

HEE Quality Interventions Review Report

Organisation Reviewed: North East and Yorkshire
Pre-Registration Paramedics Programmes and Newly
Qualified Paramedics

Review Type: Programme Review



North East and Yorkshire
20 May 2021

Review Overview

<p>Background to the Review:</p>	<p>This was the first HEE quality programme review of pre-registration practice-based learning for paramedic learners.</p> <p>The review was organised to gain an insight into paramedic experiences in practice and to improve HEE's understanding of the quality and support in paramedic education and training. The panel chairs were in contact with panel members in advance of the review to ensure there was a full understanding of its purpose and aims. The Quality Team met with the HEIs (Higher Educational Institutions), YAS (Yorkshire Ambulance Service), NEAS (North East Ambulance Service), and administrative support prior to the review to ensure it was appropriately organised.</p> <p>The review panels were compiled to provide an opportunity to hear first-hand experiences from learners in clinical placements and their educators. The review included learners from the Higher Education Institutions (HEI) that provide the paramedic pre-registration courses across the North East and Yorkshire (NEY) region as well as Practice Educators (PEds) from YAS and NEAS and other 'non-ambulance' practice-based learning environment providers. Due to the unique challenges presented to pre-registration learners because of the Covid-19 pandemic, Newly Qualified Paramedics (NQPs) were invited to provide their insights too.</p> <p>It was an aim that the review would also allow areas of good practice to be highlighted and subsequently shared across the region. Feedback will be given to the NEY Quality Scrutiny Forum, Integrated Care Systems (ICSs) and regional placement workstreams, as well as the Paramedic Education Network North (PENN) to inform future initiatives.</p> <p>The outcomes from the review will be shared and utilised as appropriate to inform national initiatives with both the College of Paramedics and HEE national team colleagues.</p>
<p>Who we met with?</p>	<ul style="list-style-type: none"> • Panel A: Years 1 and 2 (of BSc) External Applicants/Year 1 (of MSc) Internal Applicants and Apprentices • Panel B: Final Year (FY) learners and NQPs • Panel C: Educators Ambulance and non-Ambulance • Panel D: Focussing Forward (Learning from Covid) - Learners (all cohorts) and Educators (all areas of practice)
<p>Evidence utilised:</p>	<ul style="list-style-type: none"> • Paramedics Background Paper • Student Evaluation Placement Data • Question Sets for learner, educators and focusing forward (Learning from Covid)

Review Panel

Role	Job Title / Role
Introduction	Jon Cooper (Local Postgraduate Dean, Yorkshire and Humber)
Lead Chair	Jon Hossain (HEE Deputy Dean and Clinical Lead for Quality)
Professional Lead	Kirsty Lowery-Richardson (HEE Associate Dean)
Visit Organisation Lead	Julie Platts (HEE Senior Quality Lead)
Visit Organisation Lead	Emma Diggle (HEE Quality Coordinator)
Learner Representative	Kim Toon (HEE Project Manager)
Lay Representative	Diane McLennan
Panel A	
Chair	Jon Hossain (HEE Deputy Postgraduate Dean)
Speciality Representative	Mark Millins (Associate Director Paramedic Practice, YAS)
HEI Placement Lead	Sakina Waller (University of Huddersfield)
HEI Placement Lead	Mark Willis (University of Sunderland)
LEP Placement Lead	Amanda Hudson (Bradford Teaching Hospitals)
Widening Participation and Apprenticeship Hub Lead	Helen Suddes (HEE Apprenticeship Hub Lead)
Panel B	
Chair	Laura Serrant (HEE Regional Head of Nursing, Midwifery & AHP)
External Representative	Bob Fellows (College of Paramedics)
HEI Placement Lead	John Baxter (University of Bradford)
HEI Placement Lead	Tom Davidson (University of Cumbria)
Speciality Representative	David Marsden (HEE AHP Workforce Lead)
Paramedic Project Manager	Larry Baker (HEE Advanced Practice & AHP Project Manager)
NEAS Placement Lead	Ruth Hardy (North East Ambulance Service)
Panel C	
Co-Chair	Peter Blakeman (HEE NE Deputy Postgraduate Dean and Director of Clinical Quality)
Co-Chair	Andrew Brennan (HEE YH Associate Dean)
External Representative	Paul Aitken-Fell (North East Ambulance Service)
HEI Placement Lead	Chris Moat (University of Teesside)
HEI Placement Lead	Nicki Credland (University of Hull)
LEP Placement Lead	Sorcha Smith (Senior Nurse Practice Education, Newcastle upon Tyne Hospitals)
Placement Lead	Caroline Hinds (HEE Regional Programme Manager)
YAS Placement Lead	Sam Smithson (Yorkshire Ambulance Service)
Panel D	
Chair	Kevin Moore (HEE Head of Education, Commissioning and Transformation)
External Representative	Gary Strong (National CPD Lead for Education, College of Paramedics)
HEE National Commissioning Lead	Adam Layland, Head of Commissioning
Talent for Care	Fay Lane (HEE Relationship Manager, Apprenticeships)
HEI Placement Lead	Davy Bradshaw (Sheffield Hallam University)

