



**Scottish
Ambulance
Service**

University National NHS Board

WIDENING ACCESS TO CAREER PROGRESSION: A TECHNICIAN TO PARAMEDIC 'EARN-AND-LEARN' OPTIONS REPORT

JUNE 2023

SCOTTISH AMBULANCE SERVICE

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EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY

Situation

The Scottish Ambulance Academy (SAA) at Glasgow Caledonian University (GCU) accepted the last cohort of Scottish Ambulance Service (SAS) 'Ambulance Technician' employees, as students, on to Year 2 of the 'Diploma in Paramedic Practice' (Dip HE) in May 2022.

This allowed the Technician workforce to remain employed and to 'earn-and-learn' to the point of eligibility to apply to the Health and Care Professions Council (HCPC) to register as a 'Paramedic'.

This programme expires in 2023. As a result, there is no longer an internal 'earn-and-learn' progression route for SAS ambulance technicians.

The purpose of this collaborative work with NHS Education for Scotland (NES) was to explore options that might resolve this. At the time of writing, there is currently **no 'earn-and-learn' progression route available to the technician** (or for any other Health Care Support Workers (HCSW) working within Allied Health Professions, or Midwifery, to reach eligibility to apply for professional registration).

Through an extensive engagement process with numerous organisations, bodies and institutions, this work has sought to understand this complex landscape, to understand the challenges involved, and to seek the solutions required to produce potential options.

Recommendations around these emerging potential options are considered in this report along with the next steps in progressing.

Background

The HCPC is a regulator of health and care professions in the UK. Their role is to protect the public.

They set the standards for professional education and training (SET) and practice for the registrants within the professions they regulate. Paramedics are regulated by the HCPC and must be registered with them to use this protected title.

SAS ambulance technicians are a non-registered workforce. Historically they have had an internal 'earn-and-learn' training and education pathway to reach the point of eligibility to apply for registration with the HCPC as a 'Paramedic', whilst remaining employed with SAS.

The most recent pathway was a Glasgow Caledonian University (GCU) and SAS, HCPC-approved Diploma in Higher Education.

In 2018 the HCPC announced a change in the SET. This change introduced a new threshold of BSc with honours (or equivalent) from September 2021. As a result, after an extension owing to the impact of COVID, the DIP HE expires in July 2023.

Since 2019, five universities (HEIs) across Scotland have been awarded a contract to deliver the pre-registration full-time BSc Paramedic Education. These are: GCU; University West of Scotland (UWS); Queen Margaret University (QMU); Robert Gordon University (RGU), and University of Stirling (UoS).

Assessment

The following summaries the impact and the rationale that underpin the need for the development of a new route:

