Approval process report

University of Hull, Paramedic (degree apprenticeship) 2024-25

Executive Summary

This is a report of the process to approve paramedic programmes at University of Hull. This report captures the process we have undertaken to assess the institution and programme(s) against our standards, to ensure those who complete the proposed programme(s) are fit to practice.

We have
- Reviewed the institution against our institution level standards and found our standards are met in this area
- Reviewed the programme(s) against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities
- Recommended all standards are met, and that the programme(s) should be approved
- Decided that all standards are met, and that the programme(s) is approved

Through this assessment, we have noted:
- The areas we explored focused on:
  - effective collaboration between the education provider and their non-ambulance practice education providers
  - effective process is in place to ensure availability and capacity of non-ambulance practice-based learning
  - effective staffing resource plan to ensure adequate number of appropriately qualified and experienced staff to deliver the programme
- The programme(s) meet all the relevant HCPC education standards and therefore should be approved.

Previous consideration	This is not applicable as the approval process was not referred from another process
Decision	The Education and Training Committee (Panel) is asked to decide whether the programme(s) is approved
Next steps	Subject to the Panel's decision, the programme will be approved.

Included within this report

Section 1: About this assessment

About us

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.

This is a report on the approval process undertaken by the HCPC to ensure that the rogramme(s) detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme(s) approval / ongoing approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which 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.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:
- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are approved on an open-ended basis, subject to ongoing monitoring. Programmes we have approved are listed on our website.

The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:
- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)

- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

This report focuses on the assessment of the self-reflective portfolio and evidence.

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 design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the 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 takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view on our website.

The assessment panel for this review

We appointed the following panel members to support this review:

Gemma Howlett	Lead visitor, Paramedic
Paul Bates	Lead visitor, Paramedic
Temilolu Odunaike	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers ten HCPC-approved programmes across six professions and including two Postgraduate Independent and Supplementary Prescribing programmes. It is a Higher Education provider and has been running HCPC approved programmes since 1992. The proposed programme sits within the Faculty of Health Sciences which is where other HCPC approved allied health

profession (AHP) programmes at the education provider sit. The education provider already delivers degree apprenticeship programmes across some of their other AHP provision.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in Appendix 2 of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Dietitian	☐Undergraduate	☒Postgraduate	2021
	Operating Department Practitioner	☒Undergraduate	☐Postgraduate	2014
	Paramedic	☒Undergraduate	☐Postgraduate	2018
	Physiotherapist	☒Undergraduate	☐Postgraduate	2020
	Practitioner psychologist	☐Undergraduate	☒Postgraduate	1992
	Radiographer	☒Undergraduate	☐Postgraduate	2025
Post-registration	Independent Prescribing / Supplementary prescribing			2014

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes.

This data is for existing provision at the institution, and does not include the proposed programme(s).

Data Point	Bench-mark	Value	Date	Commentary

Learner number capacity	359	384	2024	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision. The data shows that the education provider is recruiting learners as expected.
Learner non-continuation	3%	2%	2020-21	This data was sourced from a data delivery. This means the data is bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects. The data point is below the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has improved by 2%. We did not explore this data point through this assessment because the data shows the education is performing well in this area.

Outcomes for those who complete programmes	92%	97%	2021-22	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point, the education provider's performance has improved by 4%. We did not explore this data point through this assessment because the data shows the education is performing well in this area.
Teaching Excellence Framework (TEF) award	N/A	Gold	2023	The definition of a Gold TEF award is "Provision is consistently outstanding and of the highest quality found in the UK Higher Education sector." We did not explore this data point through this assessment because the data shows the education is performing well in this area.
Learner satisfaction	79.9%	88.5%	2024	This data was sourced at the subject level. This means the data is for HCPC-related subjects. The data point is above the benchmark, which suggests the provider is performing above sector norms. When compared to the previous year's data point,

				the education provider's performance has been maintained. We did not explore this data point through this assessment because the data shows the education is performing well in this area.
HCPC performance review cycle length		2027-28	5 years	The education provider went through the performance review process in the 2022/23 academic year and received the maximum review period of five years. There were no risks identified that would require us to review the education provider's performance sooner.

We did not consider data points / intelligence from other organisations through this approval review.

The route through stage 1

Institutions which run HCPC-approved provision have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review of whether we need to undertake a full partner-led review against our institution level standards, or whether we can take assurance that the proposed programme(s) aligns with existing provision.

As part of the request to approve the proposed programme(s), the education provider supplied information to show alignment in the following areas.

Admissions

Findings on alignment with existing provision:
- **Information for applicants** –
  - There are several institutional policies and processes that will apply to the new programme. Some of these include the General Policy for student Admissions which details the roles and responsibilities of the learner, the employer and the education provider. The Admissions Privacy Statement which states that the information provided by applicants will be held in accordance with the Data Protection Act 2018

and, from 25 May 2018, the General Data Protection Regulation (GDPR).

- o Applicants are provided with comprehensive information on programme structure and duration, and requirements for registration with the HCPC on successful completion.
- o As a degree apprenticeship, additional information is provided. Some of which include:
    - expectations of study, assessment and workplace-based learning and other areas.
    - roles and responsibilities of the apprentice, the employer, and the education provider.
    - details of the apprenticeship funding model
- o The education provider and the employer make joint decisions on programme admissions, formalised through the Apprenticeship Tripartite Commitment Statement.
- o In cases where the education provider policies differ from employer procedures, the education provider's policies take precedence to ensure compliance with HCPC standards and regulatory frameworks. Applicants must meet both the employer's employment criteria and the education provider's academic and professional requirements to secure a place on the programme.
- o All of this information will assist the applicants and the education provider and their partner organisation(s) to make informed decisions about the programme.
- o This aligns with our understanding of how the institution runs and there will be no changes to the new programme.

