Approval process report

University of Worcester, Paramedic (Degree Apprenticeship) 2023-24

Executive Summary

This is a report of the process to approve a paramedic programme at the University of Worcester. This report captures the process we have undertaken to assess the institution and programme against our standards, to ensure those who complete the proposed programme 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 are seven areas we need to explore further through stage 2 of the approval process.
- Reviewed the programme against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities
- Decided all standards are met, and that the programme should be approved

Through this assessment, we have noted:
- The programme meets all the relevant HCPC education standards and therefore should be approved.

Previous consideration	Not applicable. This approval process was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide: • whether the programme is approved
Next steps	Outline next steps / future case work with the provider: • The provider's next performance review will be in the 2027-28 academic year • The programme has been approved and will be delivered by the education provider from October 2025.

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 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:

Kenneth Street	Lead visitor, paramedic
Paul Bates	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 five professions plus one prescribing programme. It is a higher education provider and has been running HCPC approved programmes since 2013.

For this proposed programme, the education provider is University of Worcester, who work with employer partner South Western Ambulance Service (SWAST). The programme will be delivered at University Centre Weston (UCW) in Weston-Super-Mare. The programme team at UCW will be registered lecturers and / or administrators of the education provider.

The education provider is also seeking approval for three further degree apprenticeships in dietetics, physiotherapy and occupational therapy. These are being considered separately. This follows on from the approval of a new BSc (Hons) Dietetics programme which started in September 2024.

The education provider does not currently run HCPC-approved degree apprenticeship programmes.

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 1 of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Dietitian	☒Undergraduate	☐Postgraduate	2024
	Occupational therapy	☒Undergraduate	☒Postgraduate	2013
	Paramedic	☒Undergraduate	☐Postgraduate	2017
	Physiotherapist	☒Undergraduate	☒Postgraduate	2013
	Radiographer	☒Undergraduate	☐Postgraduate	2023
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

Total intended learner numbers compared to total enrolment numbers	672	712	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. We reviewed the information submitted by the education provider and were satisfied the resources provided are effective for the delivery of the programme.
Learners – Aggregation of percentage not continuing	3%	3%	2020-21	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. The data point is equal to the benchmark, which suggests the provider's performance in this area is in line with sector norms. When compared to the previous year's data point, the education provider's performance has improved by 1%. We did not explore this data point through this

				assessment because there was no impact on the SETs considered.
Graduates – Aggregation of percentage in employment / further study	93%	92%	2020-21	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 below the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 5%. We reviewed learner's experience on programmes and potential for progression and were satisfied with the information provided by the education provider.
Teaching Excellence Framework (TEF) award	N/A	Silver	2023	The definition of a Silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education." We reviewed learner's experience on programmes and the quality of teaching and were satisfied with the information provided by the education provider.
National Student Survey (NSS) positivity score	79.5%	84.9%	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 improved by 12.3%. We reviewed the learner experience at the education provider and were satisfied with the information provided by the education provider.
HCPC performance review cycle length	n/a	2027-28	2022-23	The education provider's next performance review is in five years' time. This decision was made in 2022-23.

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** –
    - ○ Application processes are shared between the employer and the education provider. Applicants provide a personal statement and references which are reviewed to assure they are of good character. Shortlisted applicants attend an interview with an academic and the employer. Applicants' previous experience and suitability for the apprenticeship is assessed through completion of an Initial Needs Assessment (INA) against the apprenticeship knowledge, skills and behaviour requirements. Applicants' understanding of attributes, values, and behaviours related to professionalism is assessed.

- o Employers are supported to understand the funding rules via the education provider's Employer Apprentice Funding Guide. The recruitment timeline is contained in the Recruitment and Selection Process timetable.
- o The education provider does not currently run HCPC-approved degree apprenticeship programmes. The proposed programme represents a new model of learning for the education provider. Employers are supported via the education provider's Employer Apprentice Funding Guide. Application processes are shared between the employer and the education provider. Applicants' previous experience and suitability for the apprenticeship is assessed through completion of an INA. 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** –
  - o The relevant entry requirements are available on the education providers website and in the programme specifications. The admissions policy also outlines the English language, character and health requirements. To meet the requirements, applicants are required to provide evidence of the level of their English language, at a minimum of GCSE grade 4, as part of the application process.
  - o Applicants are required to have enhanced disclosure and barring service (DBS) clearance. This is arranged by the education provider for applicants accepting an offer for a place. References are reviewed for each applicant to assure good character. All shortlisted applicants are assessed of their understanding of attributes, values, and behaviours related to professionalism.
  - o Applicants are also required to satisfy the education provider's health requirements and have occupational health clearance. This is arranged by the education provider.
  - o Applicants complete an Initial Needs Assessment. This includes a baseline assessment of English language and Mathematics. The apprenticeship agreement is completed with the employer and learner. This confirms the apprenticeship standard, start and end dates, and the amount of off the job training the learner will receive.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o 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)** –
  - o Applicants may apply for consideration of recognition of prior learning. These are considered on an individual basis and scrutinised internally by two assessors and externally by the external examiner. Successful applications are recorded through the learning, teaching and quality enhancement and registry services and reported via the education provider's governance system.