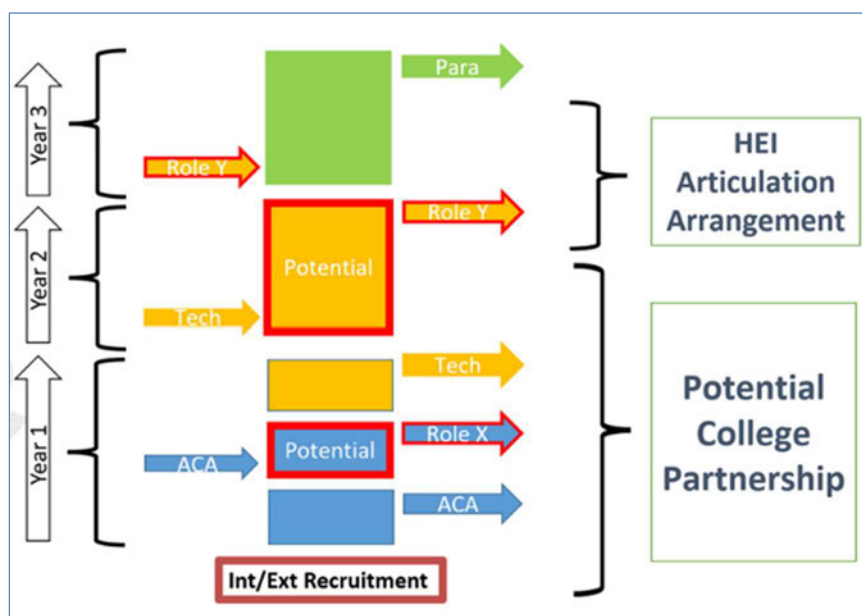
- Scotland's Paramedic Integrated National Education (SPiNE) programme of work was initiated in 2018 led by SAS and NES to support the transition to degree. No earn-and-learn routes were realised alongside these programmes despite the tender process alluding to this.
- In line with Scottish Government (SG) policy, and to continue to provide high quality, safe, effective and person-centred care for the people of Scotland, developing a pathway for technicians is integral to the SAS future workforce modelling. It is considered a key deliverable within the SAS Strategic Plan 2020-2030.
- This has also been highlighted by SG as a key priority within SAS's 'Delivery Plan Guidance to National Boards' in March 2023.
- Currently, SAS is solely reliant on the full-time degree programmes to produce newly qualified paramedics (NQP). This model:
 - As the main artery of supply, lends itself to a single point of failure.
 - Promotes a risk to geographical service delivery particularly in remote and rural areas, despite the award of BSc contracts being based on mitigating this risk.
- There is a wider political, societal and economic agenda supporting, and informing, the rational: valuing staff; affording opportunity; widening access; anchor collaboration for a 'Fairer' Scotland
- An opportunity exists to develop a flexible adaptable model lending itself to upskilling within the HCSW role and hybrid working, as well as reaching into SIMD communities to support the development of a diverse future work force pool.

- Organisational Cultural and commitment to staff and their well-being
Greater Professional Educational and Organisational alignment.

At this point, there are 2 out of 4 **potential** option solutions emerging that are viable to be progressed in a next phase of this work. These are:

- Graduate Apprenticeship (GA) (administered by Skills Development Scotland (SDS) for Scottish Government (SG))
- A New Scottish Qualifications (SQA) National Provision

Both would be envisaged to produce a new work-based learning ‘step on step off’ model, with clear entry and exit points, aligning with current job roles and potential future upskilled roles (possibly hybrid). The figure below illustrates an example of this.



Next Steps

- Fund a phase 2, associated requirements, and continue to work with NES.
- Formal approach to SQA, and continued Engagement with GA.
- Develop related business cases of front runner.
- Work with Human Resources to understand implications.
- Continue to engage with key stakeholders: SG; SDS: HEIs; Scotland’s Colleges; Scottish Funding Council; Student Awards Agency Scotland
- Continue to monitor the space of all potential options.



SECTION 1 BACKGROUND AND CONTEXT

[Link to Glossary](#)

SECTION 1 – BACKGROUND AND CONTEXT

Introduction

1.1 The Health and Care Professions Council (HCPC) are a regulator of health and care professions in the UK. Their role is to protect the public. They set the standards for professional education, training (SET) and practice for the registrants within the professions they regulate. The professions regulated have one or more designated titles which are protected by law. Professionals must be registered with the HCPC to use the protected title. Paramedics are regulated by the HCPC and must be registered with them to use this title.

1.2 Scottish Ambulance Service (SAS) ambulance technicians are ‘pre-registered’ staff. They have always had a historical training and education pathway to reach the point of eligibility to apply for registration with the HCPC as a ‘Paramedic’, whilst remaining employed with SAS. The most recent pathway was a Glasgow Caledonian University (GCU) and Scottish Ambulance Service, HCPC approved, Diploma in Higher Education. This no longer satisfies the SET required by the HCPC. As a result, there is now no ‘earn-and-learn’ route available for technician.

1.3 In July 2022, a project lead was appointed by NHS Education for Scotland to “Exploring Educational Pathways from Ambulance Technician to Paramedic” (NES, 2022). This would involve extensive engagement with stakeholders culminating in the development of an options appraisal report on the landscape and potential pathways.