Executive summary

The NEY Paramedic Programme Review team would like to thank the wide range of HEE leaders and representatives from HEIs, Local Education Providers, learners, NQPs, and practice educators for their involvement in the review. There was strong input from the paramedic profession on each panel including from the College of Paramedics. An introduction from Dr Jon Cooper, Local Postgraduate Dean set the context of the review in terms of the HEE Quality Framework in relation to the Multiprofessional approach to quality management.

Engagement was excellent with approximately 40 learners and NQPs with over 30 PEds (see Appendix 1 for number of attendees by panel and session and Appendix 2 paramedics programme review agenda).

A summary of the findings of the review is as follows:

- The panel discussions highlighted highly professional and motivated paramedic learners and Newly Qualified Paramedics (NQPs). It was apparent that they view themselves as ambassadors for the ambulance service.
- In many cases the support from peers and practice educators during the Covid pandemic has been exemplary.
- Year 1 and 2 learners reported ambulance placement staff were welcoming and that the blend of online learning with some face-to-face input was working well and required competencies are being attained.
- Opportunities for inter-professional learning could be improved in most placements.
- There was inconsistency of induction across the region, as there appears to be a disparity in the interpretation of the National Curriculum.
- An individualised plan for each student would be welcomed, including dedicated time with their practice educator to gain feedback on effectively progressing to the next stage of training.
- There was positive feedback from learners on a block placement, who reported feeling prepared to become NQPs.
- The learners generally prefer being 'on the road' rather than in non-ambulance placement
- There was a perception that learners had to compete with other healthcare learners for educational opportunities whilst on placement and their learning was not always prioritised.
- There were some issues around several Trusts currently not offering placements to paramedic learners.
- The NQPs at the review reported serious issues with their confidence and competence with gaps in training, one example highlighted was maternity with learners concerned that the lack of specialist experience presented a patient safety risk. Out of hours support was limited which left them feeling vulnerable.
- NQPs commented that study days would be welcomed with a face-to-face tiered approach. In addition, an individualised portfolio that centred around reflection, de-brief and peer support would be useful, as well as having a structured national forum to ensure consistency and share best practice and challenges.
- As soon as NQPs have completed their programme they are classed as practice educators and there was a feeling of being asked 'to run before they could walk'.
- The practice educators' experience was variable with their own training not being consistently provided and very little protected time for supervision allocated.

- There were reports of on-line annual training being provided for PEd, although a significant proportion did not relate to their role.
- Final year learners reported anxieties around feeling prepared to become NQPs due to the recent disruption to clinical placement opportunities.
- The educator panel felt that the transitions between undergraduate years/NQPs and ongoing Continuous Professional Development (CPD) were key areas of concern. It was apparent that service was being prioritised over training and this was an acute concern.
- The practice educators felt that virtual or simulation training had little value in its present format.
- Supervision conversations are reported to take place informally in most cases.
- There is a shortage of practice educators which is exacerbating the concerns.

Several recommendations from the review have been highlighted and good practice identified, and these have been added to the relevant sections of the report.

At the end of the review the panel members expressed their support for how the review had been organised, the Lead Chair's coordination and the external expertise involved. In addition, the virtual format of the review was deemed a success.

