutors on the programme that this would be beneficial.

3.13 The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.

Recommendation: The visitors wished to recommend that the education provider continues with their plans to develop a training website for the benefit of students on the programme.

Reason: The visitors felt that by setting up a training website that could be accessed by students off site it would encourage increased access to resources that would aid students on the programme. The visitors wished to support this development with this recommendation.

Julie Weir
Jane Topham
Bob Fellows

Appendix 2

North East Ambulance Service **NHS**

NHS Trust

2nd September 2009

Ambulance Headquarters
Bernicia House
The Waterfront
Newburn Riverside
Newcastle
NE15 8NY

Marc Seale
Chief Executive & Registrar
Health Professions Council
Park House
184 Kennington Park Road
London SE11 4BU

Tel: 0191 430 2000
Fax: 0191 430 2074

Dear Mr Seale

In response to your letter dated 31st July, received on 4th August 2009, I would make the following observations: -

- The North East Ambulance Service would welcome any guidance or support offered by the HPC in relation to redesigning the IHCD Paramedic Programme in the future.

- The Clinical Training Lead for the North East Ambulance Service will be attending the meeting on 22nd September, and will be available to respond to any queries on behalf of the Trust.

Yours sincerely

Simon Featherstone
Chief Executive

c.c.   Christopher Harrison, Director of Human Resources and Organisational Development
         Sue Richardson, Head of Workforce Development
         Mark Willis, Clinical Education and Development Manager

Appendix 3

Hi Osama

Thanks for your queries about our IHCD approval process and I can confirm that I will attend the Education & Training Committee on the 22nd September in London.

I can confirm that the following have undertook IHCD training with the NEAS since February 09 and who has/has not as yet registered. However they have all completed the theory element of their training and only await or are currently on hospital placements. However there are no current IHCD students in the training school.

Also from a query perspective you state that in 4.1 that we do not place students in Allied Health Team or Walk in Centre, and this must only be a typing error as all students will be exposed to the same placements. I believe from advice from Alan Howson (EDEXCEL) that the 240 hours is not about exact location of placement, but can be achieved in various holistic experiences.

I am also led to believe that other services have provided the placements this way.

In relation to 3.2 and the program not being managed effectively, by audit or SLA's.
However we did provide an electronic and hard copy of the audits done by the University of Teesside and Northumbria on our behalf. Also I feel that if this form of audit for hospital placement is suitable for the degree route then it should surely be equal as being suitable for the IHCD.

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If these students are entering into the same placements for the same duration, then I fail to see the rationale for us to repeat the work that has already been carried out on our behalf.

The practice placement educators are all fully qualified, and from a NEAS perspective students are only placed with suitably trained mentors. From a hospital placement, we can only rely on the fact that the respective PPF's for the trust state that they take this into account, I am sure you would appreciate we could not try and tell other trusts who and where they can take our students for/with.

Effectively we have developed a program that takes the clinical competencies of the IHCD course and matched them up with a university module that meets your needs from being a critical/holistic/evidence based practioner, as proven by the fact that approval was give to the UoT for the foundation degree, and this is the area I would be looking for clarification on how we do not meet this?

Whilst admittedly some SLA's have been difficult in getting back signed from trusts, the very fact that they are taking our staff shows their intention of inter-agency working.

Also to put together a plan for HPC approval, which is a new experience for ambulance services (as this has previously been done by universities) I feel that a little more guidance prior to the experience could have been forthcoming.

Could you also clarify how many hospitals have had to go through this process for ODP/physio etc programs that are ran, or is it simply that universities would pick this up.
Only I ask as to why ambulance services are developing different programs nationally (which admittedly meet SOP's & SOE) but will be a different route to it, and not actually the IHCD developing their own program.

Many thanks and look forward to coming down on the 22nd.

Mark

Mark Willis
Clinical Education Manager
North East Ambulance Service NHS Trust

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From: Osama.Ammar@hpc-uk.org [mailto:Osama.Ammar@hpc-uk.org]
Sent: Mon 07/09/2009 12:39
To: Simon Featherstone
Cc: Mark Willis;██████████
Subject: HPC - North East Ambulance Service NHS Trust - IHCD Paramedic Award

Dear Mr Featherstone,

Thank you for your letter dated 2 September 2009. Marc Seale requested that I respond and clarify some points.

The letter will be submitted to the Education and Training Committee for their meeting on 22 September 2009. The Committee will take the letter into account when making a decision on the continued approval of the IHCD Paramedic Award delivered by North East Ambulance Service NHS Trust.

I will inform our Secretariat Department that we will be receiving an observer from NEAS. The letter states the job title of the individual but not the name. Would it be possible for the name to be provided so that I can make the necessary arrangements?

Observers attending the Education and Training Committee are unable to contribute to the meeting unless asked a direct question by the Chair of the Committee. As a result of this and to prevent any disappointment on behalf of the observer, I wanted to ensure that all the information NEAS wish to provide has been made in writing. Please can you let me know if there is any more information you would like to submit as soon as possible?

Finally, if the Committee makes the decision to withdraw approval, they can make the decision effective immediately or at a later specified date. Therefore, to prevent any current students being prejudiced please can you inform me of how many students are currently engaged on the programme and when they are due to complete. The Committee will be informed of this information in the process of making their decision.

In summary, please can you let me know as soon as possible:
    The name of the observer for the Committee meeting.
    More written information you wish to provide to the Committee in response to their intent to withdraw approval. This must be submitted before the paper deadline for the Committe, so please can I have this by the end of tomorrow if there is more to submit.
    The number of students currently registered and the due date for them to the complete the programme.

Regards

Osama Ammar
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