- **Assessing English language, character, and health** –
    - o The education provider is responsible for assessing English language proficiency as part of its standard admissions process. For applicants whose first language is not English, an International English Language Testing System (IELTS) score of 7.0 overall, with no element below 7.0, or an equivalent qualification is required.
    - o English language proficiency is assessed through application, including qualifications, personal statements, interviews, employer references, and an apprenticeship skills scan. For current Yorkshire Ambulance Service (YAS) employees, the employer verifies communication skills through pre-selection checks and interviews. The education provider and the employer jointly review English proficiency, Disclosure and Barring Service (DBS) checks, and occupational health assessments.
    - o To assess their character, all applicants are required to
        - complete a DBS Enhanced Check (including checks against the Adults' and Children's Barred Lists). ·
        - complete a declaration of any spent or unspent criminal convictions; and
        - adhere to both the education provider's Fitness to Practise procedures and the NHS employment standards.
    - o An applicant's health is assessed by:

- completing an Occupational Health assessment through the employer's (YAS) occupational health provider as part of the NHS employment requirements.
- providing evidence of relevant vaccinations, immunity status, and medical history required for safe practice within healthcare environments; and
- declaring any health conditions that may impact their ability to practice safely, in line with the education provider's Fitness to Practise procedures.
  - o The education provider is responsible for making the overall decision around, English language proficiency, character and health.
  - o This aligns with our understanding of how the institution runs and there will be no changes for the new programme.

- **Prior learning and experience (AP(E)L)** –
  - o The University Code of Practice Recognition of Prior Certificated and Experiential Learning sets out the education provider's expectations relating to the recognition of prior learning (RPL), both certificated and experiential (RPCL and RPEL). It also provides guidance to staff responsible for making decisions in individual cases.
  - o This policy is set at the institution level, and will apply to all programmes, with minor tweaks depending on professional requirements.
  - o This aligns with our understanding of how the institution runs and there will be no changes to the new programme.

- **Equality, diversity and inclusion** –
  - o The University Code of Practice: Equal Opportunities – Admission of Students ensures fair and equitable treatment for all applicants, irrespective of background, protected characteristics, or personal circumstances. This commitment is in line with the education provider's overarching Diversity and Inclusion Strategy.
  - o The education provider is dedicated to maintaining an open and transparent admissions process for the programme, underpinned by the principles of equality, diversity, and inclusion (EDI) which are embedded within both the education provider and the employer.
  - o The admission process encourages applicants from underrepresented groups, including but not limited to:
    - Mature learners
    - First-generation university learners
    - Learners from ethnic minority backgrounds
    - Learners from disadvantaged socio-economic backgrounds
    - Learners with caring responsibilities or disabilities
  - o Both the education provider and employer have responsibility for ensuring that EDI principles are upheld throughout the admissions process.

- o The education provider regularly monitors the effectiveness of its admissions processes, including the Integrated Degree Apprenticeship route, through:
  - Analysis of application, offer, and acceptance data by demographic group.
  - Feedback from applicants and employers involved in the admissions process.
  - Regular review of EDI data and processes through the Apprenticeship Governance structures, including the Faculty Apprenticeship Quality and Compliance Committee (FAQCC).
- o Monitoring outcomes are reported through the FAQCC and contribute to the ongoing enhancement of the admissions process, ensuring fairness and inclusivity for all applicants.
- o This aligns with our understanding of how the institution runs and there will be no changes to the new programme.

Non-alignment requiring further assessment: None.

Management and governance

Findings on alignment with existing provision:
- **Ability to deliver provision to expected threshold level of entry to the Register[1] –**
  - o The programme specification ensures threshold entry routes are stipulated, reviewed and approved at programme development and approval. The University Code of Practice: External Examining provides guidelines which help to ensure that external examiners, through their external examining annual process ensure qualifications are delivered at the appropriate levels.
  - o The new programme is in line with the Level 6 of the Framework for Higher Education Qualifications (FHEQ), ensuring that graduates meet the threshold level for entry to the HCPC Register as paramedics.
  - o External Examiner appointments are governed by the education provider's Code of Practice for External Examining. The appointments are approved through institutional quality assurance processes and monitored annually through examiner reports and Programme Management Committee oversight.
  - o This holistic approach ensures that the programme maintains the required entry standards for the Register, supported by robust academic quality assurance and external validation measures.
  - o This aligns with our understanding of how the institution runs and there will be no changes to the new programme.
- **Sustainability of provision –**

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[1] This is focused on ensuring providers are able to deliver qualifications at or equivalent to the level(s) in SET 1, as required for the profession(s) proposed

- o Through their Strategic Portfolio Board, the education provider noted the new programme has been designed to address both regional and national workforce demands to ensure a steady supply of skilled paramedics. Its long-term sustainability is strengthened by employer commitment, strategic workforce planning, and alignment with NHS priorities, including the NHS Long-Term Workforce Plan (2023).
  - o The Portfolio Development Committee helps to ensure Employer commitment is formalised through:
    - ▪ Memoranda of Understanding (MOU) with employer partners; Apprenticeship contracts; and
    - ▪ Placement agreements specifying expectations for apprentice supervision and support.
  - o The education provider noted YAS has confirmed its plan to recruit 20-25 apprentices annually, aligning with its workforce development plan. Additionally, the education provider is engaging with other regional ambulance services and NHS providers to expand future apprentice cohorts, ensuring the long-term sustainability of the programme.
  - o The education provider is responsible for ensuring that the programme is appropriately resourced and that risks to sustainability are identified, monitored, and mitigated.
  - o This aligns with our understanding of how the institution runs and there will be no changes to the new programme.
- **Effective programme delivery** –
  - o The roles and responsibilities for all parties involved in the delivery of the programme are clearly defined within the Apprenticeship Commitment Statement and Placement Agreements. This collaboration helps to ensure:
    - ▪ The education provider's oversight on academic delivery, curriculum design, assessments, and progression decisions, ensuring compliance with HCPC requirements.
    - ▪ Employers offer workplace supervision, support, and hands-on learning opportunities for apprentices to develop and demonstrate their practice-based skills.
  - o The Continual Monitoring, Evaluation and Enhancement process ensures the effectiveness of programme delivery is addressed at different levels of governance. For example, at programme level, the Programme Management Committee (PMC) oversees the quality of learning, teaching, and assessment by reviewing learner feedback, implementing initiatives, and tracking learner progress. It also responds to external examiner reports and recommends improvements to enhance the programme.
  - o At institution level, the Education Committee (EC) ensures the education provider maintains high educational standards by overseeing programme approvals, learner satisfaction, and quality frameworks. It reviews faculty committee reports and tracks action plan progress to drive improvements. Together, these committees uphold the quality of programmes and ensure they meet learner needs.

- Programme leadership is provided by the Programme Director, who oversees strategic management and quality assurance. Module Leaders manage subject delivery and assessments, while the Director for Apprenticeships focuses on employer engagement and the quality of work-based learning and tripartite reviews.
- The education provider has a recruitment and selection process that helps them to ensure staff appointed to lead programmes have the necessary skills, qualifications, competencies and behaviours to contribute effectively to institutional goals and reflect their values. The process also ensures staff are appropriate in leading programmes effectively.
- The Faculty of Health Sciences – Programme Director Forum helps to support all Programme Directors in their role across the faculty. Through the forum, Programme Directors can seek peer and leadership support, share good practice and develop their knowledge and expertise around programme development, management and monitoring.
- This aligns with our understanding of how the institution runs and there will be no changes to the new programme.