1.4 This report is set out in six sections:

1. Background and context
2. Understanding the Landscape
3. Political Societal and Economic Analysis
4. Rationale
5. Options
6. Recommendations.

1.5 This is Section 1 and reading through the first 4 sections sequentially should assist the readers’ understanding of [Section 5 - Options](#), and what, and who, is potentially involved. This section of the report is aimed at ensuring the reader understands what has led to this piece of work being undertaken. Some historical background is provided which allows a grasp on the rapidly evolving nature of the paramedic role in recent times.

1.6 Therefore, the main drivers leading to the ‘professionalisation’ of the paramedic are also unpacked. In doing so, the training and educational journey aligning to this transformation of the profession are considered. However, background and context cannot be fully appreciated without taking account of the SAS as an organisation and appreciating the nature of its service delivery amongst this.

1.7 Finally, and central to this work, is the rationale for it. Some rationale is alluded to whilst considering service delivery and strategy however, recognition of the importance of organisational culture, values and expectations is also a key factor for consideration. Rationale is explored further in [Section 4](#) in terms of the political, economic and social agendas with which this work aligns.

Scottish Ambulance Service: An Overview

1.8 The SAS is part of NHS Scotland. It is governed by a special health board and is funded directly by the Scottish Government Health and Social Care Directorate. As a frontline NHS organisation, SAS serves all of Scotland's population despatching immediate care or clinical advice to 5.4 million people over an area of 5,345 square miles. SAS also provides the care required for patients being admitted, or discharged, from hospital, those requiring specialist transfer for more serious patients, as well as to those in need of support to reach their healthcare appointments.

1.9 In serving the population of Scotland, SAS strives to work with staff and partners to deliver sustainable and effective care, experience and treatment, anticipating needs and preventing ill-health. Always endeavouring to provide the people of Scotland with high quality, compassionate care, the organisational vision seeks to save more lives, play a part in reducing inequalities and where possible improving health and well-being.

1.10 In 2021, across Scotland the population is cared for by:

- 6,000 clinical staff
- 3 control centres
- 550 control room staff
- 850 volunteers
- 1,290 road ambulances
- 117 stations
- 6 aircraft
- Specialist Operations Teams
- ScotSTAR Critical Care Teams.

1.11 The organisation receives 4,500 calls across its control centres per day, 3,200 of which are emergency calls. Amongst the clinical staff responding and relevant to this document are:

- Ambulance Care Assistants (ACA)
- Ambulance Technicians (AT) (approx. 1700)
- Paramedics
- Advanced Practitioners (also supporting the primary care landscape).

1.12 In the main, 'double crewed' road ambulances are teamed by a technician and a paramedic. The paramedic is a Health and Care Professions Council (HCPC) regulated registered professional and as such has the overall clinical responsibility. The technician role has historically been the steppingstone to paramedic registration. The differences in

these roles and the associated training and education will be discussed in more detail within relevant sections as this document progresses.

Issue

1.13 SAS ambulance technicians have historically always had the opportunity to progress their career to the role of paramedic. Progression routes have occurred whilst the technician remained in full time employment. This arrangement lent itself well to the training and education programme needs. In terms of earnings, the technician remained salaried until a successful transition to the role of paramedic. This staff group therefore have always had opportunity to ‘learn while they earn’.

1.14 Historical ‘earn-and-learn’ arrangements have not only served to support and value staff, but they have also been an invaluable pipeline to the organisation on several levels, for example, in supporting remote and rural workforce stability. For example, in island communities this allows the potential for ‘home-grown’ paramedics rather than a dependency on employing paramedics from out with the island(s).

1.15 Owing to changes in the educational thresholds ([unpacked later in section 1.33-35](#)) the route used is no longer available to technician staff. There is currently no replacement route and therefore no route that allows the technician to progress their career whilst remaining in their technician role with the Scottish Ambulance Service.

Opportunity

1.16 The SAS are eager to re-establish an ‘earn-and-learn’ route for their technician workforce. For this reason, NES were consulted to assist with exploring a potential solution or solutions. As a result, a project lead (author) was appointed by NES to “Exploring Educational Pathways from Ambulance Technician to Paramedic” (NES, 2022).

