
Approval process report

University of Lincoln, Paramedic, 2023-24

Executive Summary

This is a report of the process to approve a paramedic programme at the University of Lincoln. 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 most of our standards are met in this area. There were five areas we need to explore further through stage 2 of the approval process.
- 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:
 - Quality activity one: The education provider explained applicants will be able to access details about the programme through open days and their website, which will be updated to include specific information for the programme. The visitors were unsure how the employer supplies information to potential applicants. We were informed there was a collaborative recruitment process between the education provider and East Midlands Ambulance Service (EMAS). For example, EMAS promoted the programme internally through various communication channels and offered tailored guidance via its Learning and Development team. We were satisfied the evidence demonstrated how the employer supplies information to potential applicants.
 - Quality activity two: The education provider is committed to creating an inclusive, equal and supportive environment. However, as the proposed programme is an apprenticeship programme and so involves an employer, the visitors could not see - and so were unsure of - the workplace equality and diversity policies and how they worked with the education providers policies. We were informed EMAS were committed to EDI and have established EDI policies aligned with national legislation and best practice. We were satisfied the evidence demonstrated the workplace equality and diversity policies were effective.
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- Quality activity three: The visitors were informed the programme is delivered by a robust academic team with extensive paramedic education experience. The visitors recognised that staff members were already working on other programmes. The visitors were unsure of how much time staff will be able to spend on the proposed programme. We were informed staffing is holistically reviewed across the School of Health and Social Care to ensure adequate resourcing for all programmes. They explained staff contribute across multiple programmes, with decisions around staffing time allocation based on module needs, learner numbers, teaching commitments and workload balancing. We were satisfied the evidence demonstrated the programme had an appropriate number of staff able and equipped to deliver the programme effectively.
 - Quality activity four: The education provider provided a range of facilities for the programme. The visitors were unsure what resources the employer will provide. The education provider informed us learners have access to the Library and Knowledge Service Library, and Joint Royal Colleges Ambulance Liaison Committee (JRCALC) Plus. They added EMAS provide learners with access to the digital learning platform Totara. The education provider explained learners receive an iPad. The visitors were satisfied the evidence demonstrated the programme resources are readily available to learners and educators and are used effectively to support the required learning and teaching activities of the programme.
 - The programme(s) meet all the relevant HCPC education standards and therefore is approved.
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Previous consideration	Not applicable. This approval process was not referred from another process.
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Decision	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none"> • whether the programme is approved
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Next steps	Outline next steps / future case work with the provider: <ul style="list-style-type: none"> • The provider's next performance review will be in the 2027-28 academic year
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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 programme(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:

Matthew Catterall	Lead visitor, paramedic
Gemma Howlett	Lead visitor, paramedic
John Archibald	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers eight HCPC-approved programmes across seven professions and post-registration entitlements. It is a higher education institution and has been running HCPC approved programmes since 2005. This

includes two post-registration programmes for independent prescribing and supplementary prescribing annotations.

The programme under assessment is an apprenticeship programme. The education provider does not currently run HCPC-approved degree apprenticeship programmes.

The proposed programme sits in the School of Health and Social Care, which is part of the College of Social Science. The clinical psychology programme is in the School of Psychology. All other programmes are in the School of Health and Social Care.

The education provider engaged with the performance review process in 2022. We recommended the education provider should next engage with our performance review process in five years, in the 2027-28 academic year.

The education provider engaged with the approval process in 2023 for the proposed BSc (Hons) Diagnostic Radiography, Full time programme. We were satisfied there was sufficient evidence to demonstrate our standards were met, and the programme was approved by the Education and Training Committee in July 2024.

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	Occupational therapy	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2019
	Paramedic	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2018
	Physiotherapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2018
	Practitioner psychologist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2005
	Radiographer	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2024
	Speech and language therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2023
Post-registration	Independent Prescribing / Supplementary prescribing			2005

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
Total intended learner numbers compared to total enrolment numbers	230	255	2024-25	<p>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.</p> <p>We explored the resources available to learners in the workplace as part of quality theme 4. We were satisfied with the information provided by the education provider and had no further questions.</p>
Learners – Aggregation of percentage not continuing	3%	4%	2020-21	<p>This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects.</p>

				<p>The data point is above the benchmark, which suggests the provider is performing below sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 2%.</p> <p>We reviewed learner's experience on approved programmes and any potential factors for not continuing. We were satisfied with the information provided by the education provider.</p>
<p>Graduates – Aggregation of percentage in employment / further study</p>	93%	96%	2020-21	<p>This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has dropped by 2%.</p> <p>We reviewed learner's experience on approved programmes and any potential for employment and or further study. We were satisfied with the information provided by the education provider.</p>
Teaching Excellence	N/A	Gold	2023	<p>The definition of a Gold TEF award is "Provision is consistently outstanding and</p>

Framework (TEF) award				<p>of the highest quality found in the UK Higher Education sector.”</p> <p>We reviewed learner’s experience on approved programmes and any issues related to teaching. We were satisfied with the information provided by the education provider.</p>
Learner satisfaction	79.1%	90.1%	2024	<p>This data was sourced at the subject level. This means the data is for HCPC-related subjects.</p> <p>The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year’s data point, the education provider’s performance has improved by 2%.</p> <p>We reviewed the learner experience at the education provider and were satisfied with the information provided by the education provider.</p>
HCPC performance review cycle length	n/a	2027-28	2022-23	<p>The education provider will next interact with our performance review process in five years’ time. This decision was made in 2022-23.</p>