- o This aligns with our understanding of how the education provider runs programmes.
- o 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** –
  - o No applicant is subject to discrimination on grounds such as race, gender, age, sexuality, parental status, marital status, and disability status. Recruitment of staff and applicants is subject to the Equality and Diversity Policy.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o 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 programme represents a new model of learning for the education provider. Employers are supported via the education provider's Employer Apprentice Funding Guide. Application processes are shared between the employer and the education provider. Applicants' previous experience and suitability for the apprenticeship is assessed through completion of an Initial Needs Assessment. 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.

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 is subject to the requirements of the education provider's Taught Courses Regulatory Framework and Assessment Policy which meets the Quality Assurance Agency (QAA) (2014) UK quality code for higher education. The education provider delivers education across a range of professions.
  - o An external examiner is appointed to provide an external overview of academic and professional standards.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Sustainability of provision** –
  - o The education provider established partnerships with local NHS Trusts and private / voluntary organisations within their integrated care

---

[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

system. The education provider reviews resourcing to ensure there are appropriate resources for the programme's delivery.

- o The education provider has an annual budget process and performance against this budget is monitored monthly, with any changes from the original budget updated in the full year forecast. These processes capture additional resource or capital investment requirements and consider any increase in learner numbers.
- o The education provider has an apprenticeship strategy which has run since 2023. It supports the education provider's core strategic commitments. These include the aim to increase the number of learners studying with the education provider, particularly in professions with national employment shortages. For example, nursing, allied healthcare, and education.
- o The education provider does not currently run HCPC-approved degree apprenticeship programmes. They have an apprenticeship strategy which supports their core strategic commitments. As this is new, and the education provider is running the proposed programme at a new site, we will need to consider this strategy as part of stage 2 of the approval process.

- **Effective programme delivery** –
    - o Programmes have a programme specification which aligns with:
        - the requirements of the Taught Courses Regulatory Framework;
        - HCPC standards of education and training; and
        - the professional body curriculum framework.
    - o The programme handbook contains information about how it is run.
    - o The programme is compliant with the education provider's Annual Evaluation Reporting requirements. This enables programme teams and other departments to evaluate the programme, to ensure quality assurance of standards is maintained, and enhancements are identified to ensure the programme remains current. The programme is subject to the education provider's six-yearly periodic review.
    - o Each programme has a nominated Course Leader to oversee the organisation and management of the programme. There is consistency around the core elements of the role across programmes, including for example having programme oversight when making changes to modules. The Course Leader is the person holding overall professional responsibility for the programme and is appropriately qualified and experienced and on the relevant part of the HCPC Register.
    - o The programme meets the education provider's requirements for the regulations for the appointment of external examiners.
    - o The education provider stated the learner voice Is central within management and governance of the programme. Two learner and staff liaison committee meetings occur per academic year. There are various mechanisms through which learners can impact change on the curriculum, such as through the learner surveys, module evaluations, the Academic Representation Committee and programme representatives. The education provider aims to empower learners to

take a leading role in enabling change, resulting in a more rounded learning experience.

- o The Apprenticeship End-point Assessment (EPA) Policy clarifies roles, responsibilities and requirements for the management of the processes, end point assessments, external examiners, board of examiners, ratification of results, readiness checks and internal quality monitoring.
- o The education provider does not currently run HCPC-approved degree apprenticeship programmes. They have an EPA Policy which clarifies roles, responsibilities and requirements for the management of the processes, end point assessments, external examiners, board of examiners, ratification of results, readiness checks and internal quality monitoring. As this is new, we will need to consider this policy as part of stage 2 of the approval process.
- **Effective staff management and development** –
  - o The education provider operates robust staff recruitment processes. All staff are offered an induction programme and mentorship. All academic staff new to teaching are supported to undertake the Postgraduate Certificate in Learning and Teaching in Higher Education. The education provider has a substantial staff development and training programme. This is in accordance with the staff development policy.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o 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** –
  - o The education provider has effective partnerships with local NHS Trusts and voluntary and independent sector healthcare provision.
  - o The education provider maintains a thorough and effective system for approving and ensuring the quality of practice-based learning. The education provider's Practice Facilitator undertakes the audit of all practice-based learning to ensure they meet all standards for learning. This ensures that the education provider has overall responsibility for practice learning and can assure its governance. Bi-annual placement audits (Learning Environment Profiles) are conducted by academic staff in partnership with practice-based learning staff to ensure the appropriateness of the placement as a learning environment.
  - o The programme teams meet regularly with practice educators to review practice-based learning provision, including capacity and compliance, learner experience and outcomes. The Head of School meets regularly with allied health professions leads across NHS Trusts and the integrated care system.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o 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. They have an apprenticeship strategy which supports their core strategic commitments, including sustainability of the programme. As this is new, and the education provider is running the proposed programme at a new site, we will need to consider this strategy as part of stage 2 of the approval process. This links to SET 3.1.

They also have an EPA Policy which clarifies roles, responsibilities and requirements for the management of the processes, end point assessments, external examiners, board of examiners, ratification of results, readiness checks and internal quality monitoring. As this is new, we will need to consider this policy as part of stage 2 of the approval process. This links to SETs 3.2, 3.4, 6.3, 6.4 and 6.7.