- **Effective staff management and development** –
  - The education provider ensures that programmes are delivered by an adequate number of appropriately qualified and experienced staff.
  - Staffing levels are reviewed annually by the Programme Director and the Faculty of Health Sciences Portfolio Development Committee.
  - The education provider has a Teaching Excellence Academy (TEA) that drives scholarship-led, technology-enhanced, and data-informed teaching, shaping their Education Strategy. It provides Advance HE-accredited continuing professional development (CPD) and requires new academic staff to complete a Postgraduate Certificate in Academic Practice (PCAP) for HEA Fellowship. Recognised internationally, TEA supports academic staff in securing various HEA fellowships, reinforcing excellence in teaching and research.
  - Through their Appraisal and Development Review Policy, the education provider is committed to providing all employees with opportunities to develop their skills, knowledge, and expertise, regardless of their role or location. The Appraisal and Development Review process enables employees to reflect on their performance and align their work with the education provider's strategic goals. It also helps identify relevant learning and development activities to support their professional growth and contributions.
  - Practice educators, learners, and service users and carers are actively invited to participate in Programme Management Committee (PMC) meetings. Their involvement fosters a shared commitment to programme delivery and enhances the quality of the learning experience.
  - This aligns with our understanding of how the institution runs and there will be no changes to the new programme.

- **Partnerships, which are managed at the institution level** –
    - The Strategic Partnership Group Membership and Terms of Reference helps to ensure each programme has a management team that includes industry partners to ensure alignment with industry needs. The Placement Lead for Health Programmes organises operational practice-based learning meetings with programme directors and external placement leads to support partnerships.
    - The faculty hosts a Strategic Partnership Group (SPG) consisting of senior leaders, the Dean of Faculty, and workforce representatives from NHS England (previously Health Education England ((HEE)). This group discusses strategy regarding learner intake numbers, the quality of the learning experience, and workforce forecasts. Through these collaborations, programmes remain responsive to industry and educational developments.
    - For this programme, partnership with YAS is managed at programme level and is therefore referred to stage 2.
    - This aligns with our understanding of how the institution runs and there will be no changes to the new programme.

Non-alignment requiring further assessment: As outlined above, partnership with YAS, the employer for the proposed programme, will be managed at the programme level. Therefore, it is appropriate for us to consider this aspect through Stage 2 of the process.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:
- **Academic quality** –
    - The University Code of Practice Continual Monitoring, Evaluation and Enhancement (CMEE) and the University Code of Practice Standardised module and Teaching Quality Evaluation Questionnaire are some of the processes that helps to ensure academic quality.
    - The CMEE helps to maintain academic standards and to assure and enhance the quality of learning opportunities for learners. The process requires critical reflection by those responsible for delivery of programmes (module leaders, programme directors, heads of academic units and Deans of faculties) on the learner experience at programme and faculty level.
    - Module review plays a key part in the CMEE process for assuring the maintenance of academic standards and enhancing the quality of learning opportunities for learners. Module reviews are completed by module leaders after the completion of each module, providing opportunity for timely reflection, evaluation, intervention and effective enhancement activity.

- o Programme / portfolio review helps to ensure the effectiveness and currency of programmes and promotes continued improvement through ongoing reflection.
  - o The University Code of Practice for External Examining guides External Examiner(s) in ensuring that their external examining annual process ensures that qualifications are delivered at the required levels.
  - o Additionally, the Apprenticeships Quality and Standards Handbook provides a framework that ensures the apprenticeship provision is subject to specific annual monitoring and compliance processes.
  - o There is a governance structure that ensures quality, monitoring, and evaluation of academic quality through a multi-layered approach at programme, school, faculty and education provider levels.
  - o This aligns with our understanding of how the institution runs and the new programme will also align with these policies and processes.
- **Practice quality, including the establishment of safe and supporting practice learning environments** –
  - o The education provider holds overall responsibility for ensuring the quality and safety of the practice-based learning environment for their programmes. The new programme is delivered in collaboration with Yorkshire Ambulance Service (YAS) and other NHS organisations, with formal practice-based learning agreements in place to define roles, expectations, and standards for practice learning, support, and risk management.
  - o To maintain consistent quality, the education provider and all NHS providers have signed the HEE NHS Education contract, which outlines nationally agreed quality markers for practice-based learning. For non-NHS providers, a Private, Independent, Voluntary Organisation (PIVO) contract is used, mirroring the same standards and including requirements for practice-based learning audits and learner evaluation reviews.
  - o Additionally, the Faculty of Health Sciences has developed a Placement Charter that clearly defines the responsibilities of learners, practice education providers, and the education provider. This charter supports a shared understanding and accountability among all parties, ensuring a cohesive and high-quality practice learning experience.
  - o Practice-based learning environments are assessed and monitored through pre-placement audits, annual re-audits and placement reviews, triangulated quality data and practice-based learning visits. Identified concerns are recorded in the education provider's Placement Risk Register and reviewed through the Faculty Apprenticeship Quality and Compliance Committee (FAQCC).
  - o All apprentice learners are NHS employees and have access to the employer's human resources (HR) safeguarding, and occupational health policies. To ensure safe and supportive learning, the education provider:
    - offers comprehensive support services, including academic supervision, personal tutoring, and learner welfare resources.