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 –**
 - The education provider will use the School of Health and Social Care's Admissions Guidance for the programme. It builds on the institution wide admissions policies to include the professional requirements of the programmes within the school. It provides guidance to all admissions onto the pre-registration programmes (undergraduate, postgraduate and apprenticeships). It links to the school's website where details of each programme are available to prospective learners.
 - The education provider's website is the main way for disseminating programme information. Potential applicants can access detailed descriptions such as entry requirements, programme structure, fees, and funding. All programme information adheres to HCPC guidelines, ensuring no misleading statements are made.
 - Once validated, the full programme specification, including module specifications, will be accessible online.
 - The admissions process begins with an initial screening of Universities and Colleges Admissions Service (UCAS) applications to confirm academic and professional entry criteria are met. Successful applicants attend an interview that evaluates their academic preparedness, practical experiences, and alignment with the programme's values.
 - The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning for the education provider. We will need to consider whether and how processes are shared between the employer and the education provider. As these are new, we will need to consider the information for applicants as part of stage 2 of the approval process.
- **Assessing English language, character, and health –**
 - The Admissions Guidance outlines how professional body, or regulatory requirements may require a different level of English language comprehension on completion of the programme. For applicants whose first language is not English, the education provider has specific language requirements, International English Language Testing System (IELTS) scores. This information is available online and in the admissions guidance document.
 - Applicants are required to undergo an occupational health assessment and an enhanced Disclosure and Barring Service (DBS) check before enrolment. The admissions guidance document outlines a transparent

and fair process for addressing criminal convictions, supported by a Fitness to Proceed Panel.

- This aligns with our understanding of how the education provider runs programmes.
- We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Prior learning and experience (AP(E)L) –**
 - The education provider will use their institutional wide policy, University of Lincoln Accreditation of Prior Learning Policy (2018). It functions as the standard for accreditation of certified learning and accreditation of experiential learning. The policy is well-documented, with detailed guidance for applicants, advisors, and admissions staff, ensuring clarity and accessibility.
 - The proposed programme will also use School of Health and Social Care admissions guidance which articulates the programme specific modifications from the institution wide policy.
 - Applicants seeking AP(E)L are required to submit evidence of prior achievements, such as formal transcripts and certificates. The admissions team, in collaboration with academic staff, reviews submissions to verify the learning outcomes and competencies have been met. The education provider evaluates prior learning and experience against specific academic and professional entry standards.
 - This aligns with our understanding of how the education provider runs programmes.
 - We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Equality, diversity and inclusion (EDI) –**
 - All staff involved in recruitment interviews are required to undertake equality, diversity and inclusion training and unconscious bias training. All academic staff in the school engage in interviews for their programmes. For programmes with very high application numbers there is support from other programme teams to ensure timely responses.
 - The education provider has 'One Community' values. For example, equality and understanding. These are a framework to ensure respect and inclusivity is at the centre of the education provider's work.
 - The education provider is committed to fostering an inclusive, equitable, and supportive environment for all applicants. This commitment is reflected in their policies, practices, and monitoring systems. For example, Equality and Diversity Statement of Commitment, and Respect Charter.
 - The education provider holds a range of nationally recognised charter marks and accreditations which reflect its commitment to EDI, such as Athena Swan Bronze Award for gender equality in higher education.

- The School of Health and Social Care integrates EDI principles throughout the admissions process to ensure fairness and accessibility. Specific measures include unconscious bias training.
- The education provider promotes widening participation, aiming to attract applicants from underrepresented and non-traditional backgrounds. For example, through outreach initiatives and partnerships with local communities and schools.
- The education provider's commitment to EDI is part of a process of evaluation and improvement. Regular audits and assessments of admissions processes and practices ensure compliance with EDI objectives.
- The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning for the education provider. We will need to consider whether and how processes are shared between the employer and the education provider. As these are new, we will need to consider the equality and diversity policies in relation to applicants as part of stage 2 of the approval process.

Non-alignment requiring further assessment: The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning for the education provider. We will need to consider whether and how processes are shared between the employer and the education provider. As these are new, we will need to consider the information for applicants (SET 2.1) as part of stage 2 of the approval process.

The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning for the education provider. We will need to consider whether and how processes are shared between the employer and the education provider. As these are new, we will need to consider the equality and diversity policies in relation to applicants (SET 2.7) as part of stage 2 of the approval process.

Management and governance

Findings on alignment with existing provision:

- **Ability to deliver provision to expected threshold level of entry to the Register¹ –**
 - The education provider is registered with the Office for Students (OfS) which is an independent public body. They report to Parliament through the Department for Education (DfE). Registration with the OfS ensures the education provider has the power to award degrees and titles to learners, enabling them to gain suitable qualifications to apply to enter the Register.

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

- All programmes are assessed by the University Programme Oversight group to ensure delivery of the provision to the expected threshold level of entry to the Register.
- The education provider is currently approved by the HCPC to deliver degree-level programmes in paramedic science, physiotherapy, speech and language therapy and occupational therapy.
- The proposed provision will be subject to the same management and governance processes as the BSc (Hons) Paramedic Science programme to ensure that graduates meet the SETs and Standards of Proficiency (SOPs). This programme is currently validated and successfully producing graduates who meet the requirements of the HCPC to be eligible to apply to the register as a Paramedic.
- This aligns with our understanding of how the education provider runs programmes.
- We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Sustainability of provision –**
 - The education provider uses its University Programme Oversight Group to assess all proposed programmes to ensure consideration of finance, IT, planning, marketing, library resources, careers, business and academic risk, estates. These considerations evidence the sustainability of the programme. The proposed programme has been scrutinised and approved for development by this group.
 - Ongoing review of staffing and resources takes place to ensure sustainability of provision. The programme has a clear place within the education provider's business plan. It is being developed because of a tendering process from the East Midlands Ambulance Service.
 - The programme has a comprehensive financial business plan which has been approved by the school's leadership and the Partnerships and Portfolio Oversight Group (PPOG). This ensures investment in staffing, resources, and facilities. The education provider has clinical skills suites and a planned investment schedule for paramedic-specific equipment.
 - This aligns with our understanding of how the education provider runs programmes.
 - We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Effective programme delivery –**
 - The School of Health and Social Care provides oversight of the proposed programme. The Programme Leader and the Programme Management Team deliver strategic leadership. They oversee academic and operational aspects. Regular monitoring and evaluation enable the team to address feedback from learners, external examiners, and practice-based learning providers.
 - The programme employs various quality assurance mechanisms. Examples which will be used to ensure effective programme delivery

include continuous programme monitoring, programme health and performance monitoring, and periodic academic review. These mechanisms ensure there are appropriate staff in place to enable effective programme delivery, and the education provider has effective monitoring and reviews in place to ensure ongoing sustainability.

