Visitors' report

Name of education provider	Scottish Ambulance College
Programme name	IHCD Paramedic Award
Validating body/awarding body	IHCD (part of Edexcel)
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Date of visit	10 and 11 September 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 keeps 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 Thursday 6 November 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 Tuesday 2 December 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 Friday 27 March 2009. 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 Thursday 20 May 2009.

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	Mr Paul Bates (Paramedic)
	Mr Robert Cartwright (Paramedic)
	Mrs Penny Joyce (Operating Department Practitioner)
HPC executive officer(s) (in attendance)	Mrs Tracey Samuel-Smith
Proposed student numbers	24 per cohort
	Approximately 100 per year
Initial approval	September 2000
Effective date that programme approval reconfirmed from	June 2009
Chair	Mr George Dickson (Scottish Ambulance College)
Secretary	Ms Julie Macloud (Scottish Ambulance College)

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	☐	☒	☐

The HPC did not review a programme specification or any 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 (eg 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 SETs and that those who complete the programme meet our 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 programme can be approved.

The visitors agreed that 33 of the SETs have been met and that conditions should be set on the remaining 30 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 did not make any recommendations for the programme. Recommendations are normally set to encourage further enhancements to the programme and are often suggested when it is felt that the standards of education and training have been met at 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 ensure the admissions procedures are standardised across the region to provide applicants with the information they require to make an informed choice about whether to take up a place on the programme.

Reason: From the discussions with the programme team and placement providers the visitors learnt that student recruitment, and therefore the admissions procedure, is devolved to the Divisional Training Managers (DTMs). The visitors also learnt that the National Training Managers' Forum had recently identified divisional variations in the recruitment process and that the forum was working on producing a standardised process. The divisional variations had also emerged during the student meeting. To ensure that all applicants receive the same information prior to taking up a place on the programme the visitors would like to receive evidence of a standardised admissions procedure across the region.

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 ensure the admissions procedures provide applicants with information about the Accreditation of Prior Learning (APEL) policies.

Reason: From the discussion with the programme team, the visitors learnt that the education provider follows the APEL policies of the validating/awarding body. However, the visitors were unable to find this reflected within the documentation provided to students prior to taking up a place on the programme. Also when the visitors spoke to the students, none could remember receiving information about the APEL policies prior to taking up a place on the programme. The visitors would therefore like to be sure that the APEL policies are clearly articulated to applicants as part of the admissions procedures.

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 ensure the selection and entry criteria for language skills are clearly articulated as requiring a good command of written and spoken English within the admissions procedures.

Reason: From the documentation and discussion with the programme team, the visitors learnt that the admission procedures required a 'basic' command of English. The visitors were unable to discover what a basic command of English

meant and were therefore unable to determine whether it equated to a good command of written and spoken English.

2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider must ensure the selection and entry criteria for appropriate academic and/or professional entry standards in relation to 'direct entry' students are clearly articulated within the admissions procedures.

Reason: From the documentation and discussion with the programme team it was clear that appropriate academic and/or professional entry standards were included in the admissions procedures for those applicants from an ambulance technician background. However, the documentation also stated that applications from 'direct entry' students were accepted. The visitors were unable to find the academic and/or professional entry standards for these applicants and to make the admissions procedures clear to all, the visitors would like to receive confirmation that this information is provided.

2.3 The admission procedures must ensure that the education provider has an equal opportunities policy and anti-discriminatory policy in relation to candidates and students, together with an indication of how this must be implemented and monitored.

Condition: The education provider must clearly articulate how the equal opportunity and anti-discriminatory policies are monitored.

Reason: From the documentation and discussions with the programme and senior teams the visitors learnt that the education provider's equal opportunity and anti-discriminatory policies are those of the Special Health Board (SHB) and are monitored centrally by the SHB. The visitors were unsure of the involvement of the education provider in the monitoring of the policies or whether the monitoring undertaken centrally by the SHB contributed to the development or direction of the programme. They would therefore like to receive further information about how the policies are monitored.

3.2 The programme must be managed effectively.

Condition: The education provider must submit evidence of a formal review process for the programme which incorporates the academic and placement components.

Reason: From the documentation and discussions with the programme and senior teams, it was clear that meetings occur on a regular basis within the academic environment to discuss programme issues and that upon completion of the current academic element, the programme team will meet to discuss student feedback and amend the programme if necessary. A programme is made up of the 'the academic provisions, practice placements, assessment, qualification and education provider which in totality form the programme for approval purposes'. The visitors were therefore concerned that the meetings and review of the programme only covered the academic element of the programme and that for

the programme to be effectively managed; the review process must look at the whole programme.