- ensures tripartite review meetings serve as a platform to identify and address any issues within the learning environment.
- apprentices are provided with structured guidance through detailed practice-based learning handbooks and thorough programme inductions.
  - The education provider's Raise a Practice Concern Policy outlines the procedure for escalating concerns related to safety in practice-based learning, service user care, or the quality of learning opportunities. This policy is embedded into the induction process and is accessible via the virtual learning environment.
  - The education provider ensures all practice educators are adequately prepared to support learners through:
    - delivering a practice Educator Training Programme ahead of supervising learners,
    - access to Placement Educator Handbook which outlines the programme structure, assessment requirement and apprentice expectations
    - ongoing CPD opportunities and access to support from the University Practice Education Team.
  - Learners are prepared for practice through:
    - Orientation to practice-based learning led by the employer ·
    - Education provider-led briefings on expected behaviours, practice-based learning outcomes, and documentation ·
    - Training on how to use the Practice Assessment Document and log off-the-job learning
  - This aligns with our understanding of how the institution runs and there will be no changes to the new programme.
- **Learner involvement** –
  - Using the University Code of Practice Standardised module and Teaching Quality Evaluation, the education provider ensures that learners actively contribute to the design, delivery, evaluation, and enhancement of programmes. Learner involvement is central to fostering a culture of partnership and shared responsibility for quality and improvement.
  - Learners are involved in the following ways –
    - Programme and module evaluations, conducted regularly and reviewed by academic teams.
    - Apprentice representation on the Programme Management Committee (PMC) and Faculty Apprenticeship Quality and Compliance Committee (FAQCC).
    - Student Staff Forums (SSFs) held each trimester to gather apprentice feedback on teaching, placements, assessment, and resources.
    - Surveys, including the Hull Student Survey (HSS), National Student Survey (NSS), and targeted employer/apprentice surveys.

- Curriculum Review Activities, where learners contribute to reviews of programme content and structure.
    - o Feedback and actions taken in response to learner input are shared via "You Said, We Did" communications. Committee minutes and quality improvement actions are circulated to learner representatives and published on the Virtual Learning Environment. Progress reviews (tripartite meetings) also serve as a channel for learner feedback on academic and practice experience.
    - o This aligns with our understanding of how the institution runs and there will be no changes to the new programme.
- **Service user and carer involvement**
    - o The education provider and the Faculty of Health Sciences are committed to the involvement of Service Users and Carers (SUCs) across all stages of programme design, delivery, and evaluation. Service User and Carer involvement enhances the quality and relevance of the programme by embedding the perspectives of those with lived experience into the education of future healthcare professionals. This engagement is facilitated by the faculty's dedicated SUC Coordinator.
    - o Service users and carers contribute to the following aspects of the programme-
        - Learner recruitment and selection, including values-based interview panels.
        - Curriculum development and review, ensuring content is informed by lived experience.
        - Teaching and learning, contributing directly to classroom-based and simulated learning sessions.
        - Assessment, particularly in scenarios related to communication, professionalism, and person-centred care.
        - Programme management and evaluation, through representation on committees and feedback groups.
    - o Support is provided for SUCs through induction and training, ongoing support, and reimbursement and recognition.
    - o This aligns with our understanding of how the institution runs and the same will apply to the new programme.

Non-alignment requiring further assessment: None.

<u>Learners</u>

Findings on alignment with existing provision:
- **Support** –
    - o The education provider has several policies that ensure support is provided to learners. Some of these include University Safeguarding Policy, University Academic Policy and University Bullying and Harassment Policy and Procedure

- o Learners on the new programme will have access to a wide range of academic and pastoral support services, both on campus and while in their place of employment.
- o Support is structured the following:
  - Portfolio Tutors provide dedicated academic and pastoral guidance throughout the apprenticeship, maintaining regular contact with each apprentice.
  - University Student Support Services, including mental health and wellbeing teams, disability support, counselling, and financial advice, are accessible remotely and in person.
  - Tripartite Review Meetings every 10–12 weeks offer a structured opportunity to assess and respond to apprentice needs in collaboration with employers.
  - Personal Supervision is embedded in the programme to ensure apprentices are regularly checked in with and supported holistically.
- o In addition, the education provider has processes in place to manage learner complaints. Some of these include University Complaints Procedure which is available for concerns related to academic delivery, supervision, assessment, or university-based support. There is also Employer HR Grievance Policies which cover complaints related to employment, including workplace conduct, scheduling, or managerial issues.
- o Where a complaint crosses both domains (e.g., concerns about a tripartite review or practice-based learning), the issue will be jointly reviewed with designated leads from the education provider and the employer.
- o Apprentices are informed of the appropriate route for raising complaints through:
  - Programme Handbooks
  - Central and programme-specific inductions
  - Education provider and employer online platforms
- o This aligns with our understanding of how the institution runs and there will be no changes to the new programme.
- **Ongoing suitability** –
  - o The University Code of Student Conduct, University Student Disciplinary Regulations, Student Charter, University Regulations Governing Academic Misconduct are some of the policies responsible for ensuring ongoing suitability of learners.
  - o The education provider uses the following mechanisms to ensure learners' conduct, character and health throughout their programmes:
    - Annual self-declaration forms completed by all learners, confirming their continued compliance with good health and character expectations.

- Enhanced Disclosure and Barring Service (DBS) checks at the start of the programme, with additional checks initiated as required in response to incidents or disclosures.
- Employer feedback via tripartite reviews, allowing regular employer-led insight into learner conduct and professionalism.
- Fitness to Practice processes, governed by the education provider's institutional policy, may be triggered by concerns raised by practice educators, employers, education provider staff, or service users.
  - The education provider and their partner Yorkshire Ambulance Service (YAS) share a commitment to safeguarding service users and ensuring learners meet expectations of conduct and ethical practice. They do this by ensuring:
    - All apprentices receive training in professional behaviour, safeguarding responsibilities, and patient-centred care as part of their induction.
    - Practice educators are trained to identify and escalate concerns related to learner conduct or unsafe practice.
    - The education provider's Raise a Practice Concern Policy provides a clear process for escalating concerns regarding learner actions that may pose a risk to service users.
    - Apprentices are made aware of their duty of candour and responsibility to report unsafe care or malpractice through both the education provider and employer policy briefings.
  - This aligns with our understanding of how the institution runs and there will be no changes to the new programme.
- **Learning with and from other learners and professionals (IPL/E)** –
  - Through their education Strategy 2020-2025, the education provider intends to build strong educational communities of learning.
  - Learners have multiple opportunities to engage in interprofessional and collaborative learning with other learners and professionals. These include activities such as workshops, seminars, co-taught modules, simulation exercises, mandatory training like Basic Life Support, and practice-based learning.
  - All such experiences are documented and monitored through CMEE journals and the established governance structure. This process ensures their effective integration into the curriculum and supports the overall quality of the programmes.
  - This aligns with our understanding of how the institution runs and there will be no changes to the new programme.
- **Equality, diversity and inclusion** –
  - The education provider's Equality, Diversity and Inclusion policy supports their commitment to addressing under-representation, celebrating diversity, and fostering inclusive communities where everyone is accepted and supported. It promotes well-being, resilience, and empowerment to help all individuals reach their full potential.