- The education provider ensures programmes are not only effectively delivered but also continuously assured for quality and relevance. They do this through, for example, in relation to curriculum design and development, by meeting HCPC standards, and stakeholder engagement.
- This aligns with our understanding of how the education provider runs programmes.
- We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Effective staff management and development –**
 - The education provider runs an annual performance review and has development planning which all staff involved in the programme will be required to participate.
 - There is also a funded Academic Professional Apprenticeship which staff can complete. This is a work-based learning programme designed to equip new academics with the knowledge, skills, and behaviours they need for working in the Higher Education sector. The apprenticeship offers a development opportunity for new academic staff and has been designed to support the education provider's commitment to teaching excellence and great learner experience.
 - The education provider aims to foster a culture of continuous improvement, professional growth, and staff engagement. They do this through, for example, an annual appraisal system for all staff.
 - Staff workload is managed to ensure adequate capacity for teaching, research, and practice engagement. Educators are supported to maintain their clinical expertise through honorary contracts through opportunities to study professional qualifications. Academic staff engage in the Academic Development Appraisal (ADA) process to align their personal and professional goals with the programme's objectives. Regular training ensure staff can deliver inclusive and effective education.
 - This aligns with our understanding of how the education provider runs programmes.
 - We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Partnerships, which are managed at the institution level –**
 - The education provider has an Academic Partnerships Quality Assurance Manual which outlines their processes for partnership approval, monitoring, and review. Their office for quality, standards and partnerships manages this institutional policy. Partnerships are

governed by formal agreements and monitored through review meetings and educational audits.

- The partnership with EMAS will be managed in the same way as other existing partnerships within the school. The education provider collaborates with EMAS to secure practice-based learning.
- This aligns with our understanding of how the education provider runs programmes.
- We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality –**
 - The education provider has mechanisms for monitoring and evaluating the academic quality of the programme. The Annual Programme Monitoring Report (APMR) provides a review of programme performance. It uses data such as learner outcomes, module evaluations, and feedback from external examiners. This report feeds into the Programme Enhancement Plan (PEP), which identifies actions to improve the learner experience.
 - The programme will apply continuous programme monitoring, periodic academic review, and postgraduate taught experience survey as quality assurance tools. Periodic academic reviews are conducted every five to six years. They evaluate the programme's long-term alignment with academic and professional standards. External examiners ensure academic assessments are fair and consistent.
 - The education provider's Virtual Learning Environment (VLE) provides learners with access to learning resources, module specifications, and programme handbooks. These resources are updated to reflect changes in the curriculum and professional requirements, ensuring learners are prepared for professional practice.
 - The education provider ensures academic quality by putting appropriate staff in place to deliver the programmes and monitoring the programmes over time to ensure they are sustaining high quality.
 - This aligns with our understanding of how the education provider runs programmes.
 - We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
 - The education provider has processes in place for practice-based learning allocation and completion. School level processes outline the

expectations of both learners and practice educators in relation to practice learning.

- The education provider has processes in place for learners to raise concerns. These include Academic Complaints, Raising Concerns Process and Guidance, Whistleblowing (Public Interest Disclosures) Policy, and Problem Resolution Protocol.
- Biennial audits of practice-based learning providers are undertaken to ensure they align to the schools' processes and have appropriate safe and supportive environments for learners. Practice educators are required to undertake training, and this will be facilitated by the education provider. The education provider also provides regular updates to ensure Practice Educators are informed about programme expectations and assessment criteria.
- The education provider collaborates with healthcare providers, including EMAS and NHS trusts, to ensure the quality and safety of practice-based learning environments. Learners receive mandatory training on safety and well-being before practice-based learning.
- This aligns with our understanding of how the education provider runs programmes.
- We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Learner involvement –**

- The education provider has subject committee meetings each semester which involves the programme team, learner representatives, the appropriate Associate Professor or Deputy Head of School, the Subject Librarian, and a representative from the practice-based learning hub. Learner representatives give feedback in these meetings. They are also informed of any potential updates or changes, to feed back to the wider learner body for consultation.
- Lincoln Academy of Learning and Teaching (LALT) oversees learner engagement and the learner experience. LALT administers module evaluations which are delivered electronically at the end of each module. Formal representation is through the Learner Representative system, where elected representatives contribute to Programme Subject Committees and the School Governance Structure. These provide opportunities for learners to influence decision-making and programme development.
- The education provider involves learners in the quality assurance and enhancement of the programme. Learners are encouraged to participate in module and programme evaluations. Mid-point module evaluations are conducted to address emerging issues during delivery, ensuring improvements can be implemented quickly.
- There are informal opportunities for learners to discuss their experiences with staff. There is also a Paramedic Society, which promotes peer support and professional engagement aligned with the programme's goals.

- This aligns with our understanding of how the education provider runs programmes.
- We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Service user and carer involvement –**
 - Service User Involvement is facilitated via the Together Group. The Together Group is a diverse patient and public involvement group who work with the school across the provision. They are involved throughout all programmes. For instance, they are engaged in the recruitment and selection process, contribute to interviews and values-based recruitment activities.
 - They engage in initiatives such as the ‘Human Library’. This is where individuals share their lived experiences with learners to enhance the understanding of patient-centred care.
 - The education provider supports service users and carers through a dedicated Participation Worker. They coordinate their activities, ensure their welfare, and gather feedback on their experiences.
 - Service users and carers are provided with training and support to perform these roles effectively, including equality and diversity training.
 - This aligns with our understanding of how the education provider runs programmes.
 - We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: None.