Quality, monitoring, and evaluation

Findings on alignment with existing provision:
- **Academic quality** –
  - The programme is compliant with the Apprenticeship Course Planning and Approval / Re-approval Process, the Annual Evaluation Process, and Periodic Review process. Assurance of academic quality is demonstrated through benchmarking to internal and external benchmarks and apprenticeship standards for each profession and Ofsted and Education and Skills Funding Agency requirements. An external examiner is appointed to provide oversight of quality and academic standards.
  - Quality is reflected through the appointment and continuing professional development of teaching and administrative staff. Staff are required to engage with the appraisal review process annually and undertake peer-supported review of teaching for their development.
  - An Apprenticeship Sub-committee of the education provider's Academic Standards and Quality Enhancement Committee meets and is responsible for quality oversight. The sub-committee chair and Director of Apprenticeships produce an annual self-assessment report and quality improvement plan.
  - The education provider does not currently run HCPC-approved degree apprenticeship programmes. They have an Apprenticeship Course Planning and Approval / Re-approval Process, and an Apprenticeship Sub-committee of the Academic Standards and Quality Enhancement Committee. We will need to consider these processes and sub-committee as part of stage 2 of the approval process.
- **Practice quality, including the establishment of safe and supporting practice learning environments** –
  - The programme complies with the education provider's policy of the management of practice-based learning and work-based learning. The education provider reviews Care Quality Commission (CQC) reports

and completes exceptional reporting. The education provider meets quarterly with NHS England and has the processes in place to satisfy all quality review, monitoring and reporting requirements for the current provision.

o   Apprenticeship learners evaluate their practice learning after each practice-based learning. These evaluations are reviewed by the programme teams, across the school and across the wider education provider for themes. Practice evaluations are shared with practice partners and summaries of the evaluations are incorporated into the practice-based learning audit.

o   There is also a two-stage Student Complaints procedure. This covers both the theory and practice elements of programmes. Learners are advised of this process during induction and signposted to this via their programme handbook.

o   The education provider also has a Raising Concerns In Practice for learners to raise concerns about the safety and wellbeing of service users. This is communicated to learners in Preparation for Practice session and via their Course Handbook.

o   The education provider has implemented a process of 'speaking up'. This is to support and enable learners to raise concerns about their peers, practice colleagues or practice-based learning.

o   The education provider has safeguarding and Prevent duties. They articulate them for apprenticeship learners and employers via their safeguarding leaflet. Learners have a Practice Assessment Document which defines the Standards of Proficiency to be achieved within the year of study. This ensures learners can practice safely within their scope of practice.

o   Programme teams provide training to practice educators who are supporting and assessing learners in the practice setting. New practice educators complete a two-day programme to become an accredited practice educator for the education provider. Other practice educators attend a half-day session to familiarise them with the programme, practice-based learning structure and assessment requirements for learners. All practice educators attend an update session every two years.

o   Learners receive face-to-face preparation for practice education. Preparation for practice sessions involve discussion around conduct and explaining the elements of the practice assessment process and documentation. Learners can ask questions to the practice team. To ensure learners are prepared for practice and understand their role, they complete a code of conduct form before being cleared to attend practice-based learning. Learners have access to the Academic Representation Coordinator (ARC) practice-based learning management software. This enables learners to access details of practice-based learning, contact numbers, maps and information about the type of patient care provided.

- o This aligns with our understanding of how the education provider runs programmes.
  - o We think this as the education provider has indicated there have not been any changes to how they meet this area.
- **Learner involvement** –
  - o Learners are involved in all aspects of curriculum development, delivery, and evaluation. Learners are represented at approval events to ensure their voice and learner's experience is central to the approval process. Learners are required to evaluate all modules, and module leaders' feedback to learners to 'close the loop'.
  - o In addition, learners are asked to take part in an annual programme experience survey or the National Student Survey (NSS) in their final year of study. Programme leaders respond to these surveys. Learner and staff liaison committees are scheduled twice a year.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o 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** –
  - o The education provider has a service user and carer group, IMPACT. Those involved in IMPACT have experience of both contemporary and historical experiences of health services. They play a key role in the work the education provider undertakes. New programme developments involve IMPACT members in recruitment, teaching, assessment, and review.
  - o IMPACT is co-ordinated via a principal lecturer and dedicated administrative support. The co-ordinator arranges induction and training, liaises with the range of allied health disciplines, meets regularly with the IMPACT group, and allocates work. Members are remunerated for pro-active input, such as teaching or assessment. IMPACT members are part of both admissions and staff selection processes. Involvement in learning and teaching ranges from members 'telling their stories' to offering critique on policy, theory, and practice.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o 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. They have an Apprenticeship Course Planning and Approval / Re-approval Process, and an Apprenticeship Sub-committee of the Academic Standards and Quality Enhancement Committee. We will need to consider these processes and sub-committee as part of stage 2 of the approval process. This links to SET 3.4.

<u>Learners</u>

Findings on alignment with existing provision:
- **Support** –
  - o Learners are offered a range of support services. These include:
    - Wellbeing support;
    - Careers and employability;
    - Chaplaincy;
    - Counselling and mental health;
    - Disability and dyslexia; and
    - Money advice.
  - o Every learner is allocated a Personal Academic Tutor (PAT). They are required to meet with their PAT a minimum of four times a year in the first year of their studies and a minimum of three times a year thereafter. Personal academic tutoring supports learners in engaging with the academic requirements and expectations of their learning, and professional and personal development.
  - o Learners have a designated workplace mentor within their workplace appointed by their employer. They will provide support, advice and guidance to the apprentice throughout the duration of the programme.
  - o In situations in which service users interact with learners, and where learners participate in teaching sessions using role play or physical examination assessment etc, there is a process of seeking informed consent for each specific activity. Therefore, both service users and learners are able to not consent to their involvement. This has no impact on a learner's teaching or progression.
  - o The education provider has a two-stage learner complaints procedure. This covers the theory and practice elements of programmes and is reviewed and updated regularly. Raising Concerns in Practice policy, process and procedures articulates how learners can raise concerns about the safety and wellbeing of service users.
  - o Learners studying at UCW will be supported by the UCW Suicide Safety Strategy. As this is new, we will need to consider it as part of stage 2 of the approval process. This links to SET 3.13.
- **Ongoing suitability** –
  - o Learners are subject to the education provider's Fitness to Practice Procedures, Student Disciplinary Procedures, and the Student Attendance Policy. All learners are required to confirm their good health and good character at the start of each academic year.
  - o Learners studying at UCW will have to comply with the following UCW policies:
    - student code of conduct
    - fitness to study policy
    - fitness to practise policy
    - complaints policy and procedures
    - drugs and alcohol policy

