

Health Professions Council

Visitors' report

Name of education provider	University of Plymouth
Name and titles of programme(s)	BSc (Hons) Paramedic Practitioner (Community Emergency Health) DipHE Paramedic Studies (Community Emergency Health)
Mode of delivery (FT/PT)	Both PT and FT
Date of visit	25 th and 26 th October 2007
Proposed date of approval to commence	September 2008
Name of HPC visitors attending (including member type and professional area)	Bob Fellows – Paramedic Gordon Pollard - Paramedic
HPC executive officer(s) (in attendance)	Katherine Lock
Joint panel members in attendance (name and delegation):	Alan Hooper, Subject Forum Chair for Health and Social Care – Chair Lisa Lamb – Senior Quality Administrator – Secretary Ruth Clemow, Associate dean, Health and Social Work Bernhard Haas, Deputy Head of of School of Health Professions, Health and Social Work Nicholas Johns, Lecturer in Criminal Justice Roland Furber, Chief Executive, British paramedic Association Dave Barton, Academic External Advisor Daranee Boon, A&E Consultant, Plymouth Hospitals NHS Trust, Professional External Advisor Tim Lynch, Chief Executive Officer, Great Western Ambulance Service

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>
New Profession	<input type="checkbox"/>

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date
2008-01-23

Ver.
a

Dept/Cmte
EDU

Doc Type
APV

Title
Visitors' Report - University of Plymouth - BSc (Hons) Paramedic Practitioner & DipHE Paramedic Studies

Status
Final
DD: None

Int. Aud.
Public
RD: None

Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed student cohort intake number please state	40 across all levels and modes
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The following summarises the key outcomes of the approval event and provides reasons for the decision.

CONDITIONS

SET 2 Programme admissions

The admission procedures must:

2.2.2 apply selection and entry criteria, including criminal convictions checks;

Condition: The programme team must design a process in order to carry out CRB checks after the first three months of enrolling onto the programme for international students.

Reason: The programme team currently do not carry out criminal bureau checks on international students as they need to have been in the country for three months before this can be carried out. They do, however, ask the potential student to submit a letter from the local police in the country stating they have no criminal convictions, but it was felt that this was not rigorous enough.

SET 5. Practice placements standards

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

5.7.1 the learning outcomes to be achieved;

5.7.2 timings and the duration of any placement experience and associated records to be maintained;

5.7.3 expectations of professional conduct;

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

5.7.5 communication and lines of responsibility.

Condition: The programme team must submit a copy of the mentor training course programme.

Reason: Throughout discussion in various meetings there was a clear understanding of the role and training of the mentor, but it was not clear how this would be put into practice. They explained that the mentors undertake a module; in order to ascertain all the above standards are covered. The visitors wish to see an outline of this module.

Unless other arrangements are agreed, practice placement educators:

5.8.3 undertake appropriate practice placement educator training.

Condition: The programme team must submit the DVD already sent to mentors on other health care programmes for training purposes.

Reason: The programme team explained that there is a DVD available to the nursing and ODP programme mentors and at the moment they are in the process of adapting this to meet the needs of paramedic mentors and use this to assist them in their training. In order to see what they are planning to send mentors and the level of training this supplies we would like to see a copy of the DVD to decide its validity.

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

Condition: The programme team must provide further evidence of the agreement between placement providers and the programme team, outlining responsibilities for clinical placements.

Reason: It was evident through the meetings that there was a clear lines of communication between the placements and university. However the documentation implied that there would be one paramedic as mentor for each student for the length of the programme and there was no agreement in place between the two parties to ensure lasting commitment.

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RECOMMENDATIONS

SET 6. *Assessment standards*

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Recommendation: The programme team should consider a review of the portfolio to measure student progression at the end of the first academic year of running an approved programme

Reason: Although the programme includes the completion of a portfolio, it is not used as a method of assessment. Students pass a list of competencies but there is no measurement of how the student has progressed from year to year.

Assessment regulations clearly specify requirements:

6.7.5 for the appointment of at least one external examiner from the relevant part of the HPC Register, unless other arrangements are agreed.

Recommendation: The programme team are recommended to allocate the role of the external examiner to a paramedic.

Reason: The programme team are yet to appoint the external examiner, the documentation assured the reader that the role is going to be filled with a paramedic, but through conversations in meetings this had to be clarified. It was recommended that the programme team should continue with this decision and a paramedic is placed in this role as this is a new programme.

The nature and quality of instruction and facilities meets the standards of education and training.

We recommend to the Education and Training Committee of the HPC that they approve this programme, subject to any conditions being met.

Visitors' signatures:

Bob Fellows

Gordon Pollard

Date: 13th November 2007

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