Learners

Findings on alignment with existing provision:

- **Support –**
 - The education provider’s Fitness to Study Policy 2016 will provide support offered by personal tutors and the education provider’s learner wellbeing service, such as a wellbeing toolkit and cost of living advice. The Raising Concerns Process and Guidance, and Problem Resolution Protocol provide school-level support.
 - The education provider’s learner services and academic complaints process are both institution wide processes. Specialized support services include the Learner Wellbeing Centre, which offers mental health services, disability support, and counselling. The Learner Support Centre provides learners with access to financial advice, career guidance, and chaplaincy services.
 - For academic support, learners have resources such as the VLE, where they can access module content, assessment guides, and learning materials.
 - The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore

represent a new model of learning for the education provider. We will need to consider whether and how processes are shared between the employer and the education provider. As these are new, we will need to consider the support mechanisms for learners as part of stage 2 of the approval process.

- **Ongoing suitability –**

- Learners will be subject to Fitness to Practise processes in line with the school policy as outlined in the general regulations. As mentioned above, the provider has processes in place for raising concerns, whistleblowing, and problem resolution.
- Learners need to complete regular health and character self-declarations to continue the programme.
- This aligns with our understanding of how the education provider runs programmes.
- We think this as the education provider has indicated there have not been any changes to how they meet this area.

- **Learning with and from other learners and professionals (IPL/E) –**

- The education provider's work is underpinned by their University of Lincoln Interprofessional Higher Education Network 2020-2025 Strategy.
- The school delivers four other allied health profession (AHP) programmes as well as social work, nursing, and midwifery. The school hosts a large interprofessional event annually which includes all these professions plus up to six others from the wider education provider. Interprofessional and collaborative working and learning will also take place through mechanisms such as the Together Group Interprofessional Education Sessions.
- In practice-based learning, learners work with professionals across various healthcare settings, including emergency departments, community care, and primary care. These experiences allow them to observe and engage in collaborative care, integrating theory with practice.
- Learners undertake large-scale interprofessional simulation days, such as simulated major incidents and scenarios reflecting rural healthcare challenges.
- The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning and a new model of programme delivery for the education provider. We will need to consider how the education provider ensures IPE, including the large-scale interprofessional simulation days, is run for the apprenticeship programme. This is so learners can learn with, and from, professionals and learners in other relevant professions. We will need to consider this as part of stage 2 of the approval process.

- **Equality, diversity and inclusion –**

- The education provider is committed to fostering an inclusive environment that supports the diversity of its learners. EDI principles are embedded in the programme's policies, curriculum, and teaching practices.
- The education provider uses institution wide policies covering inclusive practice, equality and diversity. They hold the Race Equality Charter bronze award, Advance HE's race equality charter to improve the representation, progression and success of Black, Asian, and Minority Ethnic learners within higher education. The education provider stated they are one of only 21 UK institutions to hold this award.
- The school holds the Athena Swan Bronze award, which recognises work undertaken to address gender equality. Six of their Science, Technology, Engineering, Mathematics and Medicine (STEMM) Schools hold bronze awards, their first Silver Award was achieved in 2019 through the School of Psychology. The Equality and Diversity Statement of Commitment and the Respect Charter underline the institution's dedication to fairness and equity.
- Data on learner demographics and outcomes is monitored to identify trends and address disparities. Findings are used to inform policy and practice.
- The programme promotes widening participation by offering targeted outreach initiatives and financial support options to attract learners from underrepresented groups. Learners with disabilities or specific needs are provided with reasonable adjustments, such as extended assessment time or accessible learning materials.
- This aligns with our understanding of how the education provider runs programmes.
- We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning for the education provider. We will need to consider whether and how processes are shared between the employer and the education provider. As these are new, we will need to consider the support mechanisms for learners (SET 3.13) as part of stage 2 of the approval process.

The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning and a new model of programme delivery for the education provider. We will need to consider how the education provider ensures IPE, including the large-scale interprofessional simulation days, is run for the apprenticeship programme. This is so learners can learn with, and from, professionals and learners in other relevant professions. We will need to consider this (SET 4.9) as part of stage 2 of the approval process.

Assessment

Findings on alignment with existing provision:

- **Objectivity –**
 - The programme maintains objectivity in its assessments through applying clear and consistent criteria. Each module includes a set of learning outcomes and assessment descriptors. These are mapped to the Standards of proficiency, and the programme aims. These are outlined in module specifications.
 - Assessment tasks are designed to minimize bias and subjectivity by incorporating varied methods, including written assignments, objective structured clinical examinations (OSCEs), and reflective portfolios. Where possible, anonymous marking is employed for written assignments to ensure impartiality. For practical assessments, marking rubrics and standardized checklists are used by assessors to ensure consistent evaluation across learners.
 - External examiners provide an additional layer of objectivity. They review assessments, moderate results, and provide independent feedback to ensure fairness.
 - Training is provided to all assessors, including Practice Educators, on how to apply assessment criteria consistently. Regular calibration exercises are undertaken to ensure uniformity in grading and feedback practices.
 - This aligns with our understanding of how the education provider runs programmes.
 - We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Progression and achievement –**
 - Individual learner's marks are discussed at the subject progress panel, attended by the Associate Professor for the suite of programmes, the programme lead and programme team. Individual achievement and progression and issues for personal tutors to support should things not be progressing as expected are considered here.
 - The programme will undergo a programme health check annually where the programme team will present the data on factors such as admission, retention, marks, degree classifications, and learner feedback. This allows the team to see trends across cohorts and comparisons with other AHP programmes.
 - The external examiner will also ensure degree classifications are commensurate with the wider sector.
 - Progression is monitored through formative and summative assessments. Formative assessments provide learners with feedback on their performance, so they can identify areas to improve and prepare for summative tasks.