1.17 This would involve extensive engagement with stakeholders culminating in the development of an options appraisal report on the landscape and potential pathways. This report has been collated to explore the potential for such a replacement ‘earn-and-learn’ solution(s) to allow technicians to progress to the point of eligibility to apply for registration as a paramedic.

1.18 The closure of one route may in fact provide opportunity for the development of innovation solutions that may not just support the educational requirements of the technician but create the foundation paving the way for expansion across the Health and Social Care widening access agenda.

Professionalisation Journey

1.19 In the 1960s, the ambulance worker required only a first aid certificate and a driving licence. A working party in 1966, chaired by Dr E L M Millar, reported to the then Health Minister on training and equipment standards for an ambulance person. As a result, a 6-week training programme was devised (a further 2 weeks dedicated to civil defence training) to standardised training. After 12-months experience, the student received the award of ‘Ambulance Services Proficiency Certificate’. This was commonly

referred to as the 'Miller Certificate', and a predecessor to the 'Qualified Ambulance Technician' (QAT) award.

1.20 The pioneering work of Dr Douglas Chamberlain in the early 1970s saw the introduction of 'extended skills' pilot schemes and with their success the evolution of the 'Paramedic' role. This rapidly developing ambulance arena resulted in the 'Institute of Health and Care Development' (IHCD), previously the NHS Training Authority, introducing a 2-tier training programme: The IHCD Ambulance Technician Course, and the IHCD Ambulance Paramedic Course. The Technician course was devised as either a standalone certificate or the steppingstone pre-requisite for the Paramedic Course. It should be noted that this two-tier model was inclusive of SAS Ambulance Care Assistants (ACA) formally known as Patient Transport Service (PTS) staff via internal application processes.

1.21 Paramedics first voted to become a registered profession in 1999. This was with the Council of Professions Supplementary to Medicine (CPSM). Owing to the Health Professions Order (2001), this was superseded by the Health Care Profession (HCP) later changing the name to The Health and Care Professions Council (HCPC) (see [Section 2.29](#)) in 2012. In response to the move to registration, the 'British Paramedic Association' (BPA) was set up in 2001 as the professional body. The BPA completed a two-year transition in 2009 to trade as the College of Paramedics (CoP). The CoP is recognised as the professional body for UK paramedics.

1.22 The HCPC regulate health, psychological and care professional in the United Kingdom. Amongst these are a group of professions known as the 'Allied Health Professions' (AHPs). Paramedics are positioned within the family of 15 AHPs regulated by the HCPC (14 in Scotland).

1.23 The HCPC liaise with the CoP when setting the 'Standards of Proficiency' (SoP)s for Paramedics as well as 'Standards for Training and Education' (SET)s. The CoP set out curriculum guidance for paramedics and HCPC approve programmes allowing eligibility for registration as a 'Paramedic'. The title 'Paramedic' is protected in law owing to this regulation of the profession.

Educational Change: Key Drivers

1.24 Peter Bradley's 2005 report, 'Taking Healthcare to the Patient', recognised the increased use of ambulance services in the UK. Alongside this increased use, patient demographic was changing and as a consequence the role of the paramedic was transforming. Ambulance services were designed around emergency care and life saving treatment. This therefore was 80% of the focus of education and training for paramedics. However, ambulance services were playing an increasingly wide role in the NHS. The report highlighted that up to 90% of the patients were not 'emergency' ill. Paramedics were encountering more patients requiring urgent primary care, e.g., sub-acute long-term conditions and complex older patients with co-morbidities, falls, mental health and more social care related calls.

