

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	BSc (Hons) Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	7 – 8 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 approval of the programme at the education provider. This recommended outcome was accepted by the Education and Training Committee (Committee) on 25 May 2017. At this meeting, the Committee approved the programme. This means 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 as it was a new programme which was seeking HCPC approval for the first time. 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 part of a joint event. The education provider and the professional body considered their accreditation of the programme. The education provider, the professional body 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 the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. 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 and the professional body, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	David Whitmore (Paramedic) Paul Bates (Paramedic) Joanne Watchman (Lay visitor)
HCPC executive officer	Jasmine Pokuaa Oduro-Bonsrah
Proposed student numbers	70 per cohort, 2 cohorts per year
Proposed start date of programme approval	September 2017
Chair	Connor Moss (Sheffield Hallam University)
Secretary	Helen Garner (Sheffield Hallam University)
Members of the joint panel	Shawna McCoy (Internal Panel Member) David Lomas (internal Panel Member) Paul Vigar (College of Paramedics) Vince Clarke (College of Paramedics)

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not review the external examiner reports prior to the visit as there is currently no external examiner as the programme is new.

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"/>

The HCPC met with students from the Diploma of Higher Education Paramedic Practice programme, as the programme seeking approval currently does not have any students enrolled on it.

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 programme can be approved.

The visitors agreed that 55 of the SETs have been met and that conditions should be set on the remaining three SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 be approved. 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 revisit the admissions information to clarify the entry requirements for the programme.

Reason: In the documentation submitted prior to the visit, the visitors noted that there were inconsistencies in the information regarding the admissions requirements provided to potential applicants. The visitors noted in the programme specification (page 21) and on the programme website that as part of the entry requirements applicants need “five GCSEs at grade C or grade 4 or above, including English language or literature, mathematics and a science (single or double) or equivalent”. However, in open day presentation, it states that applicants need “three GCSEs at grade C or above, including English language or literature, mathematics, science (single or double) or equivalent”. Furthermore the visitors noted in the open day information and website material submitted prior to the visit that applicants must “have a full, clean driving licence by the time they attend their interview”. However the education provider highlighted in the programme specification that “a driving license is not a condition of acceptance on the programme”, and this was confirmed by the programme team at the visit. The visitors also noted various other inconsistencies in the advertising material. The visitors therefore, require the programme team to revise all documentation including advertising material to clearly articulate the information to potential applicants and the education provider in order to enable them to make an informed choice of whether to take up or make an offer of a place on the programme.

3.8 The resources to support student learning in all settings must be effectively used.

Condition: The programme team must revisit the programme documentation to ensure that it is up to date.

Reason: The visitors noted that the programme documentation submitted by the education provider included instances of outdated information. For example, on the programme website it states that the modules for the programme are “currently being redesigned”. At the visit the programme team mentioned that the modules have now been redesigned, as they were being redesigned for the approval visit. The visitors therefore require the documentation to be revised to ensure that the information communicated to students is up to date. This way the visitors can be sure that the documentary resources available to support students’ learning are being effectively used.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must demonstrate how they ensure that practice placement educators from non-ambulance settings undertake appropriate practice placement educator training in order to appropriately supervise students from this programme.

Reason: To evidence this standard the visitors were directed to the student handbook, practice educator handbook, support for educators and Yorkshire (YAS) and East Midlands Ambulance service (EMAS) training material websites. The visitors were clear from the documentation and at the visit that the majority of placements will be with YAS and EMAS. The visitors were also clear that YAS and EMAS offer their own practice placement educator training and that through the education provider's auditing process the training offered to practice educators by these ambulance services were appropriate. During the practice placement educator (all practice educators were from either YAS or EMAS) and programme team meeting the visitors were told that the practice educators receive a lot of support from the education provider. The visitors were therefore satisfied that practice placement educators from the two ambulance services undertook appropriate practice placement educator training and were effectively supported to undertake their roles. However, the visitors were not provided with any information regarding training for practice placement educators in non-ambulance settings. As such the visitors could not see how the education provider has processes in place to ensure that placement educators in non-ambulance settings undertake appropriate practice placement educator training, and require further evidence to demonstrate that this standard is met.

David Whitmore
Paul Bates
Joanne Watchman