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

Condition: The education provider must ensure there is an adequate number of appropriately qualified staff in place to deliver an effective programme.

Reason: From the documentation and discussions with the programme team it was clear that the staff members based permanently at the training centre are appropriately qualified. It was also clear that the education provider is required to second clinical tutors onto the programme. The visitors were unsure of the qualifications of these staff members and would like to receive further information to help them determine if there is an appropriate number of qualified staff.

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

Condition: The education provider must ensure there is an adequate number of appropriately qualified staff in place at the placements to deliver an effective programme.

Reason: From the discussions with the programme team and placement providers the visitors learnt that the organisation of placements is undertaken by the DTMs. The DTMs source placements for the students and ensure that they work with an appropriate individual. The visitors were unsure of the involvement of the education provider in this process. The visitors were concerned because the education provider has overall responsibility for the placements and therefore for ensuring there is an adequate number of appropriately qualified staff at the placements. The visitors would like to receive further information about how the education provider is involved in this process.

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

Condition: The education provider must provide evidence that the clinical tutors teaching on the programme have the relevant expertise and knowledge.

Reason: From the documentation and discussions with the programme team it was clear that the tutors based permanently at the training centre have the relevant expertise and knowledge to teach their subject areas. However, it was also clear that the education provider is required to second clinical tutors onto the programme. The visitors were unsure of the qualifications of the clinical tutors and would like to receive information about their qualifications and which subject areas they teach to help determine whether this standard has been met.

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The education provider must formalise their staff development programme.

9

Reason: From the documentation and discussions with the programme team, it was clear that some individuals had or were undertaking continuing professional and research development. The visitors were told that there had not previously been a programme of staff development rather it has been down to an individual's wish. The visitors recognised that since the appointment of a new College Training Manager, there has been a move towards a more formalised staff development programme. However, the visitors would like to receive evidence of a formal programme in order to ensure this standard is met.

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

Condition: The education provider must ensure the protocols used to gain student consent are clearly articulated.

Reason: From the documentation and discussions with the programme team and students it was clear that all students participate as patients or clients in practical and clinical teaching. The visitors recognised that all the students they spoke to came from an ambulance technician background and that they were familiar and comfortable with participating in situations such as these. As a result none of the students had asked to opt out of a particular situation. However, as students may join the programme from different backgrounds, the visitors would like the option of opting out explained within the student consent protocol.

3.11   Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must ensure the attendance policy is clearly identified to students.

Reason: From the discussion with the students, the visitors learnt that they were not aware of an attendance policy. When the visitors discussed this with the programme team they received a very clear explanation of the policy. The visitors would like to see this explanation reflected within the documentation so that the attendance policy is clearly identified to students.

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 (SOPs) and demonstrate how these learning outcomes are addressed and assessed.

Registrant Paramedics must:
1a.1   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 in maintaining health and wellbeing
- be aware of current UK legislation applicable to the work of their profession

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

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

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

1a.6 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.8 understand the obligation to maintain fitness to practise
- understand the need to practise safely and effectively within their scope of practice
- understand the need to maintain high standards of personal conduct
- understand the importance of maintaining their own health
- understand both the need to keep skills and knowledge up to date and the importance of career-long learning
- 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 be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers

- understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
- be able to make appropriate referrals
- understand the range and limitations of operational relationships between paramedics and other healthcare professionals
- recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of a paramedic

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

1b.3   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   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

2b.1   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

12

- 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 evaluate research and other evidence to inform their own practice

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements
- be able to change their practice as needed to take account of new developments

2b.3 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 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
- 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

2c.2 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

3a.1 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
- recognise the role of other professions in health and social care
- 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
- 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

3a.2 know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities
- know how to select or modify approaches to meet the needs of patients, their relatives and carers, when presented in emergency and urgent situations
- know the theory and principles of paramedic practice

3a.3 understand the need to establish and maintain a safe practice environment
- understand and be able to apply appropriate moving and handling techniques

Reason: From the documentation and discussions with the programme team, placement providers and students the visitors were unable to clearly link the successful attainment of the SOPs to the learning outcomes. The visitors would like to receive documentation that clearly articulates where the above standards of proficiency are addressed and assessed 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, values and knowledge of the College of Paramedics (CoP) 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, professional aspects of practice and research were taught within the programme. Standards of proficiency that relate to the philosophy, values and knowledge in the curriculum guidance have not been covered. These are detailed in the condition against SET 4.1 and in meeting the condition against SET 4.1, this condition will be met.