1.25 Bradley set out a clear strategic role for ambulance services within a changing healthcare landscape. This involved recommendations for increased training and education for paramedics to meet the needs of the diverse patient group including greater depth of knowledge and understanding to support improved assessment and diagnostic skills, clinical decision-making, interprofessional working. Paramedics should be capable of giving self-care advice, promoting health, providing proactive preventative lifestyle education, engaging in new pathways and integrating with primary care providers and clinical pathways. This transforming role would necessitate the implementation of supporting guidelines, require an understanding of research, leadership facilitation learning and lead to a more autonomous decision-making clinician with related responsibility and accountability. This led to a shift from IHCD training to diploma level higher education to this transformation.

1.26 As a result, in 2011, after a tendering process, the SAS entered a collaboration with GCU and the HCPC Diploma in Paramedic Practice commenced. In 2013, the Keogh Report (a review of urgent and emergency care across England) and the NHS Scotland '2020 Vision for Healthcare in Scotland' would again recognise the continually evolving role of the paramedic as pivotal in healthcare. The paramedic role has subsequently evolved, and continues to evolve into other areas of healthcare such as primary care.

1.27 Also, in 2013, this increased attention to the role of the paramedics led to the National Allied Health Professional Advisory Board, England commissioning a study with the aim of standardising the education and training of this key workforce. An evidence-based business case was presented to the CoP to progress this area. This report, the 'Paramedic Evidence Based Education Report' is more commonly referred to as the PEEP Report. As well as highlighting key areas for further curriculum development, this report proposed the development of a curriculum model that led to a graduate workforce by 2019. During the writing of the report the SAS Collaboration was mentioned as:

"... an excellent example of true partnership working for the benefit of the paramedic student"

1.28 In 2017, the HCPC consulted on a proposed change to the Standards of Education and Training (SET) for Paramedics. In 2018 the HCPC announced a change in the SET. This change introduced a new threshold for eligibility to apply for registration to degree level, from an HCPC-approved programme. From September 2021, approval for programmes under degree level would be withdrawn. As a result, the SAS/GCU HCPC-approved Diploma in Paramedic Practice collaboration would expire. Owing to the unforeseen impact of COVID, an extension to this date was agreed for the SAS/GCU Dip HE. The last intake should be registered onto the programme by May 2022.

1.29 The Dip HE has focused on year 2 delivery since re-approval in 2017. The students on year 2 of this programme are SAS "Ambulance Technician" (AT) employees. The DipHE programme has served as an 'earn-and-learn' route to achieve eligibility to apply to the HCPC for Paramedic registration for 11 years. Prior to this collaboration, technician

employees have historically always had an internal progression route. As mentioned, the IHCD facilitated this prior to the Dip HE. It is ironic, therefore, that in a current political landscape of seeking to 'widen access', with the expiry of this programme, there is now no "earn-and-learn" pathway for progression for SAS Technicians and a long-standing career progression route is being closed off.

Undergraduate Paramedic Education: Current Status

1.30 In 2017, GCU commenced the first Scottish undergraduate BSc Paramedic Science Programme. The first graduates from this programme achieved their degree award in 2020. Also, in 2017, the previously discussed ([Section 1.2](#)) HCPC change in threshold to degree, led to Scottish Government (SG) commissioning NES to initiate a tender process with Scottish universities to develop and deliver an accelerated (3-year) BSc Paramedic Science Programme.

1.31 Scotland's Paramedic Integrated National Education (SPiNE) programme of work was initiated in 2018 led by SAS and NES. This work supported the transitional arrangements required to facilitate the introduction of a degree programme and secure the related funding. It was envisaged that within the tender process Higher Education Institutes (HEI) would provide opportunities for the technician workforce to engage in this career development and progression whilst remaining employed by SAS. This work was not progressed as part of the HEI commission, the reasons for this are unclear.

1.32 Therefore, with the expiry of the Diploma in Higher Education there is currently **no 'earn-and-learn' progression route available to the technician**. This means that if a technician wishes to train to be a paramedic they must 'leave the service' and apply to a BSc paramedic programme with a university, and then once qualified return to SAS, through an application process.

1.33 The procurement event would take place in January 2019. As a result, five universities were awarded a contract. Taken into consideration was health board geography. The contracts were awarded in 'Lots' covering this Health Board geography. This was with a view that graduate output might support local recruitment and retention in these areas. Table 1.1. describes the universities awarded and their associated 'Lots'.