Additionally, it reinforces the education provider's stance against all forms of violence, harassment, and discrimination, including those based on gender, race, religion, culture, or other protected characteristics.
- o The education provider also has a University Inclusive Education Framework that identifies five areas of activity required for inclusion. These include structures and processes, curriculum, assessment and feedback, community and belonging, and pathways to success.
- o Their Social Justice and Sustained Development Strategy ensures their education develops socially responsible and globally competent citizens. It also ensures their commitment to providing inclusive access to transformative higher education.
- o This aligns with our understanding of how the institution runs and the new programme will follow the same approach.

Non-alignment requiring further assessment: None.

<u>Assessment</u>

Findings on alignment with existing provision:
- **Objectivity** –
  - o Assessments are designed in a way that ensures all learners are evaluated consistently across both academic and practice settings.
  - o To maintain alignment with the apprenticeship standard and the HCPC Standards of Education and Training, assessment methods incorporate both education provider-led academic assessments and employer-supervised practice-based assessments.
    - ▪ Practice Assessment Documents (PADs) are used to record the demonstration of required Knowledge, Skills and Behaviours (KSBs) in clinical settings.
    - ▪ Practice educators and mentors assess apprentices against defined competencies using clear marking rubrics provided by the education provider.
    - ▪ Assessment decisions are moderated through the education provider's quality assurance processes to ensure parity across practice-based learning.
    - ▪ Clinical simulation assessments supplement real-world practice-based learning, particularly where exposure to certain types of cases may vary.
  - o The education provider uses a range of assessment methods that support learning and reflect achievement. Key features of assessments include:
    - ▪ Diverse assessment types, such as written assignments, Objective Structured Clinical Examination (OSCEs), reflective portfolios, presentations, and case-based discussions.

- - Clear mapping of assessments to module outcomes, apprenticeship Knowledge, Skills, and Behaviours (KSBs), and HCPC Standards of Proficiency.
    - Authentic assessment design, including simulated scenarios mirroring real-world paramedic practice.
    - Practice-based assessments completed by trained assessors within the workplace, informed by the PAD and education provider guidance.
  - To ensure that assessment decisions are consistent and fair:
    - Academic staff and practice educators receive training in assessment and feedback methods.
    - Regular standardisation and calibration meetings are held for assessors, ensuring shared understanding of grading criteria.
    - The education provider applies its Inclusive Marking and Assessment Feedback Policy, which ensures fairness and appropriate adjustments where required.
    - All assessment outcomes are subject to second marking or moderation as per the University's Code of Practice on Assessment Procedures.
  - This aligns with our understanding of how the institution runs and there will be no changes to the new programme.
- **Progression and achievement** –
  - The education provider has a University Code of Practice Assessment Procedures for all their taught programmes. The code of practice is designed to bring together all matters relating to the process of assessment, complementing the codes governing boards of examiners and external examiners. It is used alongside the University Programme Regulations and the Inclusive Assessment, Marking and Feedback Policy. Its purpose is to make explicit the education provider's expectations of the conduct of assessment.
  - The University Education Student Experience Committee holds the ultimate authority in interpreting and applying this code of practice. Applications for exemption to the code will be determined by the Education Student Experience Committee on the advice of Quality and Standards Committee.
  - Specific programme level information on progression and achievement is made available to learners in their Programme Handbook.
  - Progression through the programme is governed by the education provider's assessment regulations, including:
    - Defined thresholds for academic modules and practice competencies
    - Opportunities for reassessment in line with HCPC expectations
    - Clear routes of appeal through the education provider's Academic Appeals Policy
  - Additionally, learners are supported to understand these processes through:

- Programme Handbooks
- Assessment briefings at module and programme level
- Personal tutor and Portfolio Tutor guidance
  - o The University Student Engagement and Attendance Policy ensures learners actively participate in both academic and practice-based learning as outlined in the programme requirements and funding rules. Attendance is closely monitored using digital tools, employer reports, and regular tripartite reviews to address any non-engagement. Clear expectations around attendance are communicated through induction, the programme handbook, and formal agreements like the Apprenticeship Commitment Statement.
  - o This aligns with our understanding of how the institution runs and there will be no changes to the new programme.
- **Appeals** –
  - o The University Code of Practice Academic Appeals – Undergraduate & Postgraduate is applicable where a learner feels that a decision has been made by any of the following academic bodies:
    - Module or Programme Board of Examiners
    - Additional Consideration Committees
    - Academic Misconduct investigations
    - Fitness to Practise Panel
    - University Student Cases Committee (SCC).
  - o Learners can appeal decisions made by these bodies when:
    - there is valid evidence of circumstances that impacted the learner's performance, which were not known to the academic body at the time of its original decision for good reason.
    - there were procedural irregularities in the academic process, meaning education provider procedures or regulations were not followed, and this likely affected the outcome.
  - o This aligns with our understanding of how the institution runs and will also apply to the new programme.

Non-alignment requiring further assessment: None.

Outcomes from stage 1

We decided to progress to stage 2 of the process without further review through stage 1, due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section

Education and training delivered by this institution is underpinned by the provision of the following key facilities:
- In terms of staffing resources, the new programme will be delivered by a multidisciplinary team including academic staff, clinical educators, and apprenticeship support personnel. This team ensures high-quality teaching,

comprehensive learner support, and full compliance with HCPC, Institute for Apprenticeships and Technical Education (IfATE), and Ofsted standards.

- Administrative and learner support is managed by the Faculty and Central apprenticeship teams, ensuring compliance with Education and Skills Funding Agency (ESFA) funding and employer agreements. External HCPC-registered examiners provide independent oversight, and strong employer partnerships ensure a cohesive, high-quality training experience that prepares apprentices for professional paramedic practice.

- In terms of physical resources, the new programme is supported by advanced teaching facilities and specialist simulation environments. These provide learners with realistic, hands-on training experiences in a safe and controlled setting, preparing them for real-world clinical practice.

- Teaching takes place in modern lecture theatres and seminar rooms equipped with audio-visual and digital learning tools. Learners will also train in dedicated clinical skills labs that simulate pre-hospital and emergency care settings, allowing them to develop key clinical competencies before entering practice-based learning.

- The simulation suite includes a mock ambulance, high-fidelity manikins, and emergency response equipment, enabling immersive training in trauma, paediatrics, maternity care, and major incident scenarios. These resources help bridge the gap between theoretical learning and practical application.

- Learners will also benefit from digital learning platforms, e-portfolios, and access to paramedic-specific library resources. Strong partnerships with NHS Trusts and YAS further enhance learning by providing diverse practice-based learning opportunities across healthcare settings.