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 to enable safe and effective practice.

Reason: From the documentation and discussion with the programme team it was clear that the placements are limited to those required by the validating/awarding body and that students do not undertake an ambulance placement under the supervision of a paramedic. The visitors were worried that without guaranteed supervision by a paramedic on an ambulance the knowledge students gained during the theory element of the programme could stay as theory and not be translated into practice. The visitors were therefore doubtful that the programme design integrated theory and practice sufficiently to enable students to develop the clinical skills to practice safely and effectively.

4.4   The curriculum must remain relevant to current practice.

Condition: The education provider must clearly articulate how the programme remains relevant to current practice.

Reason: From the documentation and discussions with the programme team the visitors could not identify the processes in place to ensure the programme remains relevant to current practice. The visitors therefore require further evidence to ensure that this standard is being met.

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

Condition: The programme team must clearly articulate how autonomous practice, reflective thinking and evidence based practice is developed by students within the programme.

Reason: It was not clear from the documentation and discussions with the programme team where and how autonomous and reflective thinking and evidence based practice was developed in the programme. Standards of proficiency which relate to these have not been covered and these have been detailed in the condition against SET 4.1. In meeting this condition, the delivery of the programme will have assisted students to develop autonomous and reflective thinking and evidence based practice.

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

Condition: The education provider must clearly articulate the mechanisms which ensure there is an adequate number of appropriately qualified and experienced staff at the placement.

Reason: From the discussions with the programme team and placement providers the visitors learnt that the organisation of placements is undertaken by the DTMs. The DTMs source placements for the students and ensure that they work with an appropriate individual. The visitors were unsure of the involvement

of the education provider in this process. The visitors were concerned because the education provider has overall responsibility for the placements and therefore for ensuring there is an adequate number of appropriately qualified staff at the placements. The visitors would like to see the mechanisms which the education provider will use to ensure that this occurs.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must clearly articulate the mechanisms which ensure a safe environment during practice placements.

Reason: From the discussions with the programme team and placement providers the visitors learnt that the responsibility for ensuring a safe environment lay with the DTMs and the individual hospitals. The visitors were concerned because the education provider has overall responsibility for the placements and therefore for ensuring the placement settings provide a safe environment. The visitors would like to receive the mechanisms which the education provider will use to ensure that this occurs.

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

Condition: The education provider must clearly articulate the mechanisms which will ensure safe and effective practice during the practice placements.

Reason: From the discussions with the programme team and placement providers the visitors learnt that the responsibility for ensuring safe and effective practice lay with the DTMs and the individual hospitals. The visitors were concerned because the education provider has overall responsibility for the placements and therefore for ensuring the placement settings provide safe and effective practice. The visitors would like to receive the mechanisms which the education provider will use to ensure that this occurs.

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 clearly articulate how safe and effective practice, independent learning and professional conduct are encouraged.

Reason: From the documentation and discussion with the programme team it was clear that the placements are limited to those required by the validating/awarding body and that students do not undertake an ambulance placement under the supervision of a paramedic. The visitors were worried that without guaranteed supervision by a paramedic on an ambulance the knowledge students gained during the theory element of the programme could stay as theory and not be translated into practice. The visitors were therefore doubtful that the learning, teaching and supervision encouraged safe and effective practice, independent learning and professional conduct.

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

Condition: The education provider must provide evidence of how the number and range of placements are appropriate to the learning outcomes.

Reason: From the documentation and discussion with the programme team it was clear that the placements are limited to those required by the validating/awarding body and that students do not undertake an ambulance placement under the supervision of a paramedic. The visitors were worried that without guaranteed supervision by a paramedic on an ambulance the knowledge students gained during the theory element of the programme could stay as theory and not be translated into practice. The visitors were therefore doubtful that the number and range of placements were appropriate to the achievement of the learning outcomes.

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

Condition: The education provider must clearly articulate how the duration of the placements across the region are appropriate to the learning outcomes.

Reason: From the discussions with the placement providers, the visitors learnt that one hospital provides students with a standard three week placement in accident and emergency. Students at the other placements undertake a two week placement in accident and emergency, unless they have been unable to meet all their learning outcomes. The visitors recognise that there may be operational reasons for this and would therefore like to receive further information about the reasons for the length of placements across the region and how they are appropriate to the learning outcomes.