Review Findings

Domain 1 - Learning environment and culture		
<p>1.2. The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours.</p> <p>1.4. There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative.</p> <p>1.6. The learning environment promotes interprofessional learning opportunities</p>		
HEE Standard	HEE Quality Domain 1 - Learning Environment & Culture	Recommendation Reference Number
1.2	<p>Bullying and undermining</p> <p>There were no reports of bullying or undermining from any of the learners who participated in the review.</p>	N/A
1.4	<p>Opportunities to learn from experience.</p> <p>It was acknowledged that in some instances Trusts in NEY do not offer placements to paramedic learners, with others having a limited range of options in non-ambulance settings and learners would welcome a broader range of experiences. HEE could potentially identify whether support can be given to act as brokerage between the LEPs and HEIs to increase placement capacity.</p>	Recommendation No 8
1.6	<p>Multi-professional learning promoting opportunities to work and learn with other members on the team to support inter-professional multidisciplinary working.</p> <p>NQPs agreed that enhanced multi-professional working is beneficial to support workload and sharing of knowledge. Areas of good practice were identified that have been added to the relevant section of the report.</p>	N/A

Domain 2 – Educational governance and leadership

- 2.1. The educational governance arrangements measure performance against the quality standards and actively respond when standards are not being met.
- 2.3. The educational governance structures promote team-working and a multi-professional approach to education and training where appropriate, through multi-professional educational leadership.

HEE Standard	HEE Quality Domain 2 – Educational Governance and Leadership	Recommendation Reference Number
2.1	<p>Effective, transparent, and clearly understood educational governance systems and processes.</p> <p>A move to a foundation programme structure for NQPs would be welcomed with the appropriate infrastructure developed. This should include the implementation of study days, de-briefs, peer support and structured National Public Forums.</p>	Recommendation No 2
2.1	<p>YAS internal learners who were initially unsuccessful in their pre-programme application would welcome more detailed feedback. This would enable them to focus efforts on how to score better in the pre-programme assessments in subsequent attempts.</p>	
2.3	<p>Multi-professional approach supporting learners by promoting learning and collaboration between services and professions.</p> <p>PEds recommended that non-paramedic educators could support paramedic learners, as other professions have experience of mentoring pre-registration learners, and these skills could be transferrable. Paramedic learners need to be appropriately supported by their academic and practice educators to enable them to effectively work with Nursing, Midwifery and AHP colleagues to enhance multiprofessional collaboration.</p> <p>Additional placement opportunities in community and primary care settings requires support. PEds suggested that learners could rotate through an MDT placement.</p>	Recommendation No 1

Domain 3 – Supporting and empowering learners		
<p>3.1. Learners receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required.</p> <p>3.2. Learners are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes.</p> <p>3.4. Learners receive an appropriate and timely induction into the learning environment.</p>		
HEE Standard	HEE Quality Domain 3 – Supporting and empowering learners	Recommendation Reference Number
3.1	<p>Learners being asked to work above their level of competence, confidence, and experience.</p> <p>All NQPs at the review reported an expectation of prior competence when commencing in post. NQPs requested additional support to gain the required exposure to specific placements, such as maternity emergencies, to feel comfortable working within their competency levels.</p>	Recommendation No 2
3.1	<p>Regular constructive and meaningful feedback</p> <p>Final Year learners would welcome an individualised plan for each student, including dedicated time with their practice educator to gain feedback on effectively progressing to registration.</p> <p>PEds also highlighted that not all learners are working with a practice educator, and this can be a significant issue for learners who require additional support.</p>	Recommendation No 10
3.1	<p>Access to resources to support learners' health and wellbeing and to educational and pastoral support.</p> <p>Y1 and Y2 learners highlighted being very well supported, with access to online health and wellbeing resources. As examples, SHU learners reported that YAS went 'above and beyond' with training and the UoS provided weekly online quizzes and regular calls.</p>	N/A
3.2	<p>The opportunity for learners to complete and record their assessments as required by the curriculum or professional standards.</p> <p>NQPs reported that their current portfolio could be utilised more effectively to include specific details regarding meeting the requirements of the standards of proficiency.</p> <p>Learners would benefit from having the opportunity to gain more practical experience, such as access to ECPR to enhance their development. It was suggested that learners should be encouraged to utilise the portfolio to cover reflections, competencies, and experience. An individual needs' assessment would benefit learners in increasing their confidence levels.</p>	N/A
3.4	<p>Induction (organisational and placement)</p> <p>Reviews relating to the consistency of inductions across the region should be considered, as there appears to be a disparity in the interpretation of the National Curriculum and the NQP programme. Reports were received of relocation between organisations taking place which can impact on the</p>	Recommendation No 3