Risks identified which may impact on performance: None

Outstanding issues for follow up: The partnership with YAS, the employer for the proposed programme, will be managed at the programme level. Therefore, it is appropriate for us to consider this aspect through Stage 2 of the process.

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
BSc (Hons) Paramedic Science – Integrated Degree Apprenticeship	FT (Full time)	Paramedic	25 learners, 1 cohort	22/09/2025

Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme. They supplied information about how each standard was met, including a rationale and links to supporting information via a mapping document.

Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their submission. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes referenced below. This allowed us to consider whether the education provider met our standards.

We have reported on how the provider meets standards, including the areas below, through the Findings section.

Quality theme 1 – the partnership and collaboration between the non-ambulance practice partners cited in the programme documentation

Area for further exploration: There was documented evidence of a working collaboration between the education provider and the Yorkshire Ambulance Service (YAS). Both organisations are well established and very experienced in running paramedic programmes. For example, YAS had highlighted the need for a work-based training route that allows apprentices to develop clinical competence while remaining in employment. YAS had also confirmed its commitment to providing practice-based learning and supporting apprentice progression through Memoranda of Understanding (MOU), apprenticeship contract, placement agreements specifying expectations for apprentice supervision and support. However, although non-ambulance practice providers were mentioned in the documentation, the visitors could not see the same evidence for the partnership and collaboration with these other providers. As such, the visitors could not determine that collaboration exists between the education provider and the non-ambulance practice providers. Therefore, we requested evidence of collaboration with the non-ambulance practice education providers.

Quality activities agreed to explore theme further: We decided to explore this area through email clarification / narrative and additional evidence. We considered this the most appropriate approach to address the issue raised by the visitors.

Outcomes of exploration: The education provider acknowledged that non-ambulance practice-based learning plays a vital role in broadening paramedic learners' clinical exposure beyond emergency ambulance settings. They confirmed that learners on the programme will have access to non-ambulance practice-based

learning in settings such as emergency departments, urgent treatment centres, general practice, operating theatres, mental health services, and social care. To ensure learners' experiences in these settings are meaningful and aligned with curriculum and professional standards, the education provider adopts a strategic and collaborative approach in their coordination. This includes collaborative working between faculty placement leads and practice partners including NHS trusts, private healthcare providers and third sector organisations. They noted stakeholders meet regularly through structured placement planning and review meetings. At the meetings they discuss practice-based learning capacity, upcoming learner practice-based learning requirements, feedback from previous cohorts' quality assurance matters and any changes in service delivery that may impact learning experiences. The education provider added that these meetings help maintain responsive and supportive practice-based learning environments, ensuring that the learner learning needs are met while also considering the operational pressures of healthcare services.

The visitors were satisfied that the education provider's response clearly demonstrated collaboration with non-ambulance practice providers. Therefore, the visitors determined that the quality activity had adequately addressed their concerns.

Quality theme 2 – ensuring availability and capacity of practice-based learning with other practice providers

Area for further exploration: As noted above, YAS had confirmed its commitment to provide practice-based learning and support apprentice progression. This has been formalised through the MOU with YAS, apprenticeship contract, and placement agreements. However, we did not receive the same level of information to assure us that there is an effective process for ensuring practice-based learning availability and capacity by non-ambulance practice providers. The visitors were unable to determine how the education provider will ensure availability and capacity of non-ambulance practice-based learning. Therefore, we requested this additional information.

Quality activities agreed to explore theme further: We decided to explore this area through email clarification / narrative. We considered this the most appropriate approach to address the issue raised by the visitors.

Outcomes of exploration: The education provider explained that central to the coordination noted above is their Placement Environment Profile (PEP) system, a live database that captures detailed information about each practice-based learning site. They explained that PEP supports proactive planning and equitable allocation by providing insights into learning opportunities, supervision structures, and practice-based learning prerequisites. In addition, the education provider submitted a template of the Standard Placement Agreement between them and alternative practice providers (non-ambulance) further reassuring us how practice-based learning capacity is ensured with these providers.

The education provider also explained that alongside structured collaboration and a robust quality assurance framework, including clear communication channels and supervisor guidance, the programme ensures that non-ambulance practice-based learning remains of high-quality and is adaptable. They also ensure they are aligned with educational and professional expectations.

Following the quality activity, the visitors were satisfied that the programme has strategies and agreements in place to ensure capacity of non-ambulance practice areas. Therefore, the visitors determined that their concerns had been adequately addressed.

Section 4: Findings

This section details the visitors' findings from their review through stage 2, including any requirements set, and a summary of their overall findings.

Conditions

Conditions are requirements that must be met before providers or programmes can be approved. We set conditions when there is an issue with the education provider's approach to meeting a standard. This may mean that we have evidence that standards are not met at this time, or the education provider's planned approach is not suitable.

The visitors were satisfied that no conditions were required to satisfy them that all standards are met. The visitors' findings, including why no conditions were required, are presented below.

Overall findings on how standards are met

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Findings of the assessment panel:
- **SET 1: Level of qualification for entry to the Register** – this standard is covered through institution-level assessment
- **SET 2: Programme admissions** –
  - The entry requirements were clearly outlined in the programme documentation. These included information about appropriate academic achievement (typically Level 3 qualifications or equivalent), relevant experience and professional suitability. The education provider noted professional suitability is assessed through a structured Multiple Mini Interview (MMI) process, which evaluates clinical awareness,

communication, professionalism, and values aligned with NHS and HCPC expectations.

- o The education provider also noted that entry criteria align with both University Admissions Policy and the professional requirements of the Institute for Apprenticeships and Technical Education (IfATE).
- o As it is a degree apprenticeship, admissions to the programme is a collaborative process between the education provider and employer partners, which is primarily Yorkshire Ambulance Service (YAS).
- o The visitors are satisfied that both the academic and professional entry criteria are appropriate to the level and content of the programme and would enable the learners to meet our standards for registration once they have completed the programme.