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

Condition: The education provider must clearly articulate the mechanisms which ensure that a thorough and effective system of approving and monitoring placements is undertaken.

Reason: From the documentation and discussions with the senior and programme team, it was apparent that the education provider seeks feedback from the practice placement educators following a student placement. The visitors felt that this feedback form did not represent a full system for approving or monitoring placements as, for example, it does not give the education provider information about the safety of a placement; the number or qualifications of staff at the placement; or the training received by the practice placement educators. As the education provider has overall responsibility for the placements, the visitors would like to see the mechanisms which will ensure a thorough and effective system of approving and monitoring placements.

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

Condition: The education provider must ensure that practice placement educators receive information about and understand the expectations of professional conduct.

Reason: From the documentation the visitors identified that the mentorship handbook refers to 'HPC's prescribed standards of practice'. When discussed with the programme team, there was some confusion as to which HPC standards this referred to. In the context of the document the visitors interpreted this to mean HPC's standards of conduct, performance and ethics. To provide clear information to the practice placement educators, the visitors would like to receive updated documentation.

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

Condition: The education provider must clearly articulate the mechanisms which ensure the practice placement educators are appropriately qualified and experienced.

Reason: From the discussions with the programme team and placement providers the visitors learnt that the organisation of placements is undertaken by the DTMs. The DTMs source placements for the students and ensure that they work with an appropriate individual. The visitors were unsure of the involvement of the education provider in this process. The visitors were concerned because the education provider has overall responsibility for the placements and therefore for ensuring that practice placement educators have the relevant qualifications and experience. The visitors would like to see the mechanisms which the education provider will use to ensure that this occurs.

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

Condition: The education provider must clearly articulate the mechanisms which ensure the practice placement educators are appropriately registered.

Reason: From the discussions with the programme team and placement providers the visitors learnt that the organisation of placements is devolved to the DTMs. The DTMs source placements for the students and ensure that they work with an appropriate individual. The visitors were unsure of the involvement of the education provider in this process. The visitors were concerned because the education provider has overall responsibility for the placements and therefore for ensuring that practice placement educators are appropriately registered. The visitors would like to see the mechanisms which the education provider will use to ensure that this occurs.

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

Condition: The education provider must clearly articulate the mechanisms which ensure the practice placement educators have received appropriate training.

Reason: From the discussions with the programme team and placement providers the visitors learnt that the organisation of placements is devolved to the DTMs. The DTMs source placements for the students and ensure that they work with an appropriate individual. The visitors were unsure of the involvement of the education provider in this process. The visitors were concerned because the education provider has overall responsibility for the placements and therefore for ensuring that practice placement educators undertake appropriate training. The visitors would like to see the mechanisms which the education provider will use to ensure that this occurs.

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 clearly articulate the mechanisms which ensure the placement providers equal opportunity and anti-discriminatory policies are monitored.

Reason: From the documentation and discussions with the programme team and placement providers it was clear that they have the same equal opportunity and anti-discriminatory policies in place and that these are monitored centrally by the SHB. As the education provider has overall responsibility for the placements, the visitors were unsure how the education provider ensured that the monitoring mechanisms were in place within the placements.

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 clearly articulate the assessment methods that are employed to measure the learning outcomes and skills required to practice safely and effectively.

Reason: From the discussion with the programme team the visitors learnt that the education provider followed the teaching and assessment strategy of the awarding/validation body. From the documentation provided the visitors found it difficult to determine whether through the learning outcomes and associated assessment methods all the SOPs would be met. These SOPs are outlined in the condition against SET 4.1. The visitors therefore require further evidence to determine whether the assessment methods measure the learning outcomes and skills that are required to practise safely and effectively.

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Condition: The education provider must clearly articulate how the programme demonstrates that all assessments provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Reason: From the documentation and discussions with the programme team and placement providers, the visitors noted that the only assessment used was that of

the awarding/validating body. The visitors would like to see clearly articulated evidence which shows how compliance with other external reference frameworks, such as the curriculum guidance from the CoP, can be measured.

6.6 **Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.**

Condition: The education provider must clearly articulate how professional aspects of practice are assessed in both the education setting and practice placement.

Reason: From the documentation and discussions with the programme team the visitors were unable to clearly link professional aspects of practice with the learning outcomes and assessment procedures of the programme. These are detailed in the condition against SET 4.1 and in meeting this condition the visitors will be able to determine whether professional aspects of practice are integral to the assessment.