- Summative assessments evaluate theoretical knowledge, clinical skills, and professional behaviours. The Clinical Assessment Portfolio (CAP) requires learners to document and demonstrate their achievements in practice-based learning.
- Learners must pass all practice and academic modules to progress and graduate. The assessment strategy is aligned with the education provider's general regulations, which specify criteria for progression, awards, and classifications.
- Learners must pass the End-Point Assessment (EPA). This is the final stage of the programmes and a test the learner has gained occupational competence at the end of their apprenticeship.
- The education provider does not currently run HCPC-approved degree apprenticeship programmes. Learners on the proposed programmes must pass the EPA. As this is new, we will need to consider this as part of stage 2 of the approval process.
- **Appeals –**
 - The education provider has an Appeals Process which allows learners to challenge assessment decisions if they believe an error has been made. The process is outlined in the University's General Regulations, Programme Handbook, and Learner Support materials.
 - The University Secretariat manages appeals centrally to ensure independence and impartiality. Grounds for appeal include procedural errors, evidence of bias, or extenuating circumstances that were not previously considered. The process is structured in three stages:
 - Informal resolution: learners are encouraged to discuss their concerns informally with the module leader or Programme Leader before submitting a formal appeal.
 - Formal submission: If unresolved, learners can submit a formal appeal, which is reviewed by an independent panel.
 - Review panel: The appeal is examined by a panel that includes academic staff not involved in the assessment decision. The panel evaluates the evidence and determines whether the appeal should be upheld.
 - This aligns with our understanding of how the education provider runs programmes.
 - We think this as the education provider has indicated there have not been any changes to how they meet this area.

Non-alignment requiring further assessment: The education provider does not currently run HCPC-approved degree apprenticeship programmes. Learners on the proposed programmes must pass the EPA. As this is new, we will need to consider this (SET 6.4) as part of stage 2 of the approval process.

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:

- There are currently seven members of teaching staff on the programme. There are also senior members of staff such as a deputy head of school responsible for AHP education. There is dedicated librarian support with a subject specialist involved in supporting programme delivery. There are three Clinical Skills Technicians to support the facilitation of all simulation-based learning.
- The education provider has updated their facilities to accommodate the additional learners. This includes the expansion of seminar rooms and simulation suites. They are also in the process of building a virtual reality suite.
- All clinical skills spaces and all facilities and IT resources are in place. The education provider anticipates additional staffing resources for a September 2025 start.

Risks identified which may impact on performance: None

Outstanding issues for follow up: There are five areas we will need to review through stage 2 of the process. These are because the education provider does not currently run HCPC-approved degree apprenticeship programmes:

- SET 2.1: The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning for the education provider. We will need to consider whether and how processes are shared between the employer and the education provider. As these are new, we will need to consider the information for applicants as part of stage 2 of the approval process.
- SET 2.7: The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning for the education provider. We will need to consider whether and how processes are shared between the employer and the education provider. As these are new, we will need to consider the equality and diversity policies in relation to applicants as part of stage 2 of the approval process.
- SET 3.13: The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning for the education provider. We will need to consider whether and how processes are shared between the employer and the education provider. As these are new, we will need to consider the support mechanisms for learners as part of stage 2 of the approval process.

- SET 4.9: The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programmes therefore represent a new model of learning and a new model of programme delivery for the education provider. We will need to consider how the education provider ensures IPE, including the large-scale interprofessional simulation days, is run for the apprenticeship programme. This is so learners can learn with, and from, professionals and learners in other relevant professions. We will need to consider this as part of stage 2 of the approval process.
- SET 6.4: The education provider does not currently run HCPC-approved degree apprenticeship programmes. Learners on the proposed programmes must pass the EPA. As this is new, we will need to consider this as part of stage 2 of the approval 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 Apprenticeship	FT (Full time)	Paramedic	20 learners, 1 cohort	01/09/2025

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.

Data / intelligence considered

We also considered intelligence from others (eg prof bodies, sector bodies that provided support) as follows:

- The College of Paramedics (COP) were concerned regarding the growing number of programmes in the Midlands. They added the trend seemed to be for learners to increasingly choose the apprenticeship route. They were concerned around resourcing any new provision, as the educator population locally was already challenged and another programme requiring paramedic educators would add to this. They were unsure whether the programme will encroach on any other local provision or create further risk to the educator population locally.

- NHS England (Midlands) did not have any intelligence appropriate to this approvals case.

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 information provided by the employer for potential applicants

Area for further exploration: The education provider explained applicants will be able to access details about the programme through open days and their website, which will be updated to include specific information for the programme. This included entry requirements, a programme overview, fees and funding, professional outcomes and support services. Links to relevant institutional policies and guidance, such as the education provider's general admissions guidance, will also be included. However, the visitors were unsure how the employer supplied information to potential applicants. They were therefore unsure how applicants received the full information needed to make a proper decision of whether to accept a place on the programme. We therefore sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The visitors recognised supporting documents showed a collaborative recruitment process between the education provider and EMAS. EMAS promoted the programme internally through various communication channels and offered tailored guidance via its Learning and Development team. EMAS provided pre-application support, including joint information sessions, to help candidates understand the programme and assess their suitability before applying. The visitors were satisfied the evidence demonstrated how the employer supplied information to potential applicants. They had no further questions in this area and considered the standard to be met.