- **SET 3: Programme governance, management and leadership** –
  - o As referred from stage 1, the education provider submitted further details around effective management of the programme. We understood the programme is jointly managed between the education provider and their partner employer, YAS. Details of how the partnership is managed at programme level include:
    - Programme governance overseen by the Faculty Apprenticeship Quality and Compliance Committee, which includes key stakeholders such as employer representatives, academic staff, and quality assurance leads.
    - A structured Tripartite Review Framework facilitating ongoing communication between apprentices, academic teams, and employers, enabling early identification of concerns and effective progress monitoring.
    - Regular engagement with clinical partners through curriculum reviews, operational planning, and formal practice-based learning agreements, ensuring alignment and shared responsibility.
    - Leadership of the programme by a designated Programme Leader, with clear reporting lines and employer liaison responsibilities, supported by documented evidence of partnership working and governance structures.
  - o Collaboration between YAS and the education provider has resulted in the enrolment of 14 apprentices to commence the programme in September 2025 once approved.
  - o In addition, the education provider noted that regular and effective collaboration with YAS is ensured through quarterly clinical partner meetings which provide a standing forum to review curriculum delivery, practice-based learning quality, supervision, and learner progression. Additionally, the education provider noted a shared Tripartite Review Framework which helps to ensure alignment across academic, employer and apprentice expectations, with shared documentation and standardised review milestones. As outlined in quality theme 1, there is also evidence of regular and effective collaboration with non-ambulance practice providers.

- o YAS has confirmed its commitment to providing practice-based learning and supporting apprentice progression. The education provider described how their collaborative practice-based learning capacity planning process helps to ensure sufficient, high-quality practice-based learning for all learners. One of the mechanisms include a dedicated Excel-based Apprenticeship Partnership Tracker which tracks practice-based learning locations and availability, practice educator allocation, learner progression, absence, and tripartite outcomes. This is shared between the education provider and employer leads. Outlined in quality theme 2 is a clear description of how the education provider ensures capacity and availability of practice-based learning for non-ambulance placements.
- o The education provider noted that the programme is delivered by a multidisciplinary academic team which includes registered paramedics, nurses, and operating department practitioners, all with relevant sector experience. Staffing levels are reviewed annually by the Programme Director and the Faculty of Health Sciences Portfolio Development Committee. These reviews consider learner numbers and projected growth, clinical supervision and practice-based learning demands. A portfolio of curriculum vitae for academic staff involved in programme delivery was submitted. Staff are either HCPC or Nursing and midwifery (NMC)-registered professionals all of whom engage in regular continuing professional development (CPD), hold postgraduate teaching qualifications (PGCert Academic Practice), and are Fellows or Senior Fellows of the Higher Education Academy. The education provider noted the programme is further supported by practice educators and placement supervisors across YAS, with preparation and quality assurance provided through structured partnership working. Further clarification was received on the staff: student ratio and the experience of the staff to support this group of learners.
- o Programme modules are delivered by subject matter experts with current or recent experience in their field. Guest lecturers and practice educators from YAS and other NHS providers, who bring current practice examples into teaching.
- o There is evidence of the education provider's physical, digital, and library resources for delivery of the programme. This covers specialist simulation spaces, access to key technologies and databases, teaching space, and information technology. We also noted the education provider's library budget, study skills provision, and access to 368,000+ eBooks and medical databases. YAS has also confirmed their commitment to supply resources to support practice-based learning.
- o The visitors were satisfied that the evidence provided including the response to quality activity clearly demonstrates that all standards within this SET area are met.

- **SET 4: Programme design and delivery** –

- All programme competencies have been mapped to the Standards of Proficiency (SOPs) for paramedics. Upon successful completion of the programme, learners will be prepared for professional registration.
- Programme competencies have been mapped to the HCPC standards of conduct, performance and ethics. This mapping ensures that upon successful completion of the programme, learners are prepared for professional registration and can practise safely, effectively, and ethically and in line with regulatory expectations of the HCPC. The education provider noted that expectations of professional behaviour are introduced from the outset via the Apprentice Handbook, Placement Handbook, and programme induction.
- The education provider noted the programme reflects the core values, philosophy, knowledge, and capabilities set out in the following curriculum guidance:
  - Institute for Apprenticeships and Technical Education (IfATE) Paramedic Integrated Degree Standard (ST0564)
  - The NHS Constitution and Values
  - Sector guidance on inclusive practice, interprofessional learning, and person-centred care
- The curriculum is relevant to current practice and includes modules which cover anatomy, physiology, pharmacology, clinical practice, research, leadership, and specialist paramedic interventions. The education provider noted how they ensure the programme curriculum is relevant. This is through:
  - Quarterly meetings with practice partners to review delivery, ensure clinical alignment, and identify emerging practice trends
  - Input from practice educators, external examiners, and clinical leadership from YAS
  - Active review of module content, practice assessment, and simulation scenarios through formal quality assurance processes
- The visitors noted each academic module includes learning outcomes and assessments that explicitly require application in clinical contexts. In addition, the programme is structured in a way that ensures learners are engaged in practice-based learning throughout the three years, with practice-based learning mapped alongside academic blocks.
- A wide range of teaching, supervising and assessment are used throughout the programme. Examples include face-to-face lectures, clinical skills simulation, interactive case-based workshops, group discussions, digital learning via Canvas, and supervised practice-based learning.
- The education provider noted that apprentices will be released from their duties to attend all scheduled off-the-job training, including university teaching, simulation-based learning, supervised practice, and protected study time.
- The visitors noted that reflective practice is a theme throughout the programme. For example, we understood tripartite progress reviews

between the learner, the education provider and employer actively promote reflective goal setting and critical review of workplace learning. The education provider noted that learners receive feedback on reflection through formative and summative tasks, using tools like e-portfolios and structured templates.

- o The Introduction to Evidence Based Practice (EBP) for Paramedics module provides a foundation in clinical decision-making and enhances the overall quality of patient care. Instilling an EBP mindset from the start of the programme, learners not only learn to make informed decisions but also contribute to a culture of continuous improvement in healthcare. This approach encourages ongoing professional development, efficient resource allocation, and prioritisation of evidence- based interventions, ultimately reinforcing professionalism, accountability, and patient safety within the paramedic profession.
- o The visitors were satisfied that evidence submitted for this SET demonstrated that the programme has been designed and will be delivered in a way that ensures learners, who complete the programme, meet our standards for their professional knowledge and skills and are fit to practise. The visitors therefore determined that all standards within this SET area are met.