- IT acceptable use policy
- retention strategy
- student terms and conditions policies

As these are new, we will need to consider these as part of stage 2 of the approval process. This links to SET 3.16.

- **Learning with and from other learners and professionals (IPL/E)** –
    - The programme is subject to the requirements of the College of Health, Life and Environmental Science Interdisciplinary Learning (IDL) policy. This policy applies to both the School of Allied Health and Community and the Three Counties School of Nursing and Midwifery. Learners have timetabled sessions to learn with, about and from other professionals, learners, and academics. Interdisciplinary Learning is incorporated into curriculum development.
    - Interdisciplinary Learning takes place in different formats including case studies, simulated learning, and augmented and virtual reality. The education provider has in place a strategic lead for IPE.
    - 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)** –
    - The education provider is committed to EDI and considers it is integral to excellence in teaching and learning. In line with current education provider practices and expectations, EDI is embedded and promoted in the development of the programme. The education provider's EDI Policy Statement sets out their commitment and responsibilities about EDI. The education provider's Equality, Diversity and Inclusion Framework 2022 - 2027 describes the themes, areas of focus, and governance of EDI from 2022 - 2027.
    - 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: Learners studying at UCW will be supported by the UCW Suicide Safety Strategy. As this is new, we will need to consider it as part of stage 2 of the approval process. This links to SET 3.13.

Learners studying at UCW will have to comply with the following UCW policies:
- student code of conduct
- fitness to study policy
- fitness to practise policy
- complaints policy and procedures
- drugs and alcohol policy
- IT acceptable use policy
- retention strategy

- student terms and conditions policies

As these are new, we will need to consider these as part of stage 2 of the approval process. This links to SET 3.16.

Assessment

Findings on alignment with existing provision:
- **Objectivity** –
  - The education provider's Assessment Policy requires internal and external verification of assessments, one of the processes through which objectivity is assured. The programme satisfies this policy's standardisation procedures. This ensures the programme teams are familiar with, and understand, the marking standards and conventions in relation to giving feedback.
  - The education provider meets internal moderation procedures. This ensures academic standards are appropriate and consistent across programme and subject teams and feedback reflects agreed assessment policies and assessment criteria. Therefore, the assessment outcomes are fair and reliable.
  - The education provider is responsible for external moderation. External examiners are consulted and agree a schedule for standardisation and internal and external moderation of assessments.
  - 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** –
  - Progression and achievement decisions are ratified by the board of examiners as required by the education provider's Taught Courses Regulatory Framework.
  - Learners will need to achieve 120 credits at each level to progress to the following year of study. There is no compensation between assessments for modules where a practical skill component exists. Learners need to achieve all elements of their programme to be eligible for the programme award.
  - Learners must pass the EPA. This is the final stage of the programme and a test the learner has gained occupational competence at the end of their apprenticeship.
  - Individual learner reviews take place each quarter with the apprentice, employer and education provider. Learners' progress and achievements are shared with employers in quarterly employer reviews undertaken by the Head of Department.
  - Learners are expected to participate fully in their programme and engage with and take responsibility for their learning. Programmes which lead to eligibility to apply for HCPC registration have a specific

attendance level to meet the award requirements. These are described in the relevant Programme Specification. UCW uses their Student Engagement and Strategy policy, and outcomes are reported to the education provider, who monitor learner engagement.
  - o The education provider does not currently run HCPC-approved degree apprenticeship programmes. Learners on the proposed programme must pass the EPA. As this is new, we will need to consider this as part of stage 2 of the approval process.
- **Appeals** –
  - o The programme complies with both the Student Academic Appeals Procedures (2021) and the Student Complaints Procedures (2018). The appeals procedures define the grounds for making an appeal and describe how they are investigated and heard. The complaints procedures define the grounds for learners to bring their dissatisfaction or concern to the attention of the education provider and how the complaint will be investigated and heard.
  - o This aligns with our understanding of how the education provider runs programmes.
  - o 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 programme must pass the EPA. As this is new, we will need to consider this as part of stage 2 of the approval process. This links to SETs 6.3 and 6.4.

Outcomes from stage 1

We decided to progress to stage 2 of the process without further review through stage 1. As noted through the previous section, there are areas to take forward into stage 2. These are outlined below.