	continuity of support for learners during transition. Examples were given around the ability to understand policies and procedures around trauma triage, PPCI and Stroke policy.	
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Domain 4 – Supporting and empowering educators

- 4.1. Those undertaking formal education and training roles are appropriately trained as defined by the relevant regulator or professional body.
 4.2. Educators are familiar with the curricula of the learners they are educating.
 4.4. Formally recognised educators are appropriately supported to undertake their roles.

HEE Standard	HEE Quality Domain 4 – Supporting and empowering educators	Recommendation Reference Number
4.1	<p>Access to appropriately funded professional development, training, and appraisal for educators. Reports have been received that HEE funding for education and training is not consistently applied with regards to the development of PEds. This funding has been allocated to ensure appropriate training of educators in gaining essential skills including knowledge of policies and procedures to meet the ongoing demands of their learners.</p>	Recommendation No 4
4.2	<p>Educators are familiar with the learners’ programme/ curriculum and transitions between years is well managed. A concern has been identified whereby insufficient prior learning throughout training is impacting on the onwards transition to becoming an NQP and concerns that the final year is not adequately resourced.</p>	Recommendation No 5
	<p>PEds have a lack of consistent knowledge in supporting new trainees with differing levels of skill sets. Educators need to have clarity on the exposure required for their learners to ensure they can obtain the requisite skills needed, as it can be challenging to anticipate unknown issues which can present themselves in an emergency setting. Consideration could be given to the use of digital solutions, mapping and progress updates on skills which then inform next placements and management systems, to assist educators in supporting their learners. Preceptorship is ever more important, particularly with the gaps in learning and experience identified throughout the Covid pandemic.</p>	Recommendation No 11
4.4	<p>Appropriate allocated time for educators to meet educational responsibilities. There was a lack of recognition of support for PEds in relation to job planning. Educators should be provided with time allocated for CPD (courses and training), appropriate time in their roles to manage concerns and ongoing appraisals. Trusts would benefit from utilising courses already commissioned for use in helping educators enhance their development, YAS provide a Practice Educator Course which has been developed to explore and encourage different learning styles and theories, the role of educator feedback and challenging learners.</p>	Recommendation No 4

Domain 5 – Delivering curricula and assessments

- 5.1. The planning and delivery of curricula, assessments and programmes enable learners to meet the learning outcomes required by their curriculum or required professional standards.
 5.2. Placement providers shape the delivery of curricula, assessments, and programmes to ensure the content is responsive to changes in treatments, technologies, and care delivery models.

HEE Standard	HEE Quality Domain 5 – Developing and implementing curricula and assessments	Recommendation Reference Number
5.1	<p>Placements must enable learners to meet their required learning outcomes. In terms of non-ambulance placements learners would benefit from more support and a greater understanding of the requirements of their placements. Learners would benefit from a more holistic approach in receiving support throughout their placements to have clear objectives and clarity on achieving the required competencies.</p> <ul style="list-style-type: none"> • Some Final Year learners reported they found the hospital placement beneficial and were exposed to good opportunities for experience within their placements such as paediatrics, midwifery, and theatre. Experience across the region was noted as variable, with indications of having to compete for theatre opportunities; there is a perception that other multi-disciplinary staff were prioritised over the paramedic learners. • Final Year learners reported additional hours in placement would be welcomed, and this could be supported by a block of ambulance-based placements to help build clinical confidence. The Patient Transport Service could provide learners with a good experience of basic skills such as patient interaction and communication. It was felt that having Emergency Care Assistant experience prior to placement was helpful. • NQPs reported that receiving a sandwich year benefited their experiences and provided additional value in allowing for a sustained period in practice. 	<p>Recommendation No 6</p>
	<p>Learners would benefit from better understanding around the contribution of different roles to their experience in practice; especially in relation to working with colleagues, such as Technicians who can provide a vital training role in expanding knowledge in the wider ambulance service.</p>	<p>Recommendation No 7</p>
5.2	<p>Access to Technology enhanced and simulation-based learning. Learners would benefit from better accessibility to the SIM and training kits, which were reported as being limited in relation to equality of access to these resources; this would be enhanced using actors and real-life simulations/role play in supporting increased clinical confidence. Learners felt their understanding of the value of SIM and TEL was also limited and their competencies could only be achieved by being on an ambulance placement.</p>	<p>Recommendation No 9</p>
	<p>The UoS has an immersion suite available for maternity education and training.</p>	<p>N/A</p>

