

## HCPC approval process report

Education provider	University of Sunderland
Name of programme(s)	BSc (Hons) in Paramedic Science and Out of Hospital Care, Full time
Approval visit date	12-13 September 2017
Case reference	CAS-11894-P4F3C8

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### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Susanne Roff	Lay
Vincent Clarke	Paramedic
John Donaghy	Paramedic
Tamara Wasylec	HCPC executive

### Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Matthew Watson	Chair	University of Sunderland – Principal lecturer
Margaret Young	Secretary	University of Sunderland – Senior quality assurance and enhancement officer

## Section 2: Programme details

Programme name	BSc (Hons) in Paramedic Science and Out of Hospital Care
Mode of study	FT (Full time)
Profession	Paramedic
Proposed First intake	01 April 2018
Maximum student cohort	Up to 80
Intakes per year	2
Assessment reference	APP01706

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meets our standards for the first time.

## Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
Handbook for practice based learning	Yes	
Completed education standards mapping document	Yes	
Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	Not Required	These documents do not exist, as the programme is yet to run

We also expect to meet the following groups at approval visits:

Group	Met	Comments
Learners	Yes	As the programme is not currently approved, there are no learners enrolled. Therefore, the visitors met learners from the education provider's HCPC-approved Diploma in Higher Education Paramedic Practice programme
Senior staff	Yes	

Practice education providers and educators	Yes	
Service users and carers (and / or their representatives)	Yes	
Programme team	Yes	
Facilities and resources	Yes	

## Section 4: Outcome from first review

### Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that 37 of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 08 November 2017

#### **2.1 The admissions process 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 revise the programme documentation, including advertising materials, to ensure information about the programme and any associated requirements is provided to potential applicants, allowing them to make an informed decision about taking up a place on the programme.

**Reason:** After scrutinising the evidence provided prior to the visit, the visitors understood that some of the pertinent admissions information about the programme was not contained in the documentation. In discussion with the programme team, the visitors heard that the criminal convictions checks and occupational health assessments are paid for by the education provider. However, they could not see information about what the occupational health check entails and how potential applicants would know what to expect prior to applying to the programme. Additionally, a screenshot of a different programme's website was tabled at the visit as a template that would be used for this programme. However, the visitors could not see the relevant information prospective applicants would need to see so that they can make an informed choice about whether to apply for a place on the programme. As such, the visitors could not see how prospective learners would be made aware of certain requirements and costs prior to application. In a review of the documentation, the visitors could not determine how the education provider communicates the following information to prospective applicants:

- the requirement for and process associated with the assessments;
- the requirement for and process associated with criminal convictions checks;
- any additional costs learners may incur over and above the usual programme fee;
- the expectation that learners will travel to placements at their own expense and that this is an additional cost for the learner;
- the elements of the programme to which accreditation of prior (experiential) learning could be applied, and how it would be applied;
- where placements may take place geographically;
- that exit awards on this programme do not confer eligibility to apply for HCPC registration and as such the named awards do not contain the protected title 'Paramedic'.

In discussion with the programme team, the visitors noted that the education provider intends to provide information about the entry requirements, admissions processes and additional costs on the programme website. However, because the visitors did not have sight of this, they could not determine how this information would be appropriately communicated to prospective applicants. The visitors therefore require further information showing how prospective applicants are provided with the information they need to make an informed choice about whether to apply for a place on the programme.

## **2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.**

**Condition:** The education provider must demonstrate how their admissions processes ensure that applicants are aware of and comply with the health requirements for the programme.

**Reason:** In review of the documentation, the visitors were unable to see what information is provided to applicants regarding the health requirements they must comply with to gain entry to the programme. In discussion with the programme team, the visitors heard that information about the health requirements and processes would be communicated with applicants. However, the visitors could not ascertain how applicants would know what the health requirements are and the process they need to engage in to determine whether they comply with the requirements for the programme, prior to applying. As such, the visitors require further information about what the health requirements are for this programme, the process for ensuring applicants comply with those requirements, and how this is communicated to potential applicants. In this way, the visitors can determine whether this standard is met.