Education and training delivered by this institution is underpinned by the provision of the following key facilities:
- Resources to deliver the programme have been assessed and allocated as part of the programme approval process. Programme approval process sets out roles and responsibilities for the Programme Lead, Head of Department, Head of School, and administrative support.
- Skills and simulation facilities are in place. At UCW, learners benefit from skills and simulation delivery at the Health and Active Living Skills Centre at UCW.
- The programme team ensure all teaching and learning is supported by an extensive resources list. This includes books, research, policies, and processes. The resources list is accessed via the Virtual Learning Environment and available to all learners. Learners are able to access LibraryPlus which provides resources, support and information.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: There are seven 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 proposed programme represents a new model of learning for the education provider. Employers are supported via the education provider's Employer Apprentice Funding Guide. Application processes are shared between the employer and the education provider. Applicants' previous experience and suitability for the apprenticeship is assessed through completion of an Initial Needs Assessment. As these are new, we will need to consider the information for applicants and employers as part of stage 2 of the approval process.
- SET 3.1 – The education provider has an apprenticeship strategy which supports their core strategic commitments. As this is new, and the education provider is running the proposed programme at a new site, we will need to consider this strategy as part of stage 2 of the approval process.
- SETs 3.2, 3.4, 6.3, 6.4 and 6.7 – The education provider also has an EPA Policy which clarifies roles, responsibilities and requirements for the management of the processes, end point assessments, external examiners, board of examiners, ratification of results, readiness checks and internal quality monitoring. As this is new, we will need to consider this policy as part of stage 2 of the approval process.
- SET 3.4 – The education provider has an Apprenticeship Course Planning and Approval / Re-approval Process, and an Apprenticeship Sub-committee of the Academic Standards and Quality Enhancement Committee. We will need to consider these processes and sub-committee as part of stage 2 of the approval process.
- SET 3.13 - Learners studying at UCW will be supported by the UCW Suicide Safety Strategy. As this is new, we will need to consider it as part of stage 2 of the approval process.
- SET 3.16 - Learners studying at UCW will have to comply with the following UCW policies:
    - student code of conduct
    - fitness to study policy
    - fitness to practise policy
    - complaints policy and procedures
    - drugs and alcohol policy
    - IT acceptable use policy
    - retention strategy
    - student terms and conditions policies

    As these are new, we will need to consider these as part of stage 2 of the approval process.

- SETs 6.3 and 6.4 – Learners on the proposed programme 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	WBL (Work based learning)	Paramedic	40 learners, 1 cohort per year	20/10/2025

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:
- College of Paramedics: The professional body were concerned about resourcing of the new provision. They considered the practice educator population locally was challenging and another programme requiring paramedic educators would add to the strain. This information was provided to the visitors who took it into consideration.

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](#).

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** –
  - Applicants receive information about the programme through the website of UCW, open days and meetings with the UCW programme team. The programme website includes details of the features of the programme, location of teaching, accreditation, entry requirements and what learners will study and the assessment. The UCW review applications and make offers to study on the programme.
  - South Western Ambulance Service (SWAST) undertake their own recruitment and selection process, which includes ensuring candidates meet the entry requirements. They review them and shortlist applicants for interview. Interviews include representatives from all three organisations, alongside the applicant. All shortlisted applicants are required to attend a joint employer / education provider values-based selection event. This will be held online, at UCW or at the employer. Before an offer is made to an applicant, all decisions are approved by the education provider link tutor.
  - The Apprenticeship Office at the education provider are available to support prospective candidates and to provide information. They also provide support to employers regarding the recruitment process. The

Apprenticeship Office work alongside the UCW programme team in ensuring the Training Plan, Apprenticeship Agreements and Apprenticeship Training Service Agreements are completed.

- o UCW and the education provider work with the employer during admissions to ensure the candidates have the appropriate information needed to make an informed choice about whether to take up a place on the programme.
- o All shortlisted applicants are required to complete an INA of the Knowledge, Skills and Behaviours (KSBs). This is to identify their starting point for monitoring progress across the programme, any recognition of prior learning and if the proposed programme is appropriate for the applicant.
- o The entry requirements are four GCSEs at grade C / 4 or above and a minimum of two A-levels, or equivalent level 3 qualifications. Applicants must also:
    - Be employed as a paramedic apprentice or equivalent;
    - Hold level 2 qualifications or equivalent in English and mathematics;
    - Demonstrate professional development;
    - Hold an appropriate professional driving programme; and
    - Have basic IT skills.
- o The proposed programme is a three-year paramedic degree apprenticeship. It has been approved by the education provider. Learners from SWAST enter at Level 5 through advanced standing and Recognition of Prior Experiential Learning (RPEL).
- o The education provider's University Certificate in Health Professions Preparation (HEPP) acts as a bridging programme, providing 120 Level 4 credits when combined with RPEL. This forms part of SWAST's employer-led widening participation route, enabling eligible learners to start the apprenticeship at Level 5. The HEPP programme itself is not part of the approved apprenticeship but serves as an entry route to broaden access to the profession. According to the education provider and UCW's operational handbook, SWAST learners will be assessed against all HCPC paramedic standards during Levels 5 and 6.
- o The visitors considered the relevant standards within this SET area met.
- **SET 3: Programme governance, management and leadership** –
    - o The Partnership Agreement stated the programme is owned and developed by the education provider and delivered by UCW. The education provider has overall responsibility for the programme and awards the final qualification.
    - o The education provider and employer partners are committed to the delivery of the programme and to providing resources to support the programme. There have been regular planning meetings to ensure the programme has a sustainable future.