Domain 6 – Developing a sustainable workforce		
6.3. The organisation engages in local workforce planning to ensure it supports the development of learners who have the skills, knowledge, and behaviours to meet the changing needs of patients and service.		
HEE Standard	HEE Quality Domain 6 – Developing a sustainable workforce	Recommendation Reference Number
6.3	<p>The organisation engages in local workforce planning to support the development of learners.</p> <p>There was seen to be clear engagement within the placements and its providers, with opportunities being offered in alternative elective areas of learning. Course leaders are engaged and actively welcomed Final Year learner feedback, ensuring this was utilised in the most effective way.</p>	N/A

Recommendations

Recommendations		
No	Related Domain(s) & Standard(s)	Recommendation
1	2.3	<p>Develop more opportunities for inter-professional learning.</p> <p>PEds recommended that non-paramedic educators could support paramedic learners, as other professions have experience of mentoring pre-registration learners, and these skills could be transferrable. Paramedic learners need to be appropriately supported by their academic and practice educators to enable them to effectively work with Nursing, Midwifery and AHP (NMAHP) colleagues to enhance multiprofessional collaboration.</p> <p>Learners would benefit from better understanding around the contribution of different roles to their experience in practice; especially in relation to working with colleagues, such as Technicians who can provide a vital training role in expanding knowledge in the wider ambulance service.</p> <p><i>Oversight and responsibility by the NMAHP Team (Laura Serrant)</i></p>
2	3.1.	<p>Patient safety concern due to NQPs not consistently having the confidence or competence in some areas to treat patients effectively.</p> <p>All NQPs at the review reported an expectation of prior competence on starting in post, and this can lead to patient safety risks. NQPs would welcome additional support to gain the required exposure to specific areas of practice, such as maternity emergencies so they are competent and confident when starting in post.</p> <p>Though registered with the HCPC at the point of commencing employment, NQPs are novice practitioners and require support to transition into independent practice. There is an opportunity to develop a consistent national programme with supervision and educational support to ensure that these individuals transition safely and effectively into their roles.</p>

