

Visitors report

Name of education provider	University of Greenwich (Partnership with LAS)
Name and titles of programme(s)	Foundation Degree in Paramedic Science
Date of event	13 th and 14 th June 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Marcus Bailey (Paramedic) David Halliwell (Paramedic)
HPC Executive officer(s) (in attendance)	Nicole Borg (Executive Officer)
Joint panel members in attendance (name and delegation):	Prof Margaret Noble (Chair) pro-vice chancellor, UoG Dr. Richard Blackburn, Head of Dept of Life Science Dr. Jim Demetre, School of Health and Social Care, UoG Aidan Ward External Higher Education Gill Taylor, British Paramedic Association Jennifer Crawford, Quality Assurance Officer, School of Health and Social Care

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"/>

Part 1.

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	Yes		
Programme planning team	Yes		
Placements providers and educators			

1.2 Confirmation of facilities inspected

	yes	No
Library learning centre	Yes	
IT facilities	Yes	
Specialist teaching accommodation	Yes	

1.2 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.

This is a new programme that has not been previously approved by HPC

Proposed student cohort intake number please state	18 LAS student, once per year
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

SET 2 Programme admissions

The admission procedures must:

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

Condition: The HEI must identify a process to ensure that students have undertaken an enhanced CRB check.

Reason: Current provision is provided by the LAS and the partnership arrangements need to be articulated to ensure the HEI is aware of CRB status prior to students commencing the programme.

2.2 apply selection and entry criteria, including: 2.2.5 accreditation of Prior Learning and other inclusion mechanisms

Condition: Must clearly articulate the APL mechanism for existing IHCD ambulance technicians

Reason: The documentation stated that, for example, IHCD ambulance technicians, would be encouraged to enter the programme at Year 2. It is felt, and supported by the

professional body, that this is not wholly reflective of the IHCD award. APL should be considered on an individual basis and the documentation should be changed to reflect this.

SET 3. Programme management and resource standards

3.1 The programme must have a secure place in the education provider's business plan.

3.2 The programme must be managed effectively.

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The HEI must produce a written business case that identifies the programme in relation to planned intakes, staffing arrangements as the student numbers increase and that articulates where paramedic lecturers will provide specific input on modules.

Reason: Currently there were limited verbalised plans for the programme with no strategy to support the programme after the first intake. The HEI needs to identify (suggested 5 year) how the programme staffing, from the HEI, will increase to support a potential 54 students at any one time once the programme is established. The plans should articulate where paramedic specific input is required. This business case should also identify that this programme is a partnership with LAS (as a delivery site and placement provider).

3.11 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: Must agree the attendance requirements and clearly articulate these in the student handbook

Reason: Current attendance is 100%. A mechanism is stated that all students who miss sessions will have an action plan but the concern centres around the wording in the student handbook that may appear to suggest that students shouldn't be absent for genuine reasons. The course team explained that this was not the case and support would be given, but this should be reflected in the student guide. The visitors also ask that you consider the 100% attendance requirement in line of the above comments.

SET 4. Curriculum Standards

- 4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**
- 4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.**
- 4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.**
- 4.4 The curriculum must remain relevant to current practice.**
- 4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.**
- 4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.**
- 6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.**

Condition: Must identify where the SOP's are met along with the professional body guidance and QAA benchmark statement. Must provide a list of year one placements (not fine detail, but should identify the range).

Reason: Currently there appears to be SOP's (2b1 and 2b2) missing from the programme. Although evidence based practice was verbally stated as a hidden part of the curriculum in order to achieve registration and for the programme to be current this needs to be explicitly stated. Students completing this programme should be able to utilise evidence after analysing and reviewing its content and usability. Once this has been completed these should form learning outcomes for the programme and measured. Currently there is no formal year one placement plan.

SET 5. Practice placements standards

- 5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.**
- 5.8 Unless other arrangements are agreed, practice placement educators:**
 - 5.8.1 have relevant qualification and experience;**
 - 5.8.2 are appropriately registered; and**
 - 5.8.3 undertake appropriate practice placement educator training.**

Condition: Must detail the mentor arrangements for numbers and clinical practice level.

Reason: Current plans do not provide detail of numbers that are required or will be prepared to support this course. This should be identified to ensure that adequacy of practice placements educators will be present to support student progression. The visitors also ask for clear rationale and detail on the use of EMT as mentors and the role and benefit that can be offered to student paramedics.

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

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

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

Condition: The HEI/LAS must produce a year one placement plan

Reason: Currently there is no plan for which placement areas will be attended on year one visits. This should be identified along with why these areas have been chosen to support learning outcomes. There should also be a process to record placement attendance.

SET 6. Assessment standards

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme;

Condition: The course documentation must articulate emergency driving and its effects on the course

Reason: Currently this is not explained in the course documentation. If student fail to demonstrate the standard then they can be discontinued from the programme. This should be documented for the students and progression routes considered.

6.7 Assessment regulations clearly specify requirements:

6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

Condition: The HEI Must appoint an external examiner from the paramedic profession

Reason: No external examiner for this programme.

Deadline for Conditions to be met: 31st July 2006

Recommendations

SET 3. Programme management and resource standards

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

Recommendation: The HEI and LAS should produce a staff development plan to support their collaborative working.

Reason: Currently there are a range of activities that are being undertaken for HEI staff to gain knowledge on paramedics. It would be desirable for the HEI and LAS to produce a plan on supporting LAS staff (with special consideration for training officers) to be integrated and developed with higher education.

Commendations

Commendations

1. Collaborative working – The LAS and University of Greenwich should be commended for the development of this programme in an integrated manner. There is a strong working relationships that has allowed for a partnership approach to be developed.
2. The support from the HEI and LAS on individual basis should be commended for the amount of support and enthusiasm each has provided in this venture.

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:

Marcus Bailey:

David Halliwell:

Date: 22nd June 2006