- The partnership approval event ensured structures are in place for the effective management of the proposed programme. A Link Tutor from the education provider manages the programme to ensure quality and consistency of delivery. They hold quarterly meetings with the UCW team to review the delivery of the programme and ensure quality and consistency. The education provider programme leader will have quarterly partnership review meetings with the Apprenticeship and Programme lead from UCW to ensure effective collaboration. The annual evaluation of the programme is undertaken by UCW. Their report is sent to the education provider to review and approve. UCW will follow the education provider's annual evaluation report (AER) process. The UCW programme team have attended the education provider's training on the process and are supported by the education provider's Link Tutor.
- The education provider measures the capacity of practice-based learning through their regular Paramedic Apprenticeship Review meeting with SWAST and UCW. This will be managed and monitored between the Link Tutor at the education provider and SWAST.
- UCW appoints the Programme Leader. The education provider's Programme Lead sat on the interview panel. The education provider's Programme Lead, the Link Tutor and a Senior Lecturer in paramedic science, oversee the quality of the programme. The Link Tutor does not manage the UCW programme staff but provides guidance on the education provider's policies and processes which UCW have to meet. The education provider maintains overall responsibility for the programme.
- The programme team is made up of 11 people from the education provider and three from UCW. The Head of Department (HOD) and Subject Lead complete a workload model, which is reviewed and agreed annually, to ensure the programme is appropriately resourced. Associate Lecturer (AL) and Visiting Lecturer (VL) hours are requested on a semesterly basis. The programme team are supported by administrative teams at both UCW and the education provider, the education provider's PLAST, and HEART which is the learner services team at UCW.
- All members of staff are registered lecturers with the education provider. The Subject Lead and Programme Leader are both HCPC paramedics. Associate Lecturers and Visiting Lecturers undertake a UCW recruitment process to ensure their suitability and qualifications for the role.
- The education provider's EPA policy outlines the roles and responsibilities for those involved in this process, including the board of examiners and external examiner. The policy discusses the processes in place for the readiness check which is undertaken in the module End Point Assessment Gateway for Paramedic Degree Apprenticeships. It also outlines the process required for the internal and external quality monitoring of the EPA.

o The INA, Individual Learning Plans and Individual Learner Progress Reviews, outline the roles and responsibilities of the education provider and UCW. The programme is supported by processes and meetings, such as the Apprenticeship Course Planning and Approval / Re-approval Process, and the Apprenticeship Subcommittee of the Academic Standards and Quality Enhancement Committee. External Examiners support the programme, attend exam boards regularly, meet with learners and provide feedback to the programme team.

o A Practice Facilitator works with the programme team. They facilitate learners through practice-based learning. Each ambulance hub has a Student Support Officer (SSO). They are the main contact for the Practice Facilitator for practice-based learning questions, such as shift allocation. The programme management team, senior leaders at the education provider and the practice-based learning provider attend quarterly review meetings. The PLAST liaise with practice-based learning providers. They support learners and the programme team with tasks such as allocation of ambulance hubs. Learners undertake an initial, mid-point and end point reviews with the Practice Educator and Practice Facilitator.

o The education provider's Placement Agreement is the contract running from September 2021 to September 2026 with SWAST. It includes information such as the arrangements for total number of shifts. Paramedic Contract Review meetings take place between the programme team and SWAST. This is to discuss aspects of contract delivery, including agreeing learner numbers for recruitment. Learner numbers for the next academic year are set before the end of the UCAS application cycle, so the programme can recruit the correct number of learners. Practice-based learning is managed by PLAST through collaboration with the UCW and SWAST practice-based learning teams.

o The education provider submitted UCW policies related to learner engagement:
  ▪ ensuring learner representation in academic and decision-making processes;
  ▪ collecting learner feedback; and
  ▪ evaluating and responding to learner feedback.
  We were satisfied with the policies.

o The programme will be delivered by UCW at their campuses in Weston-Super-Mare. The Resource Statements outline the education provider's commitment to support learning in all settings required for the successful delivery of the paramedic programme. Facilities such as lecture theatres, seminar room, meeting rooms, self-study areas, simulation and skills suites are available to support the effective delivery of the programme at the education provider and UCW. They both also have online and in-person resources. A virtual learning

environment is provided for learners through which they can access module resources, such as assessment briefs.

- o Learners can access learning and wellbeing support at the education provider and UCW. At the education provider, learners are assigned a personal academic tutor (PAT). They signpost learners to further resources accessed via Firstpoint, a helpdesk for learners on a variety of topics. Learners can access other support such as financial, and wellbeing support through this service. Learners can also access academic support such as the Centre for Academic English. Learners who need a temporary break or withdrawal from their studies can speak with programme advisors. At UCW, learners can access support through the HEART team, including academic support which replicates the education provider's provision. UCW will support learners' wellbeing using the UCW Suicide Safety Strategy.

- o Learners are provided with the education provider's terms and conditions at the start of their degree. The education provider has a Student Disciplinary process which applies to all learners on the programme. Alleged misconduct is managed using the Fitness to Practice Policy and alleged academic misconduct is managed by the Academic Integrity procedure.