		<i>Taking forward proposal to pilot a structured preceptorship programme collaboratively between HEE and the College of Paramedics to enhance the NQP Programme. (Kirsty Lowery-Richardson)</i>
3	3.4.	<p>Consistency of induction Reviews relating to the consistency of inductions into practice areas across the region should be considered.</p> <p><i>To go to the next PENN meeting scheduled for 9 September 2021 to agree an action plan to address the consistency of induction. (Kirsty Lowery-Richardson)</i></p>
4	4.1.	<p>Developing a wider pool of trained competent practice educators Reports have been received that education and training funding provided by HEE is not consistently applied within PEd development. This funding has been allocated to ensure appropriate training of educators in gaining essential skills including knowledge of policies and procedures to meet the ongoing demands of their learners. Consideration should also be given to sharing amongst peers via Action Learning Sets/Communities of Practice to recognise what is achievable – particularly considering utilisation of TEL and immersive simulation. It was suggested that potentially the JRCALC app could host some appropriate educator resources accessible to all.</p> <p>Educators should be provided with time allocated for CPD (courses and training), appropriate time in job plans to manage concerns and ongoing appraisals, as mentoring takes place irrespective of being suitably trained for the role.</p> <p><i>To be actioned by the Head of Education Commissioning and Workforce Transformation (Kevin Moore).</i></p>
5	4.2.	<p>More effective transition between years on the programmes and to NQP A concern has been identified whereby gaps in learning throughout training is impacting on the onwards transition to becoming an NQP and the consensus is that the final year is not adequately resourced.</p> <p><i>Curriculum and faculty composition and development. Exploration and report being undertaken by Tim Edwards on behalf of Bev Harden.</i></p> <p><i>Kirsty Lowery Richardson to link in with Bev Harden and Tim Edwards in the first instance.</i></p>
6	5.1.	<p>Improve the image of non-ambulance placements with Learners and Educators. Learners would benefit from more support and a greater understanding of the requirements of their non-ambulance placements to assist in managing their expectations. A more holistic approach in receiving support throughout their placements would be welcomed, so learners have clear objectives and clarity on achieving the required competencies.</p> <p><i>To go to the next PENN meeting scheduled for 9 September 2021 to agree an action plan to address objective setting and clarity on achieving competencies. (Kirsty Lowery-Richardson)</i></p>

7	5.1.	<p>Promote the benefits of working with a variety of different professions.</p> <p>Learners would benefit from better understanding around the contribution of different roles to their experience in practice; especially in relation to working with colleagues, such as Technicians who can provide a vital training role in expanding knowledge in the wider ambulance service.</p> <p><i>To go to the next PENN meeting scheduled for 9 September 2021 to agree an action plan to improve interprofessional learning (Kirsty Lowery-Richardson)</i></p>
8	5.1.	<p>The range of placements offered needs to be widened.</p> <p>Scope for elective placements in areas that are perhaps not considered 'core' such as research and development, phlebotomy, cardiology, intensive care, and community treatment linked with frailty should be explored.</p> <p>Exploration of Practice Emerging Placements that are not entirely clinically focused could be considered for the latter part of the programmes.</p> <p><i>Kirsty Lowery Richardson to link in with the work being done by Tim Edwards on behalf of Bev Harden.</i></p>
9.	5.2.	<p>Access to Technology Enhanced Learning (TEL) and simulation-based learning.</p> <p>Learners would benefit from better accessibility to the SIM and training kits, which were reported as being limited in relation to equality of access to these resources. The experience would be enhanced using actors and real-life simulations/role play in supporting increased clinical confidence. Learners felt their understanding of the value of SIM and TEL was also limited and their competencies could only be achieved by being on an ambulance placement.</p> <p><i>Improving access to TEL and simulation-based learning to be actioned by the Head of Education Commissioning and Workforce Transformation (Kevin Moore).</i></p>
10	3.1.	<p>Learners require regular meaningful feedback.</p> <p>PEds highlighted that not all learners are working with a practice educator, and this can be a significant issue for learners who require additional support.</p> <p><i>Ensuring learners have access to a PEd to go to the PENN meeting on 9 September 2021 to agree an action plan. (Kirsty Lowery-Richardson)</i></p>
11.	4.2	<p>Educators are familiar with the learners' programme/ curriculum and transitions between years is well managed.</p> <p>PEds have a lack of consistent knowledge in supporting new trainees with differing levels of skill sets. PEds need to have clarity on the exposure required for their learners to ensure they can obtain the requisite skills needed, as it can be challenging to anticipate unknown issues which can present themselves in an emergency setting.</p> <p>Consideration could be given to the use of digital solutions, mapping and progress updates on skills which then inform next placements and management systems to assist PEds in supporting their learners.</p> <p><i>Ensuring PEds have up to date, consistent knowledge to ensure trainees are supported in their programme and during transition between years. To be actioned by the Head of Education Commissioning and Workforce Transformation (Kevin Moore).</i></p>

