

Visitors' report

Name of education provider	Canterbury Christ Church University
Programme name	BSc (Hons) Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	13 – 15 March 2017

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 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 HCPC keep a register of health and care 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. This recommended outcome was accepted by the Education and Training Committee (Committee) on 25 May 2017. At the Committee meeting on 25 May 2017, the ongoing approval of the programme was re-confirmed. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

The HCPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HCPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme. The visit also considered the BSc (Hons) Operating Department Practice programme. The education provider and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HCPC's recommendations on this programme only. A separate report exists for the other programme. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider, outlines their decisions on the programmes' status.

Visit details

Name and role of HCPC visitors	Robert Fellows (Paramedic) Tony Scripps (Operating department practitioner) Joanne Watchman (Lay visitor)
HCPC executive officer (in attendance)	Rebecca Stent
Proposed student numbers	50 per cohort, 1 cohort per year
First approved intake	September 2011
Effective date that programme approval reconfirmed from	September 2017
Chair	David Grummit (Canterbury Christ Church University)
Secretary	Lauren Smyth (Canterbury Christ Church University)
Members of the joint panel	Helen Taylor (Internal Panel Member) Susan Boardman (External Panel Member) Alison Coates (Quality and Standards Office) Kath Abiker (Learning and teaching representative) Alexandra Telekova (Student panel member)

Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators / mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied 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 the relevant 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 54 of the SETs have been met and that conditions should be set on the remaining 4 SETs.

Conditions are requirements that the education provider must meet before the programme can have its ongoing approval reconfirmed. 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 did not make any recommendations for the programme.

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

Conditions

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

Condition: The education provider must provide further evidence to demonstrate that the admissions information given to applicants regarding academic entry requirements is clear, accurate and consistent so that applicants can make an informed choice about whether to take up an offer of a place on a programme.

Reason: In documents provided prior to the visit, the visitors noted that there was a difference in the mapping document and the website information in relation to the A level grade requirements for this programme. In discussions with the programme team, it was confirmed that the entry requirements for September 2017 will be BBC at A level and that a science subject will no longer be required as is currently stated on the website. As such, the visitors require further evidence to demonstrate that the admissions information given to applicants regarding academic entry requirements is clear, accurate and consistent so that applicants can make an informed choice about whether to take up an offer of a place on a programme.

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

Condition: The education provider must provide further evidence to demonstrate that the admissions information given to applicants regarding any driving requirements for the programme is clear and consistent so that applicants can make an informed choice about whether to take up an offer of a place on a programme.

Reason: From a review of the website information for applicants provided ahead of the visit, the visitors noted the following statement: "You will be required to pass the C1 driving test by the end of your first year on the programme e.g. by August 2018 if you start in September 2017." However, at the visit, the programme team said students do not need a C1 driving license as a requirement for this programme but that they tell applicants this would be an advantage as a paramedic. Due to the disparity in information provided, the visitors were unclear as to what the driving requirements are for the programme and how potential applicants will be informed of these requirements consistently and clearly through the admissions procedures. As such, the visitors require further evidence to demonstrate that the admissions information given to applicants regarding any driving requirements for the programme is clear and consistent so that applicants can make an informed choice about whether to take up an offer of a place on a programme.

3.15 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 provide further evidence to demonstrate that they have identified the attendance requirements at the academic setting including how this will be monitored and communicated to students so that any issues with attendance can be dealt with consistently by the education provider.

Reason: For this standard, the visitors were referred to the university wide policy for attendance at the academic setting supplied in the student handbook which stipulates that all teaching sessions are “compulsory”. In discussions at the visit, the visitors noted that the students were unclear about the actual attendance requirements for the academic element and whether attendance is always monitored and recorded for each session. The programme team stated that attendance will be monitored in the new programme with an electronic card system which students will use to record their attendance. The programme team also stated that they identify “lack of engagement” from students which triggers an investigation into a student’s attendance. However, it was unclear as to what the education provider defines as “lack of engagement”. It was also unclear from these discussions what the attendance requirements are for the programme and what the consequences of missed attendance would be when attendance falls below a certain point and, therefore, how any issues with attendance are dealt with consistently by the education provider. In addition, it was not clear from the documentation for students how attendance will be recorded in the new programme and how students are clear about attendance requirements and the consequences of falling below this requirement. As such, the education provider must provide further evidence to demonstrate how the programme documentation will be used to ensure that students are clear about the attendance requirements at the academic setting, the consequences of falling below this requirement, how the education provider will deal with any attendance issues consistently and how attendance will be monitored.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must provide further evidence to demonstrate that they ensure that placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Reason: For this standard, the visitors were referred to the educational audit form used by the education provider for approving and monitoring practice placements. However, from this document, the visitors could not see how this document is being used to ensure that all placement providers have equality and diversity policies in place. As such, the visitors require further evidence as to how the education provider will utilise this audit tool to ensure that placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Condition: The programme team must clarify the requirements for student progression and achievement within the programme in relation to reassessments for the practice element, and how this information will be communicated accurately and consistently to students.

Reason: From a review of the documentation, the visitors noted that there were different statements about how many reassessments a student can undertake within the practice element of the programme. For example, in the Ongoing Achievement Record (OAR) documents, it states that a student is permitted one reassessment opportunity,

whereas on page 20 of the placement handbook it states that “If the student fails in practice a second attempt will be arranged” and then “Any student who does not pass at the second attempt will normally be offered a third attempt.” At the visit, the programme team confirmed that students will be permitted two reassessment opportunities in both the practice and academic elements of the programme. Due to the disparity in information provided, the visitors were unclear about the number of reassessment opportunities for students if they fail a placement. As such, the programme team must provide further evidence to clarify the requirements for student progression and achievement within the programme in relation to reassessments for the practice element, and how this information will be communicated consistently and accurately to students.

Robert Fellows
Tony Scripps
Joanne Watchman