Table 1.1

University	Geographical Health Board (Lots)
Glasgow Caledonian University (GCU)	NHS Greater Glasgow and Clyde
University West of Scotland (UWS)	NHS Ayrshire and Arran, NHS Dumfries and Galloway & NHS Lanarkshire
Queen Margaret University (QMU)	NHS Lothian & NHS Borders
Stirling University (UoS)	NHS Fife & NHS Tayside & NHS Forth Valley
Robert Gordon University (RGU) (2 x Lots)	NHS Grampian NHS Highlands and Islands

1.34 To support all matters related to paramedic pre-registration education and provide a strategic forum, in 2019 the Scottish Collaboration of Paramedic Education (SCoPE) Group was formed. The overarching aim of this group was to promote excellence in pre-registration education through collaborative working. Regardless of which university a paramedic student attended this collaborative group would seek to ensure a sustainable and co-ordinated approach to education and practice-based learning for paramedic students.

1.35 Whilst not members of the group, the SG Chief Nursing Officer Directorate (CNOD) had an open invitation to attend, provide reports or request information. An objective of this group was to identify areas of research and seek funding for projects related to paramedic education. The board will report to a number of stakeholders with primary reporting to the SG CNOD Steering Group ([Appendix 1](#)).

1.36 The numbers for paramedic undergraduate programmes in Scotland are currently controlled. The contracts awarded guaranteed a minimum of 30 places and a maximum of 60. The first intake year had numbers targeted at 56 for universities with 1 ‘Lot’ and 30 for each RGU ‘Lot’. The overall total targeted for the first intake was 284. The actual figure ended up at 336 as described in table 1.2.

Table 1.2

HEI	Target	Actual	Difference
Glasgow Caledonian University	56	66	+ 10
University of the West of Scotland	56	55	- 1
Queen Margaret University	56	78	+ 22
University of Stirling	56	51	- 5
Robert Gordon University	60	86	+ 26
Total	284	336	+52

Thereafter, the number for 2022-2023 was to be targeted at 335 and remains at this number for the next 3 years. These numbers are based on SAS predicted workforce requirements.

1.37 After a successful campaign run by students across the five universities paramedic students gained a £10,000 per year bursary on top of tuition fees from the Student Awards Agency Scotland (SAAS) for those eligible.



SECTION 2

UNDERSTANDING THE LANDSCAPE

[Link to Glossary](#)

SECTION 2 – UNDERSTANDING THE LANDSCAPE

Introduction

2.1 There is currently no ‘earn-and-learn’ route for ambulance technicians to reach eligibility to apply for professional registration with the HCPC. At the time of writing, there were no ‘earn-and-learn’ routes for Health Care Support Workers (HCSW) working within the AHPs to progress to this point.

2.2 In an effort to explore potential solutions it would be necessary to engage with the relevant bodies that might be involved. Further, it would be important to understand funding. A starting point for this would be to gain familiarity with the function and the role played by individual bodies within this complex landscape.

2.3 This section of the report provides a review of this landscape and the key bodies, organisations and institutions involved within it and an insight into funding mechanisms. Relevant reports, strategies and policy linked to this work are also explored within an analysis of the landscape. This should enable a fuller understanding of the potential options presented further on in this report.

2.4 The areas covered in this section of the report are:

- SCQF
- Scottish Qualifications Authority (SQA)
- Approved centres
- Awarding Bodies
- Future Qualls and Quallsafe
- HCPC
- Equivalency
- CoP
- Apprenticeship Levy UK
- Graduate Apprenticeship England (Cumbria University related)
- UK Ambulance Trusts
- Scottish Government Response to UK Levy
- Skills Development Scotland (SDS)
- Scottish Funding Council (SFC).

Scottish Credit Qualifications Framework (SCQF)

2.5 This section provides a summary of ‘credits’ and ‘levels’ and therefore an understanding of the educational building blocks required in all options.