Good practice

Learning environment / Prof. group / Dept. / Team	Good practice	Related Domain(s) & Standard(s)
SHU LifeWise Centre	FY learners at SHU reported that the extra curricula sessions at the LifeWise Centre, such as police armed response and mock-ups were hugely beneficial. They also welcomed the additional hours and support put in place to help with gaps in placements during Covid.	1.6
University of Bradford (UoB)	UoB have provided opportunities for FY learners to go on extra curricula sessions at WYFHQ to do simulated road traffic collision extrications, working in enclosed spaces and major incident training.	1.6
UoB WYFHQ	UoB provide FY learners with the opportunity to undertake simulated RTCs, extrications, working in enclosed spaces, and major incident training at WYFHQ	1.6
Huddersfield University	Huddersfield are introducing a mentorship rota whereby Practice Educators will have candidates shadowing them on the rota. The mentoring rota is an opportunity to share knowledge and give learners training consistency.	3.1.
NEAS NQP	NEAS provide a short NQP induction programme designed to deliver Trust specific information, introduction to care bundles etc, followed by an 8-week supernumerary programme where NQPs are attached to clinical mentors and work as part of a three-person crew - this is the first introduction to clinical work.	3.4
YAS	YAS provide a Practice Educator Course which has been developed to explore and encourage different learning styles and theories, the role of educator feedback and challenging learners.	4.4
University of Sunderland	The UoS placement offerings and experience is excellent with SIM equipment readily available and ability for learners to book individual time. There is a buddy system in place between learners, Year 3 support and Year 2 learners etc., which is working well. The UoS has an immersion suite available for maternity education and training.	5.2

Glossary

AHP	Allied Healthcare Practitioner
Cumbria	University of Cumbria
ECPR	Extracorporeal Cardiopulmonary Resuscitation
FY	Final Year Learners
HCPC	Health and Care Professionals Council
HEE	Health Education England
HEI	Higher Education Institutions
HUD	University of Huddersfield
JRCALC	Joint Royal Colleges Ambulance Liaison Committee
LDA	Learning and Development Agreement
LEP	Local Education Provider
MDT	Multi-Disciplinary Team
NCPD	National Continuous Professional Development
NEAS	North East Ambulance Service
NEY	North East and Yorkshire
NQPs	Newly Qualified Paramedics
PEds	Practice Educators
PENN	Paramedic Education Network North
PPCI	Primary Percutaneous Coronary Intervention
RTC	Road Traffic Collision
SHU	Sheffield Hallam University
SIM	Simulation
SMART	Specific, Measurable, Achievable, Realistic and Timely
TEL	Technology Enhanced Learning
UoB	University of Bradford
UoS	University of Sunderland
WYFHQ	West Yorkshire Fire Headquarters
YAS	Yorkshire Ambulance Service

Appendix 1

The following table show the number of attendees by Panel and Session:

	Session 1	Session 2
Panel A	12 (External)	4 (External)
Panel B	13 (FY Learners)	3 (NQPs)
Panel C	14 (Educators Ambulance)	9 (Educators non-Ambulance)
Panel D	5 (Learners)	8 (Educators)
Total	Learners 37	Educators 31