## **3.1 The programme must be sustainable and fit for purpose.**

**Condition:** The education provider must provide further evidence of the commitment to provide resources made by partner organisations to demonstrate that there are adequate partnerships in place and that the programme is sustainable and fit for purpose.

**Reason:** In a review of the documentation the visitors could not see information pertaining to the partnerships in place to deliver ambulance and non-ambulance practice-based learning. In discussions with the programme team and the practice providers, the visitors ascertained that there are a number of practice-based learning providers who will be involved in delivering practice based learning for this programme.

The visitors also heard that North East Ambulance Service (NEAS) has agreed and signed a service level agreement which arrived on day one of the visit. However, the visitors did not have sight of the agreement, as such they could not determine the details of the partnership arrangements between NEAS and the education provider. The visitors also heard, in the senior team meeting, that the education provider would extend the service level agreements that are currently in place for their HCPC-approved Diploma in Higher Education Paramedic Practice programme. The education provider anticipates that this would provide assurances around the number of placements to be provided and the expectations of each party. In discussions with the practice educators, the visitors heard that some practice placement facilitators in the area meet to discuss the requirements of programmes in the area. However, providers are still in the initial stages of mapping placement provision in the area. The visitors also heard that NEAS could provide practice based learning to ten students on a rotation. As such, the visitors could not fully determine what each practice provider has agreed to provide as part of the partnership arrangements. The visitors were unable to see whether there are adequate partnerships in place to ensure that the practice providers can provide sufficient practice-based learning opportunities and commit sufficient staff resources to support the delivery of the programme. As such the visitors require further information to determine whether this standard is met.

### **3.1 The programme must be sustainable and fit for purpose.**

**Condition:** The education provider must provide further evidence of the timeline for delivery across the full three years of the programme, including where practice based learning takes place and how this is resourced to demonstrate that the programme is sustainable and fit for purpose.

**Reason:** On reading the documentation prior to the visit, the visitors understood that the programme would have one cohort of 80 learners per year and learners would complete the programme after three years. However in discussions at the visit, the education provider confirmed that they are seeking approval for two cohorts of 80 learners per year. The documentation did not reflect this, so considering the proposed learner numbers and the staggering of two cohorts, the visitors could not see:

- the timeline for delivery;
- where placements would take place within the programme timeline; and
- how the programme would be resourced.

As such, the visitors require further information regarding the timeline for delivery of the programme and how the programme will be resourced for the number of learners on this programme across three years, considering the staggering of two cohorts. In this way, the visitors can determine whether this standard is met.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Condition:** The education provider must demonstrate that the process in place to ensure the availability of practice-based learning for all learners on the programme is effective.

**Reason:** This condition relates to the above condition. In a review of the documentation, the visitors understood that learners will undertake ambulance and non-ambulance practice based learning. However, the visitors could not see the process the

education provider uses to ensure that all practice providers have availability and capacity to provide placements for the number of learners on this programme. In discussion with the senior team, the visitors noted that the education provider is in the process of agreeing service levels with the practice providers. However, the visitors did not have sight of these agreements so they could not determine what arrangements are in place. In discussion with the practice educators, the visitors heard that practice placement facilitators meet to map the requirements for programmes in the area who require practice based learning opportunities, and then divide the placement opportunities between programmes. However, the visitors were unable to determine the clear and effective process in place to ensure that all practice based learning providers associated with this programme have availability and capacity to deliver practice-based learning for all learners. As such, the visitors required further information regarding the process the education provider uses to ensure there are sufficient practice based learning opportunities for all learners, across the three years, including the agreements in place between the education provider and the practice providers. In this way, the visitors can determine whether this standard is met.

### **3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.**

**Condition:** The education provider must demonstrate that they have adequate paramedic profession-specific equipment which is effective and appropriate to the delivery of the programme and the number of learners on the programme.