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's assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register or propose alternative arrangements.

Reason: From the documentation and discussion 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 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 of a programme as the placements are not reviewed. The visitors would therefore like to receive confirmation that the assessment regulations clearly specify requirements for the appointment of at least one external examiner or propose alternative arrangements.

Mr Robert Cartwright
Mr Paul Bates
Mrs Penny Joyce

"John Burnham" <john.burnham@nns.net>
21/11/2008 09:28
To
<Tracey.Samuel-Smith@hpc-uk.org>
cc

bcc

Subject
RE: Scottish Ambulance College, 10 and 11 September 2008

Tracey

Thank you for you email.

In response to the HPC approval visit report the College is now considering
the most effective way to respond to the conditions given. As part of these
conditions we are required to appoint an external examiner and review our
practice placement arrangements. Having considered these and other
conditions it is our opinion that we need to review our current structures
and educator training programmes and this will need to go through
partnership meeting (the next available one being February 2009).

Regards

John

-----Original Message-----
From: Tracey.Samuel-Smith@hpc-uk.org
[mailto:Tracey.Samuel-Smith@hpc-uk.org]

Sent: 20 November 2008 17:06
To: John Burnham
Subject: RE: Scottish Ambulance College, 10 and 11 September 2008

Hello John

Many thanks for your email following our conversation this afternoon.

Please could you drop me a quick email which explains the reasons for your
request for a documentation deadline of 27 March 2009? As discussed on the
telephone this request will need to be considered by the Education and
Training Panel (ETP) and while we did discuss these reasons over the
telephone, I will need them in writing to take to the ETP for their
consideration.

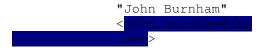I look forward to hearing from you.

With kind regards
Tracey

Tracey Samuel-Smith
Education Manager
Health Professions Council
Park House, 184 Kennington Park Road, London, SE11 4BU
www.hpc-uk.org

tel +44 (0)20 7840 9724
fax +44 (0)20 7820 9684
email Tracey.Samuel-Smith@hpc-uk.org

To sign up to the HPC e-newsletter, please email newsletter@hpc-uk.org

Please consider the environment before printing this email

"John Burnham" <john.burnham@nhs.net>	
	To
	<Tracey.Samuel-Smith@hpc-uk.org>
20/11/2008 16:58	cc
	Subject
	RE: Scottish Ambulance College, 10 and 11 September 2008

Tracey

Thank you for your email and the telephone advise that you have provided.

Further to our conversation please can I confirm the following:

Submission deadline for Documentation : 27th March 2009

Education and Training Panel: 8th May 2009

Approval Re-confirmation: June 2009

As discussed the SAC is providing continuous training using the IHCD
paramedic training programme throughout the 2008 financial year and as such
there is no specific gap between the delivery of one programme and the
next.
Ordinarily one course will complete on a Friday and a new one will commence
on the Monday.

The programme itself will run approximately 100 students per annum with a
cohort size of 24. There will also be a similar cohort of technicians
embarking on year 1 of the programme.

We are content with the findings of the approval visit and as such make no
formal submission at this stage.

Regards

John

John Burnham
College Training Manager

-----Original Message-----
From: Tracey.Samuel-Smith@hpc-uk.org
[mailto:Tracey.Samuel-Smith@hpc-uk.org]

Sent: 18 November 2008 09:22
To: John Burnham
Subject: RE: Scottish Ambulance College, 10 and 11 September 2008

Hello John

Thank you for your email.

The deadline to make representations on the visitors' report was Thursday 6
November 2008. I have not received any representations and I would like to
check with you whether you wish to make any.

In the visitors' report you will note that I have not suggested a deadline
for submitting evidence to meet the conditions within the report (this is
independent of the deadline for making any representations on the report).
Please can you let me know when you feel that Scottish Ambulance College
(SAC) will be able to submit evidence to meet the conditions? You will
also note in the visitors' report that the 'effective date that programme
approval reconfirmed from' has not been completed. To help determine this
date, please can you let me know when you will next be running your
programme?

In your email below you mention that student numbers will be 200 per year.
Please could you also let me know the average number per cohort?

The next Education and Training Committee (ETC) is on the Tuesday 2
December 2008 and I would like, if possible, to take the visitors' report
for SAC to this committee. To allow me to do this, please could you respond

to the above by the end of play on Thursday 20 November?