- **SET 5: Practice-based learning** –
  - o The education provider noted that practice-based learning is embedded throughout all three years of the programme and is integral to module delivery, assessment, and progression. Integration of practice-based learning into each level of study is clearly outlined in the Programme Specification. In addition to the practice-based learning delivered by YAS, evidence of non-ambulance practice-based learning further supports that practice-based learning is integral to the programme.
  - o Learners will complete a minimum of 1,500 hours of supervised practice-based learning over the duration of the programme These hours are distributed across a range of clinical environments and contexts, including emergency care, urgent care, community practice-based learning, and specialist services. The structure of practice-based learning helps the learner gradually build competence, confidence, and independence, enabling them to meet the HCPC standards of proficiency and the knowledge, skills and behaviours (KSBs) outlined in the apprenticeship standard.
  - o As an apprenticeship programme. The education provider noted that learners will have a high number of supervised operational exposure at their workplace, also a wide range of assessments are used throughout the programme.
  - o YAS has confirmed its commitment to ensure that all practice-based learning is supported by a sufficient number of trained and experienced staff. The education provider noted practice educators and workplace supervisors are registered paramedics and health professionals, with

appropriate qualifications and experience aligned to HCPC expectations.

- o The education provider maintains a Practice Education Team who are responsible for supporting learners, onboarding supervisors, and ensuring consistent application of assessment.
- o The education provider noted that all practice educators supporting the programme are appropriately qualified, experienced, and registered with the HCPC (or relevant body). We understood most of them are operational paramedics employed by YAS. Practice educators have access to joint training delivered by the education provider and YAS. Placement Educator Handbooks are available, ongoing communication with academic teams about learner progress and assessment expectations takes place. Practice educators, learners, and service users and carers are invited to attend Programme Management Committee (PMC) meetings. The Programme is monitored through the Faculty Apprenticeship Quality and Compliance Committee (FAQCC) and the education provider's Continual Monitoring, Evaluation and Enhancement (CMEE) process. This ensures all teaching and support staff, whether based within the education provider or the workplace, maintain their knowledge, in line with HCPC requirements.
- o The visitors were satisfied that the evidence submitted demonstrated all standards within this SET area are met.

- **SET 6: Assessment** –
  - o The education provider's comprehensive SOPs mapping detailed how each standard is met through academic modules, practice-based learning, and applied assessments. This ensures learners can achieve the SOPs for paramedics upon successful completion of the programme. The assessment strategy includes a range of assessment methods such as Objective Structured Clinical Examinations (OSCEs), written assignments, critical appraisals, presentations, professional discussions, and clinical portfolios to ensure validity and fairness.
  - o Programme competencies have been mapped to the standards of conduct, performance and ethics and the professional employment standards of the YAS. This ensures that upon successful completion of the programme, learners are prepared for professional registration and can practise safely, effectively, and ethically in line with regulatory expectations.
  - o There is a wide variety of assessment methods employed on the programme by the education provider and the practice partners. These include written assignments, OSCEs, reflective portfolios, presentations, and case-based discussions. The education provider noted that each method is selected to match the learning outcomes of the relevant module (cognitive, psychomotor, affective).
  - o The visitors were satisfied that the evidence submitted demonstrated that all the standards within this SET area is met.

Risks identified which may impact on performance: None

Section 5: Referrals

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval, focused review, or performance review process).

There were no outstanding issues to be referred to another process.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that All standards are met, and therefore the programmes should be approved

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that the programme(s) are approved

Reason for this decision: The Panel accepted the visitor's recommendation that programme should receive approval.

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on approval. The lead visitors confirm this is an accurate summary of their recommendation, and the nature, quality and facilities of the provision.

Education provider	University of Hull		
Case reference	CAS-01766-Y8G8N3	Lead visitors	Gemma Howlett Paul Bates
Quality of provision			
Through this assessment, we have noted: • The areas we explored focused on: o effective collaboration between the education provider and their non-ambulance practice education providers o effective process is in place to ensure availability and capacity on non-ambulance practice-based learning o effective staffing resource plan to ensure adequate number of appropriately qualified and experienced staff to deliver the programme The programme(s) meet all the relevant HCPC education standards and therefore should be approved.			
Facilities provided			
Education and training delivered by this institution is underpinned by the provision of the following key facilities: • In terms of staffing resources, the new programme will be delivered by a multidisciplinary team including academic staff, clinical educators, and apprenticeship support personnel. This team ensures high-quality teaching, comprehensive learner support, and full compliance with HCPC, Institute for Apprenticeships and Technical Education (IfATE), and Ofsted standards. • Administrative and learner support is managed by the Faculty and Central apprenticeship teams, ensuring compliance with Education and Skills Funding Agency (ESFA) funding and employer agreements. External HCPC-registered examiners provide independent oversight, and strong employer partnerships ensure a cohesive, high-quality training experience that prepares apprentices for professional paramedic practice. • In terms of physical resources, the new programme is supported by advanced teaching facilities and specialist simulation environments. These provide learners with realistic, hands-on training experiences in a safe and controlled setting, preparing them for real-world clinical practice.			

- Teaching takes place in modern lecture theatres and seminar rooms equipped with audio-visual and digital learning tools. Learners will also train in dedicated clinical skills labs that simulate pre-hospital and emergency care settings, allowing them to develop key clinical competencies before entering practice-based learning.
- The simulation suite includes a mock ambulance, high-fidelity manikins, and emergency response equipment, enabling immersive training in trauma, paediatrics, maternity care, and major incident scenarios. These resources help bridge the gap between theoretical learning and practical application.
- Learners will also benefit from digital learning platforms, e-portfolios, and access to paramedic-specific library resources. Strong partnerships with NHS Trusts and YAS further enhance learning by providing diverse practice-based learning opportunities across healthcare settings.

Programmes

Programme name	Mode of study	First intake date	Nature of provision
BSc (Hons) Paramedic Science – Integrated Degree Apprenticeship	FT (Full time)	22/09/2025	Apprenticeship

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
Allied Health Professional Independent and Supplementary Prescribing	PT (Part time)			Supplementary prescribing; Independent prescribing	01/01/2014
Allied Health Professional Independent and Supplementary Prescribing Level 7	PT (Part time)			Supplementary prescribing; Independent prescribing	01/08/2018
BSc (Hons) Diagnostic Radiography	FTA (Full time accelerated)	Radiographer	Diagnostic radiographer		01/01/2025
BSc (Hons) Diagnostic Radiography - Integrated Degree Apprenticeship	FTA (Full time accelerated)	Radiographer	Diagnostic radiographer		01/01/2025
BSc (Hons) Operating Department Practice	FT (Full time)	Operating department practitioner			01/09/2014
BSc (Hons) Operating Department Practice	WBL (Work based learning)	Operating department practitioner			01/09/2019
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/01/2018
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2020
Doctorate in Clinical Psychology (ClinPsyD)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/1992
MSc Nutrition and Dietetics	FT (Full time)	Dietitian			01/09/2021