**Reason:** On the tour of facilities, the visitors could not see the paramedic profession-specific equipment used to support the delivery of the programme. In discussion with the senior team, the visitors heard that a list of equipment specific to the paramedic profession was ordered and was yet to arrive. In discussion with the programme team, the visitors heard that the education provider had a list of equipment they wished to purchase, however they were unable to purchase it. As such, the visitors could not determine how learners and educators would have access to the resources required to support learning on the programme. Therefore, the visitors require further details regarding what paramedic profession-specific equipment is available to learners and educators on this programme. This information should demonstrate that the resources to support learning at the education provider, is effective and appropriate to the delivery of the programme and is accessible to all learners and educators. In this way, the visitors can determine whether this standard is met.

### **3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.**

**Condition:** The education provider must review the programme documentation to ensure the terminology used is accurate, consistent and reflective of the language associated with statutory regulation and the HCPC.

**Reason:** In review of the documentation submitted prior to the visit, the visitors noted a number of inaccurate references to the HCPC. For instance, there were references made to the HCPC's former name, the "Health Professions Council", within the documentation. In addition, the visitors noted that the mentor handbook inaccurately refers to the 'Health and Care Professionals Council'. These references do not

accurately reflect the HCPC as the regulatory body, and could potentially lead to misinterpretation as to its requirements and guidance for students. The visitors therefore require the programme documentation to be reviewed to ensure that all references are clear and accurate. In this way the visitors can determine whether the documentary resources available to support learning are being are effective and appropriate to ensure that this standard is met.

**3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.**

**Condition:** The education provider must provide revised documentation to ensure that exit awards from the programme do not contain an HCPC protected title.

**Reason:** In their reading of the documentation provided, the visitors noted that exit awards for this programme include a Cert HE and Dip HE in paramedic practice. In discussion with the programme team, the visitors established that neither exit award would confer eligibility for the learner to apply to register with the HCPC. However, programmes which do not provide eligibility for students to apply for HCPC registration must not contain any reference to the HCPC protected title, 'paramedic', in the programme title. As such, the visitors require the education provider to amend the documentation and the exit award programme titles so that they do not contain reference to a protected title and will not lead to misinterpretation. In this way the visitors can establish whether this standard is met.

**4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.**

**Condition:** The education provider must demonstrate that the process learners use to obtain appropriate consent from service users is effective, and how learners are made aware of this process.

**Reason:** In discussions at the visit, the visitors heard that the learners from the HCPC-approved Diploma in Higher Education Paramedic Practice programme no longer introduce themselves as trainee paramedics to service users (where this would be possible). In discussions with the programme team, the visitors heard that the learners are taught to inform service users of their trainee paramedic status and request their consent to work with them every time they work with a service user. Due to the disparity in the information provided, the visitors require further information regarding the process used by learners to obtain appropriate consent from the service users, and assurances that this process is properly applied by learners in practice. Additionally, the visitors require further evidence which demonstrates how the education provider ensures the process is effective, to ascertain whether this standard is met.

**5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Condition:** The education provider is required to provide clarity about the range, duration and structure of practice based learning, to demonstrate that it supports the achievement of the learning outcomes and standards of proficiency for paramedics.



**Reason:** In a review of the documentation, the visitors were unable to see information regarding the structure, duration and range of placements for this programme. As such they were unable to determine how the two cohorts of 80 learners each year would have access to practice-based learning which supports the achievement of the learning outcomes and standards of proficiency (SOPs) for paramedics. In discussions with the senior team, programme team, and practice educators, the visitors understood that the education provider intends to ensure that there are practice-based learning opportunities in a variety of settings. However, the visitors were unable to establish what arrangements are in place between the education provider and the practice providers regarding delivery of practice based learning for this programme. The visitors were also unable to see when, where, and for how long the practice-based learning opportunities would take place, or how their approach will support the achievement of the learning outcomes and SOPs for paramedics. As such, the visitors require further evidence of the structure, duration and range of practice based learning for learners on this programme, and how it is appropriate to support the achievement of the learning outcomes and SOPs for paramedics. In this way, the visitors can determine whether this standard is met.

### **5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.**

**Condition:** The education provider must demonstrate that the system used to approve and ensure the quality of practice-based learning is thorough and effective.