Quality theme 2 – how the employer is committed to an inclusive, equal and supportive workplace

Area for further exploration: The visitors noted the education provider was committed to creating an inclusive, equal and supportive environment. They noted

the education provider's inclusive admissions practices, and their implementation and monitoring. However, as the proposed programme was an apprenticeship programme and so involved an employer, the visitors could not see - and so were unsure of - the workplace equality and diversity policies and how they worked with the education providers policies. Therefore, across the full recruitment process, they were unsure whether the admissions process was open and impartial and did not discriminate unfairly against certain applicants. We therefore sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider informed us EMAS were committed to EDI. We received and were satisfied with EMAS's Equal Opportunities Policy. We recognised they had established EDI policies aligned with national legislation and best practice. These policies promoted a workplace culture of respect, fairness, and dignity. We were informed clear procedures existed for reporting and addressing discrimination, harassment, and inequality. They added the partnership ensured a cohesive and supportive experience for learners. This was done through strategic and operational alignment. For example, regular meetings at both strategic and practice-based levels, and dual policy application where the education provider's policies applied during academic study, and EMAS policies applied during practice-based learning. There were joint support mechanisms in place, such as access to resources, where learners benefited from materials from both the education provider and EMAS. The visitors were satisfied the evidence demonstrated the workplace equality and diversity policies were effective. They had no further questions in this area and considered the standard to be met.

Quality theme 3 – how the programme ensures adequate staffing

Area for further exploration: The visitors were informed the programme was delivered by an academic team with paramedic education experience. We received curriculum vitae of the programme team. The education provider explained the staffing included a programme lead, senior lecturers, lecturers, and the use of associate lecturers. They informed us they drew on expertise from across the School of Health and Care Sciences. As such, the visitors were unsure of how much time staff will be able to spend on the proposed programme. The visitors were therefore unsure the programme had an appropriate number of staff able and equipped to deliver the programme effectively. We therefore sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider informed us staffing was holistically reviewed across the School of Health and Social Care to ensure adequate resourcing for all programmes. They explained staff contributed across multiple programmes, with decisions around staffing time allocation based on module needs, learner numbers, teaching commitments and workload balancing. We received supporting documentation which showed which modules members of the programme team were allocated to. The education provider added interdisciplinary collaboration enhanced teaching quality and learner experience. The education provider stated this approach ensured high-quality delivery, effective learner support, and sustainability across programmes.

The visitors were satisfied the evidence demonstrated the programme had an appropriate number of staff able and equipped to deliver the programme effectively. They had no further questions in this area and considered the standard to be met.

Quality theme 4 – the resources provided by the employer

Area for further exploration: The visitors noted the education provider provided a range of facilities for the programme. For example, simulation suites with advanced paramedic equipment to support direct training, virtual learning and IT resources, and library and online tools. Although the visitors noted a wide range of education provider resources were identified, they were unsure what resources the employer will provide. They therefore were unsure whether programme resources were readily available to learners and educators and were used effectively to support the required learning and teaching activities of the programme. We therefore sought more information about this.

Quality activities agreed to explore theme further: We decided to explore this by requesting an email response from the education provider. We thought this was the most effective way to explore the theme as we decided it was a query to which we needed to clarify our understanding.

Outcomes of exploration: The education provider informed us learners had access to the Library and Knowledge Service Library, which offered open-access digital and physical materials, and Joint Royal Colleges Ambulance Liaison Committee (JRCALC) Plus which held the latest clinical guidelines from JRCALC. They added EMAS provided learners with access to the digital learning platform Totara. This was EMAS's internal e-learning system and provided CPD resources, mandatory training modules, and clinical updates and reflective practice tools. The education provider explained learners received an iPad, so they had continuous access to education provider and EMAS learning platforms. EMAS also provided workplace support. For example, access to practice educators, mentors, and clinical supervisors who provided structured learning opportunities and ongoing supervision and professional guidance.

The visitors were satisfied the information demonstrated the programme resources were readily available to learners and educators and were used effectively to support

the required learning and teaching activities of the programme. They had no further questions in this area and considered the standard to be met.

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.

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 admissions process is designed to ensure applicants, employers, and the education provider have the information needed to make informed decisions. The education provider's Apprenticeship Coach liaises between applicants, employers, and the education provider. They provide tailored information, support outreach, and help align recruitment with programme standards.
 - Information for applicants is accessible via the education provider's website and open days. It covers topics such as entry requirements, programme structure, fees and funding, professional outcomes, and support services. The admissions procedures are a collaborative process involving employer screening, joint interviews, and encouraging diverse applicants. As discussed in [quality theme 1](#), EMAS promote the programme internally through various communication channels and offer tailored guidance via its Learning and Development team.
 - The programme maintains clear, rigorous, and inclusive entry criteria, combining academic qualifications and professional attributes to ensure applicants were prepared for paramedic practice. The Apprenticeship Coach support alignment of selection criteria with

academic and professional standards, help identify candidates needing preparatory support, and ensure transparency in the admissions process. Applicants must have 120 UCAS points, including 40 from a science subject or equivalent. Alternative qualifications and relevant experience are considered individually. Applicants must also be employed in a paramedicine-related role, have employer sponsorship and funding agreement, and demonstrate English proficiency. The selection and recruitment process involve a skills scan, an interview co-led by the education provider and employer, and a learning needs assessment.