I look forward to hearing from you. If you would prefer to discuss this
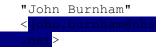over the phone, please feel free to call me.

With kind regards
Tracey

Tracey Samuel-Smith
Education Manager
Health Professions Council
Park House, 184 Kennington Park Road, London, SE11 4BU
www.hpc-uk.org

tel +44 (0)20 7840 9724
fax +44 (0)20 7820 9684
email Tracey.Samuel-Smith@hpc-uk.org

To sign up to the HPC e-newsletter, please email newsletter@hpc-uk.org

Please consider the environment before printing this email

              "John Burnham"
              <john.burnham@nhs
              .net>   To
                                        <Tracey.Samuel-Smith@hpc-uk.org>
              06/11/2008 19:47   cc

                                                                 Subject
                                        RE: Scottish Ambulance College, 10
                                        and 11 September 2008

Hi Tracey

I just noticed the clarification that you requested:

1) The education provider is The Scottish Ambulance College which is a part of the Scottish Ambulance Service.

2) The estimated maximum intake for the programme is 200 students per year.

Many thanks

John

-----Original Message-----
From: Tracey.Samuel-Smith@hpc-uk.org
[mailto:Tracey.Samuel-Smith@hpc-uk.org]

Sent: 04 November 2008 13:21
To: j.burnham@scot.amb.co.uk; john.burnham@nhs.net
Subject: Re: Scottish Ambulance College, 10 and 11 September 2008

Hello John

I hope you are well.

Further to my email below, I wanted to drop you a quick line to say that should you wish to submit a representation on the visitors' report, please do so by Thursday 6 November 2008.

Please could you also provide me with the points of clarification detailed in my email below by this time.

I look forward to hearing from you.

With kind regards
Tracey

Tracey Samuel-Smith
Education Manager
Health Professions Council
Park House, 184 Kennington Park Road, London, SE11 4BU
www.hpc-uk.org

tel +44 (0)20 7840 9724
fax +44 (0)20 7820 9684
email Tracey.Samuel-Smith@hpc-uk.org

To sign up to the HPC e-newsletter, please email newsletter@hpc-uk.org

Please consider the environment before printing this email

Tracey
Samuel-Smith/hpc

09/10/2008 11:36

To

cc

Subject
Scottish Ambulance College, 10 and
11 September 2008

Hello John

RE: HPC visitors' report – Scottish Ambulance College – IHCD Paramedic
award

On behalf of the HPC and the HPC visitors, I would like to thank you for
your hospitality at the approvals event held on 10 and 11 September
2008.

I have attached a copy of the HPC visitors' report for the IHCD
Paramedic programme offered by Scottish Ambulance College.

Under the Health Professions Order 2001, the education provider has 28
days in which to make a representation on the HPC Visitors' report
itself (this is independent of submitting evidence for meeting
conditions).

The final HPC visitors' report is a public document and as such if you
choose to respond to the report and wish any comments to be made public
we will publish your comments along with the visitors' report on the HPC
website following approval by the Education and Training Committee. You
will need to make a written request if you would like your comments
published.

Please note that programme approval is not reconfirmed until all
conditions have been met and the Education and Training Committee has
sent written confirmation of ongoing approval. I have not suggested a
deadline for submitting evidence to meet conditions within the report.
Please can we discuss when you feel that you will be able to meet the
conditions by so that we can agree a condition deadline and therefore an
effective date that programme approval will be reconfirmed from? Please
bear in mind that we need to allow at least six weeks between your
response to the conditions and the final outcome at the Education and
Training Committee.

Within the report you will notice that I have not completed the section about proposed student numbers. Please can you let me know this figure so that I can update the report? I would also like to double check whether we have the name of the education provider correct. On the visit request form it was stated as Scottish Ambulance Service but on all the documentation received prior to and at the visit, it was stated as Scottish Ambulance College. Please can you confirm which it should be?

If you have any queries regarding the report, please feel free to contact me.

With kind regards
Tracey

(See attached file: 20081009bEDURPTScottish Ambulance College.doc)

Tracey Samuel-Smith
Education Manager
Health Professions Council
Park House, 184 Kennington Park Road, London, SE11 4BU
www.hpc-uk.org

tel +44 (0)20 7840 9724
fax +44 (0)20 7820 9684
email Tracey.Samuel-Smith@hpc-uk.org

To sign up to the HPC e-newsletter, please email newsletter@hpc-uk.org

Please consider the environment before printing this email