**Reason:** In a review of the documentation, the visitors were unable to determine the system used to approve and ensure the quality of practice-based learning for this programme. In discussion with the practice providers, the visitors heard that the practice placement facilitators (PPFs) conduct annual education audits of practice-based learning within the ambulance service through self-assessments. The visitors also heard that the clinical link tutor sits in on the education provider's audits. However, the visitors could not see evidence of the clear, thorough and effective system used by the education provider which demonstrates how the quality assurance systems mentioned are applied consistently to all practice-based learning environments. For instance, the visitors were unable to see how non-ambulance practice-based learning environments are approved and quality assured in a thorough and effective manner. As such the visitors require further clarity around the system used to approve and ensure the quality of all practice-based learning and how the education provider ensures it is thorough and effective, to determine whether that this standard is met.

### **5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.**

**Condition:** The education provider must demonstrate how they ensure that practice-based learning environments are safe and supportive for learners and service users.

**Reason:** This condition relates the above condition. In a review of the documentation, the visitors could not see the information to show how the education provider ensures that the practice based learning environments are safe and supportive for learners and service users. In discussion with the practice providers, the visitors heard that the practice placement facilitators (PPFs) conduct annual education audits of practice-based learning within the ambulance service through self-assessments. The visitors also heard that the clinical link tutor sits in on the education provider's audits. However,

the visitors could not see evidence of the process used by the education provider which ensures that all practice-based learning environments are safe and supportive for learners and service users. As such the visitors require further clarity around the process used to ensure that practice-based learning environments are safe and supportive to determine whether this standard is met.

#### **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Condition:** The education provider must demonstrate that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning for the number of learners on the programme.

**Reason:** This condition relates to the other conditions regarding quality assurance of practice-based learning. The visitors read the documentation prior to the visit but were unable to establish how the education provider ensures that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning. In discussion with the practice providers, the visitors noted that there are no formal arrangements in place between the education provider and the practice providers regarding the provision of practice-based learning. As such, the visitors were unable to determine how the education provider ensures that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning. Consequently, the visitors require further evidence which articulates the arrangements in place between the education provider and the practice educators. Additionally, the visitors require evidence which clearly outlines the process used by the education provider to ensure that there is an adequate number of qualified and experienced staff involved in practice-based learning for this programme.

#### **5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Condition:** The education provider must demonstrate that practice educators have the relevant knowledge, skills and experience to support learners on this programme.

**Reason:** This condition relates to the other conditions regarding quality assurance of practice-based learning. The visitors read the documentation prior to the visit but were unable to establish how the education provider ensures practice educators have the relevant knowledge, skills and experience to support safe and effective learning. In discussion with the practice providers, the visitors noted that there are no formal arrangements in place between the education provider and the practice providers, regarding the provision of practice-based learning. As such, the visitors were unable to determine how the education provider ensures that all practice educators have the relevant knowledge, skills and experience to support safe and effective learning. Consequently, the visitors require further evidence which articulates the arrangements in place between the education provider and the practice educators. Additionally, the visitors require evidence which clearly outlines the process used by the education provider to ensure that all practice educators have the relevant knowledge, skills and experience to support safe and effective learning.

## **5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Condition:** The education provider must provide evidence to show how they ensure that practice educators have the relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register

**Reason:** From reviewing the documentation, and from discussions at the visit, the visitors were unclear about how the education provider ensures that practice educators have the relevant knowledge, skills and experience to support learners. The visitors heard that for 60 per cent of the time learners are supervised by practice placement educators (PPEs), however the visitors could not see the agreements in place that reflect this service level to be provided by the education providers. Consequently, the visitors were also unable to see how the education provider ensures that practice educators have the relevant knowledge, skills and experience to support safe and effective learning. Therefore, the visitors require further evidence to show what arrangements have been agreed regarding the provision of practice educators on this programme and how the education provider ensures that those practice educators have the appropriate knowledge, skills and experience to support safe and effective learning.

## **5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.**

**Condition:** The education provider must demonstrate how they provide learners and practice educators with the necessary information for them to be prepared for placement in a timely manner.