- The education provider is committed to creating an inclusive, equitable, and supportive environment, aligned with its institutional values. It does this through, for example inclusive admissions practices, the EDI Policy Framework, and widening participation initiatives. As discussed in [quality theme 2](#), the education provider informed us EMAS have established EDI policies aligned with national legislation and best practice.
- The visitors considered the relevant standards within this SET area met.
- **SET 3: Programme governance, management and leadership –**
 - For the delivery of the proposed programme, there is a collaborative partnership between the education provider and EMAS. Regular meetings and feedback mechanisms ensure alignment between academic and workplace learning.
 - The Apprenticeship Coach facilitates communication, coordinates meetings, mediates expectations, and supports a unified delivery approach. The education provider meets quarterly with EMAS leaders and educators to address practice-based learning capacity, feedback, and curriculum alignment. The education provider participates in forums, like the AHP Faculty Placement Group and AHP Council, to support practice-based learning expansion and innovation.
 - The education provider developed a network of practice-based learning across ambulance services, hospitals, and community healthcare settings. This ensures diverse clinical exposure and supports learners in meeting competency requirements while maintaining safe, high-quality learning environments. Capacity is tracked via the Placement Education Management System (PEMS).
 - The Apprenticeship Coach monitors practice-based learning capacity, supports employers in meeting learning obligations, and helps resolve challenges to maintain quality and safety. Collaboration between the education provider and NHS Trusts and local providers ensures practice-based learning aligns with curriculum needs. Annual planning meetings and detailed practice-based learning planners prevents capacity issues and supports recruitment targets.
 - Coordination with other education providers ensures fair allocation and avoids disruption. Learners are based at a central hub (e.g., ambulance station) and rotate through spoke sites (e.g., maternity,

accident and emergency, and primary care). Quarterly Practice Learning meetings address capacity and quality, and monthly Internal Reviews monitor allocations and escalate concerns.

- Staffing is planned to support high-quality learning and will expand as the programme grows. Annual reviews ensure adequate staffing as learner numbers grow. As discussed in [quality theme 3](#), the education provider informed us staffing is holistically reviewed across the School of Health and Social Care to ensure adequate resourcing for all programmes.
- The proposed programme is delivered by an academic team with extensive paramedic education experience. Core educators are composed of HCPC-registered paramedics and allied health professionals. The core academic team includes roles such as a programme lead, senior lecturers and lecturers. They are supported by external professionals (e.g. guest lecturers) to ensure real-world relevance. They undergo vetting, induction, are supported with training and mentoring and are encouraged to complete the education provider's teaching module.
- Clinical educators from partner organisations contribute to modules on subjects such as artificial intelligence (AI) and healthcare technologies and pre-hospital critical care. Peer observation and learner feedback are used to monitor quality. Associate lecturers receive mentorship training and collaborate with the academic team. Staff from other health programmes support interprofessional learning and resilience. The Apprenticeship Coach provides support through regular reviews, one-on-one meetings, and pastoral care. They also participate in admissions interviews to assess candidate suitability.
- The education provider's resources include specialist simulation suites with advanced paramedic equipment. The education provider's Virtual Learning Environment (VLE) is delivered via Blackboard Learn. It holds course materials, multimedia, and recorded lectures and features such as discussion forums and group collaboration tools. Library and online tools provide access to physical and digital resources, including Anatomy TV (3D anatomy visualisations) and a booking system for textbooks, equipment, and study spaces. Clinical skills suites are equipped with paramedic-specific tools (e.g., CPR mannequins). Cloud-based materials provide for remote access, and resources meet accessibility standards and supported assistive technologies. Apprenticeship Coaches ensure resource accessibility and effectiveness and support learners and educators in overcoming barriers to resource use. As discussed in [quality theme 4](#), the education provider informed us EMAS provide learners with access to resources such as the digital learning platform Totara.
- Each learner is assigned a personal tutor, who is a HCPC-registered paramedic, for academic and pastoral guidance. Wellbeing services such as counselling and financial and careers services are available to all learners. Trauma support and debriefing services are also available.

Additional support is provided for those with declared learning needs or disabilities. Practice educators and interprofessional teams ensure continuity of support during practice-based learning. Personal tutors provide profession-specific support. Learners retain access to education provider support while in practice-based learning. EMAS offer wellbeing and trauma support services equivalent to those provided to staff.

- The visitors considered the relevant standards within this SET area met.

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

- The curriculum structure has been designed to meet the SOPs for paramedics. Programme and module learning outcomes are mapped to the SOPs. The programme covers clinical science, emergency response, patient management, and professional skills for autonomous practice. The curriculum progresses from foundational knowledge (e.g., biology, pathophysiology, pharmacology) to advanced decision-making and complex care. Iterative curriculum design reinforces key competencies across stages. An integrated approach ensures comprehensive coverage of all required proficiencies.
- Professional behaviour and conduct, including the Standards of Conduct, Performance, and Ethics (SCPEs) is central to programme design. The curriculum ensures learners develop and apply professional behaviour in real-world healthcare settings. This is achieved through theory, practice-based learning, and assessments. Professional behaviour is referenced across all levels of the programme. For example, the module Essential Skills for Apprentice Paramedics introduces confidentiality, consent, and dignity. Practice-based learning allows learners to observe and demonstrate professionalism.
- The programme is aligned with the College of Paramedics' curriculum framework. It emphasises evidence-based practice, interprofessional collaboration, and lifelong learning. The programme also reflects the education provider's 'Student as Producer' philosophy, encourages active learner participation through research and innovation.
- Employers and practice providers contribute to curriculum planning via bi-monthly meetings and ongoing input, ensuring relevance to modern paramedic practice. An interprofessional learning environment is delivered within the School of Health and Care Sciences alongside other regulated professions. It also promotes collaborative curriculum development and shared teaching expertise. Continuous input from EMAS, the College of Paramedics, and other partners ensures the curriculum reflects emerging trends (e.g. paramedics in primary care, mental health).
- The programme integrates theory and practice throughout its design, enabling learners to connect academic concepts with real-world paramedic applications. This is achieved through the curriculum, practice-based learning, and reflection. Classroom learning builds

scientific and theoretical foundations while practice-based learning allows learners to apply this knowledge in clinical settings under supervision.