Appendix 2 Agenda for the Paramedics Review

Programme Review of Paramedics

Thursday 20 May 2021 Via MS Teams




Health Education England

HEE Visit Management:		Panel A: Years 1 and 2 (of BSc) and Year 1 (of MSc)	Panel B: Final Year and Newly Qualified Paramedics (NQP)	Panel C: Educators	Panel D: Focussing Forward (Learning from Covid)
<p>Lead Chair: Jon Hossain – Postgraduate Deputy Dean, Yorkshire and Humber</p> <p>Professional Lead: Kirsty Lowery-Richardson (Associate Dean)</p> <p>Visit Organisation Leads: Julie Platts (Quality Programme Manager) Emma Diggle (Quality Coordinator)</p> <p>Learner Representative: Kim Toon- (To rotate between Panels A and C) Lay representative: Diane McLennan (To rotate between Panels B and D)</p>		<p>Chair: Jon Hossain</p> <p>Specialty Rep: Mark Millins (Associate Director Paramedic Practice, YAS)</p> <p>HEI Placement Lead: Sakina Waller (University of Huddersfield)</p> <p>HEI Placement Lead: Mark Willis (University of Sunderland)</p> <p>LEP Placement Lead: Amanda Hudson (Bradford Teaching Hospitals)</p> <p>Widening Participation and Apprenticeship Hub Lead: Helen Suddes</p> <p>Administration: Louise Westley Quality Team Lead: Sarah Walker</p>	<p>Chair: Laura Serrant (Regional Head of Nursing – NEY)</p> <p>External Rep: Bob Fellows (College of Paramedics)</p> <p>HEI Placement Lead: John Baxter (University of Bradford)</p> <p>HEI Placement Lead: Tom Davidson (University of Cumbria)</p> <p>Specialty Rep: David Marsden (AHP Workforce Lead)</p> <p>HEE Paramedic Project Manager: Larry Baker (Advanced Practice & Allied Health Professions Project Manager)</p> <p>NEAS Placement Lead: Ruth Hardy</p> <p>Administration: Michele Hannon Quality Team Lead: Emma Diggle</p>	<p>Co-Chairs: Pete Blakeman (Director of Quality, North East) and Andrew Brennan (Associate Dean, Yorkshire & Humber)</p> <p>External Rep: Paul Aitken-Fell (North East Ambulance Service)</p> <p>HEI Placement Lead: Chris Moat (University of Teesside)</p> <p>HEI Placement Lead: Nicki Croft (University of Hull)</p> <p>LEP Placement Lead: Sorcha Smith (Senior Nurse Practice Education, the Newcastle Upon Tyne Hospitals NHS FT)</p> <p>Placement Lead: Caroline Hinds</p> <p>YAS Placement Lead: Sam Smithson</p> <p>Administration: Sinead Anderson Quality Team Lead: Davina Robinson</p>	<p>Chair: Kevin Moore (Head of Education, Commissioning and Transformation)</p> <p>External Rep: Gary Strong (National CPD Lead (Education) College of Paramedics)</p> <p>HEE National Commissioning Lead: Adam Layland</p> <p>Talent for Care: Fay Lane (Relationship Manager - Apprenticeships North East and Yorkshire)</p> <p>HEI Placement Lead: David Bradshaw (Sheffield Hallam University)</p> <p>Administration: Emily Downes Workforce Transformation: Sarah Rowson</p>
08:45	Introduction session for the panel: Jon Cooper, Local Postgraduate Dean – Yorkshire and Humber				
09:00	Panel Briefing: Led by Lead Chair (Jon Hossain) and Professional Lead (Kirsty Lowery-Richardson)				
09:45	Panel Chairs and Panel members to meet in own panel rooms - Panel chairs and panel members go to specified interview session 1 for their pre-meeting				
10:15	Break (15 mins)				
10:30	Interview Session 1	Years 1 and 2 (external applicants) Exploration of experience (2 learners from each HEI)	Final year Students Exploration of experience (2 learners from each HEI)	Educators - Non-Ambulance Exploration of experience in placement (a cross section of educators – 15+)	Students (all cohorts) Looking at new ways of working/ alternatives and additions to placement (aiming for range of learners and educators from across all areas and sectors)
11:30	Break (15 mins)				
11:45	Interview Session 2	Years 1 and 2 (internal applicants and apprentices) Exploration of experience (2 learners from each HEI)	Newly Qualified Paramedics Exploring NQP support – transition to practice (8 learners each from both YAS & NEAS)	Educators - Ambulance Exploration of experience in placement (8 educators each from both YAS and NEAS)	Educators (all areas of practice) Looking at new ways of working/ alternatives and additions to placement (aiming for range of learners and educators from across all areas and sectors)
12:45	Break (15 mins)				
13:00	Working Lunch (all panel members)	Panel A conclude recommendations	Panel B conclude recommendations	Panel C conclude recommendations	Panel D conclude recommendations
13:45	Lead Chair/Professional Lead/Panel Chairs/Lead Organisers conclude feedback that will be included a Quality Outcome report (panel members and visit management to leave the meeting after the Working Lunch break).				
14:30	Close				

Representative Report sign off.

Outcome Representative report completed by (name):	Emma Diggle
Signature:	<i>Emma Diggle</i>
Date signed:	22/06/2021

HEE authorised signature:	
Date signed:	21/07/2021

Date final Representative report submitted to organisation:	05/08/2021
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