**Reason:** In discussion with the programme team, the visitors heard that learners are informed about where their practice-based learning will take place six weeks prior to its commencement. However, in discussion with the learners, the visitors heard that that learners had not been informed about where the following week's practice-based learning would take place. Due to the disparity in the information provided, the visitors require further information about how the education provider ensures that learners and practice educators receive the information they need in a timely manner. As such, the visitors require further evidence to demonstrate how the education provider ensures that learners and practice educators receive the information they need in a timely manner.

## **6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.**

**Condition:** The education provider must provide further evidence to show that the assessments policies clearly specify the requirements for progression and achievement within the programme.

**Reason:** This condition relates to the condition for SET 5.2. The visitors reviewed the documentation and could not determine which learning outcomes are linked to practice based learning. As such, they could not determine how practice based learning supports the achievement of the learning outcomes and standards of proficiency for paramedics. Without having a clear understanding of what learning outcomes can be

achieved through the successful completion of practice based learning, the visitors could not determine how a learner would gain a clear understanding of the requirements for their progression and achievement within the programme. As such, the visitors require further evidence clearly articulating what learning outcomes are associated with practice based learning and what the requirements are for learners to progress and achieve within the programme. In this way, the visitors can determine whether this standard is met.

## Section 5: Outcome from second review

### **Second response to conditions required**

The education provider responded to the conditions set out in section 4. Following their consideration of this response, the visitors were satisfied that the conditions for several of the standards were met. However, they were not satisfied that the following conditions were met, for the reasons detailed below. Therefore, in order for the visitors to be satisfied that the following conditions are met, they require further evidence.

#### **3.1 The programme must be sustainable and fit for purpose.**

**Condition:** The education provider must provide further evidence of the commitment to provide resources made by partner organisations to demonstrate that there are adequate partnerships in place and that the programme is sustainable and fit for purpose.

**Reason condition not met at this time:** In response to the condition, the visitors received a statement of compliance between the education provider and North East Ambulance Service (NEAS). This statement recognised that there is a partnership between the education provider and North East Ambulance Service (NEAS). The statement of compliance contains broad statements that there are sufficient resources, practice experiences and staff at the practice based setting. However, the visitors were unclear what the education provider considers to be sufficient resources, practice experiences and staff as this information was not contained in the statement of compliance. The visitors could not determine the details of the agreement or what NEAS and the education provider would comply with. The visitors could not see who would be responsible for providing elements within the agreement, as there was no information regarding who has signed the agreement and their role within the organisation. As such, the visitors were unclear how the evidence provided demonstrates that the programme is sufficiently resourced with teaching support from NEAS staff and where practice based learning takes place because the visitors could not fully determine what NEAS has agreed to provide as part of the partnership arrangements. Consequently, the visitors require further evidence to show the details of the arrangements between NEAS and the education provider regarding the provision of practice based learning and resources for the programme. In this way, the visitors can determine whether this standard is met.

**Suggested documentation:** Detailed evidence that clarifies what the agreement is between the education provider and the practice placement provider regarding the provision of staff resources to deliver the programme and the provision of practice based learning opportunities for all learners on this programme

## **5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Condition:** The education provider is required to provide clarity about the range, duration and structure of practice based learning, to demonstrate that it supports the achievement of the learning outcomes and standards of proficiency for paramedics.

**Reason condition not met at this time:** In response to this condition, the visitors were happy that there was a robust system in place for practice based learning which demonstrated that there is sufficient commitment and practice based learning support in place between NEAS and the education provider. Additionally, the education provider mentioned in the conditions response, “the programme team has agreed with placement provider to ring-fence the North division from NEAS for students on the programme” but there was no mention of this in the statement of compliance provided in Appendix 8. As such, the visitors could not see how the education provider ensures that placements are available for all learners on the programme because this is not reflected in the evidence provided. Therefore, the visitors require further evidence, which clearly demonstrates how the education provider ensures that there are enough placements for all learners on the programme.

**Suggested documentation:** Detailed evidence that clarifies that there is a system in place to ensure all learners on the programme have access to ambulance-based placements through NEAS.

## **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Condition:** The education provider must demonstrate that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning for the number of learners on the programme.

