hpc health professions council

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Central Lancashire
Programme title	Dip HE Paramedic Practice
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Name and profession of HPC visitors	Mark Nevins (Paramedic) David Whitmore (Paramedic)
HPC executive	Mandy Hargood
Postal review	5 October 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Programme Specification
- Module Descriptors and catalogue
- Student Handbook
- Standards of proficiency mapping document
- Staff Profiles

- Assessment Handbook for School Staff and External Examiners

Section three: Additional documentation

☒ The visitors agreed that no further documentation was required in order to make a recommendation.

☐ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

Section four: Recommendation of the visitors

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors in their consideration of the documentation reflected that there may be a degree of over assessment across the two year programme. The visitors considered that the education provider takes on board the comments of the external examiner with regard assessment for the programme.

For example it would seem that there is crossover in content and learning outcomes for modules NU1050 and NU1641 and modules NU2641 and NU2642. The visitors suggest that the education provider consider merging those modules. This would lead to a reduction in overall assessment on the student whilst not

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2011-11-242011-11-24	ee	EDUEDU	RPTRPT	AM report UCLAN Dip HE PA FTAM report UCLAN Dip HE PA FT	FinalFinal DD: NoneNone	PublicPublic RD: NoneNone

significantly impacting overall quality of the programme. Also there are a number of portfolios as part of the overall programme within the following modulesNU2670, NY2671, NU2674. The visitors suggest that the education provider reviews this with a view to having a single portfolio.

The visitors looked at the module which focussed on trauma and environmental emergencies and noted that there did not appear to be a dedicated module for urgent and unscheduled care. As ambulance services are required to have in place a team which has responsibility for this type of emergency, this is becoming an area of specialist ambulance practice and while it does not detract from the programme the programme team could look at merging NU2670, NU2671 and NU2672 into a single module.

The visitors noted that a significant amount of student assessment centres on an oral viva across a number of modules. The visitors considered the external examiners comments on the subjectivity of this type of assessment as valid here. The visitors also considered that the criteria and wording of some types of assessment could be unified to make it clear for students. They would also like the programme team to reflect that the OSCE assessment is normally a Pass/Fail and to discontinuing the awarding of a 'grade' and that the documentation should be consistent in the terminology in either using OSCE or simulated assessment to ensure that the students are fully aware of the assessment process to be undertaken.

Formatted: Font: 7 pt
Formatted: Font: 7 pt
Formatted: Font: 7 pt
Formatted: Font: 7 pt
Formatted: Font: 7 pt
Formatted: Font: 6 pt
Formatted: Font: 7 pt
Formatted: Font: 7 pt
Formatted: Font: 7 pt
Formatted: Font: 7 pt