- The programme uses a diverse mix of methods to meet varied learning styles. Learning methods include lectures and seminars, case studies and group work. The programme combines face-to-face teaching with interprofessional learning and simulation workshops.
- The programme is built around the education provider's 'Student as Producer' model, encouraging learners to take ownership of their education and professional development. It fosters autonomous thinking, critical reflection, and lifelong learning. Learner-led activities (e.g. research projects, self-directed study) promote independence. Learners gradually become autonomous practitioners ready for complex healthcare environments. Reflective diaries and critical incident analysis encourage evaluation of clinical experiences. Research projects develop critical analysis.
- Evidence-based practice is central to the programme, so learners can critically appraise, apply, and contribute to the programme and profession. This aligns with the education provider's 'Student as Producer' philosophy, promoting inquiry-led learning and research engagement. It is integrated into the curriculum, for example through modules such as Research and Evidence Based Practice for Apprentice Paramedics. Evidence-based practice principles are applied during practice-based learning and scenario-based learning.
- IPE is central to the programme, preparing learners to work effectively in multi-disciplinary teams and deliver collaborative, patient-centred care. Learners undertake a variety of IPE. For example, joint activities with learners from nursing, midwifery, social work, and other health disciplines, large-scale simulation events and interprofessional lectures and seminars. Practice-based learning with NHS trusts and general practitioner practices provides real-world exposure to multi-disciplinary team working.
- The visitors considered the relevant standards within this SET area met.
- **SET 5: Practice-based learning –**
 - Practice-based learning is central to the programme, providing learners with extensive clinical exposure across emergency response, primary care, and mental health settings. This ensures alignment with the SOPs and prepares learners for professional registration. The Practice Assessment Document (ePAD) links practice-based learning experiences to academic modules.
 - Practice-based learning is a central, structured component of the programme. Learners rotate through diverse clinical settings, including ambulance services, accident and emergency departments and community and mental health care.
 - Practice-based learning is supported by HCPC-registered Practice Educators, many of whom are active paramedics with advanced

qualifications. A one-to-one educator-to-learner ratio is maintained where appropriate to ensure adequate numbers of Practice Educators.

- Practice Educators must be qualified for at least six months, complete the education provider's Practice Educator Training Programme, undertake refresher training every two years, and are encouraged to pursue postgraduate qualifications in clinical teaching. The education provider provides support for Practice Educators. For example, annual refresher training is mandatory every two years or after curriculum changes. All Practice Educators are HCPC-registered paramedics with relevant clinical expertise. They must have at least six months post-registration experience before undertaking practice educator training. In non-paramedic settings, learners are supported by qualified professionals (e.g. nurse mentors) with bespoke training. Pre-practice-based learning audits and regular site visits ensure educator readiness.
- The visitors considered the relevant standards within this SET area met.

- **SET 6: Assessment –**

- The assessment strategy includes a mix of formative and summative assessment methods. For example, written exams, practical assessments, and reflective assignments. The programme's assessment strategy is fully aligned with the SOPs for paramedics. Each module and assessment directly support the demonstration of required proficiencies.
- The programme embeds the Standards of Conduct, Performance, and Ethics (2024) throughout academic and clinical learning. Learners are assessed on their ability to consistently demonstrate professional behaviour, ethical decision-making, and safe practice. For example, direct observation and reflective assignments evaluate conduct, communication, and ethical standards during practice-based learning.
- Learners receive transparent guidance on assessment and progression in a variety of ways. For example, through programme and module handbooks and induction sessions. Requirements for passing assessments and practice-based learning are clearly outlined and align with SOPs and End Point Assessment (EPA) expectations. Standardised rubrics ensure consistency and clarity of grading. Learners not meeting requirements receive support and reassessment opportunities. Learners must complete the EPA which confirms learners meet the apprenticeship standard and are ready for professional registration.
- The assessment strategy ensures learners meet module and programme learning outcomes, aligned with SOPs for paramedics. Each module's assessments are mapped to learning outcomes and professional standards. Different skills and knowledge are assessed through different methods. For example, knowledge and understanding are assessed through exams, coursework, and literature reviews. Practical skills are assessed through OSCEs, clinical observations, and

- practice-based learning assessments. Diverse and inclusive assessment methods support different learning styles.
- The visitors considered the relevant standards within this SET area 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.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. They do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

The visitors did not set any recommendations.

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 programme 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 is 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	Case reference	Lead visitors	Quality of provision	Facilities provided
University of Lincoln	CAS-01593-Q1J3V3	Gemma Howlett Matthew Catterall	Through this assessment, we have noted: The programme(s) meet all the relevant HCPC education standards and therefore should be approved.	Education and training delivered by this institution is underpinned by the provision of the following key facilities: There are currently seven members of teaching staff on the programme. There are also senior members of staff such as a deputy head of school responsible for AHP education. There is dedicated librarian support with a subject specialist involved in supporting programme delivery. There are three Clinical Skills Technicians to support the facilitation of all simulation-based learning. The education provider has updated their facilities to accommodate the additional learners. This includes the expansion of seminar rooms and simulation suites. They are also in

				<p>the process of building a virtual reality suite.</p> <p>All clinical skills spaces and all facilities and IT resources are in place. The education provider anticipates additional staffing resources for a September 2025 start.</p>
Programmes				
Programme name			Mode of study	Nature of provision
BSc (Hons) Paramedic Science Apprenticeship			FT (Full time)	Apprenticeship

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/01/2019
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2018
MSc Physiotherapy (pre-registration)	FT (Full time)	Physiotherapist			01/01/2018
Doctorate in Clinical Psychology (DclinPsy)	FT (Full time)	Practitioner psychologist	Clinical psychologist		01/01/2005
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		16/09/2024
MSc Speech and Language Therapy	FTA (Full time accelerated)	Speech and language therapist			30/01/2023
Independent/Supplementary Prescriber Preparation Post Graduate Certificate	PT (Part time)			Supplementary prescribing; Independent prescribing	01/10/2021
Independent/Supplementary Prescriber Preparation Practice Certificate	PT (Part time)			Supplementary prescribing; Independent prescribing	01/10/2021