**Reason condition not met at this time:** In response to this condition, the visitors were directed to a statement of compliance between the education provider and NEAS. This stated that there is sufficient commitment and practice based learning support in place from NEAS. The visitors noted, from the statement of compliance, that NEAS are committed to providing practice-based learning for learners on the programme. However, the visitors could not see what the details of this commitment might be. For instance, they could not see how many practice educators NEAS would provide to support the programme or how staff were appropriately qualified and experienced. Therefore, they could not determine whether there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning on ambulance-based placements. Additionally, the visitors were unclear what process the education provider utilises to ensure that there is always an adequate number of appropriately qualified and experienced staff available at practice based learning for all learners on the programme. Therefore, the visitors require further evidence, which demonstrates the education provider’s process for ensuring that there is an adequate number of appropriately qualified and experienced staff involved in practice based learning in the ambulance setting.

**Suggested documentation:** Detailed evidence that clarifies that there is an adequate number of staff in place at the practice-based learning settings who are appropriately qualified and experienced to support the number of learners on the programme.

**5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Condition:** The education provider must demonstrate that practice educators have the relevant knowledge, skills and experience to support learners on this programme.

**Reason condition not met at this time:** In response to this condition, the visitors reviewed the quality assurance aspect of the practice-based learning, which included the statement of compliance and a list of practice educators within the 'organisation' to support learners. As mentioned in relation to SET 3.1, 5.2 and 5.5 the statement of compliance does not contain any details about what the education provider can expect the practice education provider to provide as part of the agreement. The visitors were unable to see exactly what the agreement is between the education provider and practice based educators at NEAS and what they will be providing to the education provider. Additionally, in Appendix 16a the visitors reviewed a list of practice educators who are nurses and hospital based operating department practitioners, however the visitors were unable to identify any paramedic practice educators on the list. As such, they could not see how the education provider ensures all practice educators specifically paramedics have the relevant knowledge, skills and experience to support safe and effective learning. As such, the visitors require further information to demonstrate that the education provider can ensure that paramedic practice educators have the relevant knowledge, skills and experience to support learners on this programme. In this way, the visitors can determine whether this standard is met.

**Suggested documentation:** Evidence which demonstrates that there is an adequate process for ensuring that paramedic practice educators have the relevant knowledge, skills and experience to support learners on this programme.

**5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Condition:** The education provider must provide evidence to show how they ensure that practice educators have the relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

**Reason condition not met at this time:** The visitors reviewed the evidence provided in response to this condition including the list of "mentors within organisation[s] to support students". However, they were unable to identify any paramedic practice educators within the list provided within Appendix 16. The visitors read that mentor updates are scheduled for 2017/2018, however they were unable to see which practice educators would be expected to attend the mentor updates. The visitors also noted that the education provider amended the "time learners spend with practice educators from 60% to 40%". From the evidence provided the visitors were unable to see the agreements in place, which reflect this service level to be provided by the practice educators and practice education providers. Additionally, the visitors were unable to see the rationale, which demonstrates that learners receiving supervision from practice educators for 40 per cent of their time, whilst on practice based learning, supports safe and effective learning. Therefore, the visitors could not determine how the education

provider ensures that paramedic practice educators have the relevant knowledge, skills and experience to support safe and effective learning and are on the relevant part of the Register, or any other appropriate alternative arrangements. Therefore, the visitors require further evidence to demonstrate the agreements in place, which stipulate the amount of time practice educators will commit to supervising learners on placement and why this is appropriate and ensures safe and effective learning for all learners. The visitors also require evidence, which demonstrates the process by which the education provider ensures that paramedic practice educators have the relevant knowledge, skills and experience to support safe and effective learning, and are on the relevant part of the register. In this way, the visitors can determine whether this standard is met.

**Suggested documentation:**

- Detailed evidence that clarifies what the agreement is between the education provider and the practice education provider regarding the provision and training of paramedic practice educators.
- The process used by the education provider to ensure paramedic practice educators have the relevant knowledge, skills and experience and are on the relevant part of the register.
- A rationale for learners being supervised by practice educators for 40 per cent of their time in practice base learning and how this ensures safe and effective learning for all learners.

## Section 6: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the **22 February 2018** meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).