- o Learners are also subject to the below UCW's policies:
  - All initial behaviour or disciplinary concerns are dealt with under the Student Code of Conduct. This states that it 'may also be necessary to deal with a situation through the UCW Support to study/Practice policy'. This decision is made by the Assistant Principal: Higher Education. If necessary, the programme team will use UCW's Fitness to Practice stage 1 procedure and stage 2 procedures. The learner is made aware which policy is being used and a copy of the relevant policy sent to them by email.
  - For the management of fitness to practice and fitness to study, UCW will undertake all stage 1 investigations and hearings. If UCW consider escalation is required, the learner is referred to a stage 2 fitness to practice panel. This will follow the education provider's procedures.
  - Learners use the UCW complaints policy and procedure when UCW fails to match what is promised or what it is reasonable to expect, against a member of staff, programme, service, or facility.
  - UCW's drugs and alcohol policy and procedure sets out the expectations of UCW with regards to drugs and alcohol, and the approach that should be adopted by staff when learners are not meeting those expectations.
  - UCW offers a wide range of IT resources. To use these resources, learners must agree to the responsibilities and conditions outlined in the UCW IT Acceptable Use Policy.
  - The UCW Retention Strategy sets out UCW's commitment to supporting retention and ensuring continuation rates are high.

- The UCW student terms and conditions policy sets out that learners agree to comply with the above policies.
  - The visitors received and reviewed the policies and were satisfied with them and how they worked with the programme and the education provider.
  - The visitors considered the relevant standards within this SET area met.
- **SET 4: Programme design and delivery** –
  - The programme and module learning outcomes map to the SOPs for paramedics and are outlined in the module descriptors. The programme has also been mapped to the Institute for Apprenticeships and Technical Education (IfATE) paramedic Knowledge, Skills and Behaviours KSBs and duties. All modules are mandatory which ensures all learners can evidence meeting the KSBs, duties and SOPs.
  - The learning outcomes from multiple modules throughout the programme ensure learners understand the expectations of professional behaviours required for a paramedic, including the standards of conduct, performance, and ethics. Professional behaviours are taught throughout the programme, at all levels.
  - The programme has been developed using the SOPs for paramedics, the College of Paramedics curriculum guidance 6th edition, and the IfATE Paramedic Duties and KSBs. The selection criteria for the programme are based on core professional values. The programme ensures KSBs are developed and built on across the programme.
  - To be relevant to contemporary paramedic practice, the programme is mapped to the IfATE KSBs and paramedic duties. The education provider undertook a consultation took place with stakeholders from SWAST, UCW, learners and wider stakeholders. A member of the education provider's programme team is part of the College of Paramedics Education committee. Therefore, they are always kept up to date on new and emerging issues, which are further communicated across the proposed programme.
  - Learners are required to attend 1200 hours of practice-based learning. Learners undertake practice-based learning alongside taught sessions throughout the programme. The Course Planner is designed to take into consideration off the job and on the job hours, allowing for integration of theory and practice.
  - A range of learning and teaching methods are used throughout the programme. For example, lectures, seminars, independent learning and simulation. The programme design has been guided by the education provider's Learning and Teaching Strategy.
  - Every level within the programme contains a module which teaches and assesses reflection. For example, the module Foundation of Professional Paramedic Practice at level 4 has 'reflective practice and learning from experiences' as part of indicative content. In practice-based learning, the PAD encourages reflection through discussion with

the Practice Educator. Recording of simulation, provides learners with the opportunity to review and reflect on their performance. Learners reflect on their KSB development within individual learner progress reviews.

- o Evidence-based practice is integral to the programme. It is introduced at level 4 in the module Foundations of Professional Paramedic Practice, then with the level 5 module Understanding Research in Paramedic Practice, and the Dissertation module at level 6. The PAD facilitates learners to explore the latest evidence-based guidelines to inform their practice.
- o The visitors considered the relevant standards within this SET area met.

- **SET 5: Practice-based learning** –
    - o Practice module learning outcomes are mapped directly to the SOPs for Paramedics. The PAD supports learners to achieve the practice learning outcomes.
    - o Practice module evaluations are conducted to gain feedback from learners. We noted these questions a set of questions has been developed, and these will be sent to learners. The evaluation is sent anonymously by the UCW team via virtual learning environment.
    - o Practice-based learning is an integral part of the programme and has been scrutinised internally and externally to ensure it is fit for purpose.
    - o The PAD and practice-based learning module competencies increase in complexity through the programme. This aligns with the spiral curriculum and prepares learners for when they enter the profession.
    - o The Practice Facilitator ensures ongoing communication and collaboration with practice-based learning providers and co-ordinates practice-based learning. Each level of the programme has a Practice Lead, who is a registered paramedic.
    - o Work is carried out by the Head of Department and Subject Lead to ensure practice-based learning is appropriately resourced. Practice Educator numbers are agreed at the annual contract meeting of the education provider, UCW and SWAST staff. This is monitored at quarterly contract review meetings. To ensure every learner has a mentor, SWAST uses the Global Rostering System to allocate a learner to a mentor. Practice-based learning is monitored by the programme team with administrative support from the PLAST.
    - o The education provider provides Practice Educator training. This training provides Practice Educators (PEs) with programme specific information to support learning. To be eligible to undertake this training, attendees must provide a certificate to show they have completed the E-learning for Health Paramedic Mentor programme run by NHS England. Training is given for all new PEs and refresher training for existing PEs. All PEs attend a half day training session to ensure consistency as the education provider has introduced the PAD. Learners will work with a range of health and care professionals, but

the PE will have overall responsibility of summative sign-off of practice-based learning. All PEs are registered paramedics.
- o The visitors considered the relevant standards within this SET area met.
- **SET 6: Assessment** –
  - o The programme has been mapped against the SOPs for paramedics. This demonstrated that successful completion of the programme will ensure learners meet the SOPs and are eligible to apply to register with HCPC. Learning outcomes and the criteria on which they are assessed within the practice-based learning documents are drawn from the SOPs.
  - o The programme has also been mapped against the IfATE paramedic apprenticeship standard. The Module End Point Assessment Gateway for Paramedic Degree Apprenticeships ensures all learners meet the programme requirements. Assessments have been designed following the education provider's policy on inclusive assessment and reasonable adjustments. Assessments are aligned to learning outcomes.
  - o The learning outcomes and relevant assessments from multiple modules throughout the programme ensure learners can demonstrate they meet the expectation of professional behaviours required for a paramedic, including the standards of conduct, performance, and ethics.
  - o Professional behaviours are assessed throughout the programme, at all levels. For example, at level 4 in module Foundations of Professional Paramedic Practice. Assessments are aligned to module learning outcomes and these were mapped to the SOPs for paramedics, IfATE duties and KSBs.
  - o The programme follows the education provider's assessment policy for assessment design, standardisation, and internal and external moderation. Every module offers learners the opportunity to submit a formative assessment for feedback. This informs their summative submission. Marking rubrics are provided for all assessments and have been reviewed by the programme team for consistency of language and transparency.
  - o Learners who have a reasonable adjustment plan can access assessments in an alternative and appropriate way. For example, presentations can be pre-recorded rather than performed live.
  - o The fully integrated EPA provides a way for learners to demonstrate their progression and to successfully complete the programme.
  - o The management of the EPA process is outlined in the education provider's EPA Policy. The policy outlines the responsibilities of those involved as well as how this process is managed at an education provider level, including internal quality monitoring process.
  - o For the EPA, the education provider and UCW work in partnership and provide gateway forms for employers to sign. The UCW return the

completed forms to the education provider's Apprenticeship Office. The EPA module and signed forms are then taken to the education provider's gateway board. A final exam board is held at the education provider to confirm learners' award and graduation.

- o Progression is guided by the education provider's Taught Course Regulatory Framework. Learners who fail an assessment will be signposted to UCW support services initially. However, learners can also access support from the education provider if required. This would be provided in collaboration with UCW to ensure consistency in approach.

- o The education provider's assessment policy outlines how the assessment strategies for modules should be developed, including how learners can progress through each level of study. Where a module has more than one assessment, there is no compensation between assessments. This ensures learners achieve all learning outcomes on the programme. The programme allows learners to complete it in a maximum of six years.

- o UCW convenes Practice Placement Panels for learners who are failing, have mitigating circumstances, or late submissions. The panel reviews evidence so assessment policies align with education provider and professional standards. Panel membership includes a Chair at a minimum of Programme Leader level and a member of the education provider's School of Health and Wellbeing. Reports are submitted to the Registry, Programme Leader, Practice Facilitator, and Work-Based Learning Support Office. The panel advises the Board of Examiners and Registry, communicates decisions to learners, and provides feedback to practice-based learning providers. It also identifies trends for quality assurance and reports annually via evaluation reports.

- o The learning outcomes have been developed to ensure they are constructively aligned to the assessment method. The programme includes a range of summative assessment methods which ensures accessibility for all types of learners. For example, exams, written assessments, and a podcast.

- o Assessment at UCW follows the education provider's assessment policy, covering standardisation, marking, and moderation. Learners therefore use the education provider's appeals process. The education provider's Link Tutor has trained UCW lecturers in applying this policy and continues to monitor its implementation.

- o There will be at least one external examiner appointed for the programme. The education provider's Regulations for the Employment of External Examiners outlines the process for this and stipulates the criteria for employment, including the required experience and qualifications. The regulations also state external examiners must meet the requirements of the professional or regulatory bodies who approve the programme.

- o   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).

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 observations they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- The programmes are approved.

Reason for this decision: The Panel considered the report and accepted the visitor's recommendation that the 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 Worcester	CAS-01708-Z8H9Q6	Kenneth Street Paul Bates	Through this assessment, we have noted: The programme meets 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: • Resources to deliver the programme have been assessed and allocated as part of the programme approval process. Programme approval process sets out roles and responsibilities for the Programme Lead, Head of Department, Head of School, and administrative support. • Skills and simulation facilities are in place. At UCW, learners benefit from skills and simulation delivery at the Health and Active Living Skills Centre at UCW.

				• The programme team ensure all teaching and learning is supported by an extensive resources list. This includes books, research, policies, and processes. The resources list is accessed via the Virtual Learning Environment and available to all learners. Learners are able to access LibraryPlus which provides resources, support and information.
Programmes				
Programme name			**Mode of study**	**Nature of provision**
BSc (Hons) Paramedic Science			WBL (Work based learning)	Apprenticeship

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
BSc (Hons) Nutrition and Dietetics	FT (Full time)	Dietitian			01/09/2024
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/2013
MSc (Pre-registration) Occupational Therapy	FTA (Full time accelerated)	Occupational therapist			01/07/2021
BSc (Hons) Paramedic Science	FT (Full time)	Paramedic			01/09/2017
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/2013
MSc (Pre-registration) Physiotherapy	FTA (Full time accelerated)	Physiotherapist			01/07/2021
BSc (Hons) Diagnostic Radiography	FT (Full time)	Radiographer	Diagnostic radiographer		11/09/2023
V300 Non-Medical (Independent and Supplementary) Prescribing Programme	PT (Part time)			Supplementary prescribing; Independent prescribing	01/02/2014