2.6 The SCQF is the name of Scotland’s national qualifications framework, bringing together all the mainstream Scottish qualifications. The organisation maintaining this

framework is the SCQF Partnership. The framework signifies a ‘level’ and ‘credit points’ allocated to specific learning. The level indicates level of difficulty and credit the volume of learning/length of time it takes to complete. For example, an ‘Advanced Higher’ scores 32 credit points at level 7 with a Higher National Certificate at level 7 awarded 96 credit points.

2.7 The levels and credit points for packages of learning are set by ‘credit rating bodies’ (see [Section 2.13](#)). The current ‘Diploma for Ambulance Technicians’ programme, sits on the SCQF at level 7 with 146 credit points. This is a FutureQuals product. It is awarded by FutureQuals and delivered by the SAS EPPD Team under the auspices of being a FutureQuals-approved centre.

2.8 Within this framework (see [Appendix 2](#)) the SQA (see [Section 2.18](#)) use and own the terms ‘National Certificates’ (levels 2-6); ‘Higher National Certificate’ (level 7) and ‘Higher National Diplomas’ (level 8) to represent a hierarchical association for their learning products. Higher Education Institutions (universities) use associated terms ‘Certificate in Higher Education’ (Cert HE) and ‘Diplomas in Higher Education’ (Dip HE) for their packages of learning at level 7 and level 8 respectively.

2.9 It might be worth mentioning that the term ‘Diploma’ is used in the current ‘Technician’ award. This terminology is used by the awarding organisation ‘FutureQuals’ and is not reflective of the SQA association of this term. Under SG legislation, SQA Accreditation quality assures qualifications offered in Scotland by approving awarding bodies and accrediting their qualifications.

2.10 In Scotland, only universities have the legislative power to award a ‘degree’. Typically, a degree award requires, 120 credits at level 7, 120 at level 8 and 120 at level 9. This signifies moving through learning complexities from recalling, understanding, applying, analysing, synthesis and evaluation. Learning providers, learners and employers tend to be familiar with this vertical progression in Scotland. Blooms Taxonomy (1956) is a tool used to indicate vocabulary associated with levels of knowledge and understanding (see [Appendix 3](#)).

2.11 Therefore, a benefit of the framework is that it helps employers with decisions related to recruitment and development by providing a way of thinking about and talking about learning. Qualifications in other parts of the UK and Ireland as well Europe and beyond can be compared against this framework and therefore similarities drawn in terms of level (difficulty) and awarded credit points (volume).

2.12 All learning must meet four criteria to be included on the SCQF. The criteria are:

- Learning outcomes
- Minimal 10 learning hours
- Formally assessed.
- Quality assured.

A Scottish Credit and Qualifications Framework Partnership (SCQFP) approved credit rating body (CRB) can allocate levels and credit points to their own learning programmes and are responsible for uploading them onto the framework. CRBs and the SCQFP have equal responsibility for the integrity and quality of the framework.

Credit Rating Bodies

2.13 An approved CRB can make decisions on the ‘level’ and ‘credit points’ of learning against the SCQF. In Scotland, CRBs include all the HEIs, Scotland’s Colleges and the SQA. The SQA have 2 arms: SQA accreditation arm, and SQA Awarding Body arm (see [Section 2.19-20](#)). The SCQFP approve bodies to credit rate. This approval involves a 9–12-month rigorous approval process conducted by the SCQF against the criteria set out in their Quality Assurance Model (QAM).

2.14 After initial note of interest, discussions with SCQFP follow then, submission of a portfolio of evidence, a review team organisational visit, and scrutiny by the SCQFP Quality Committee and SCQFP Board. On approval, the organisation is subject to an annual monitoring process involving, documentation and evidence submission, annual review team visit, and scrutiny by the SCQF Quality Committee.

2.15 NES is currently going through the initial credit-rating approval process. There are several other approved bodies from a wide range of sectors including: Chartered Banker Institute; Institute of Chartered Accountants of Scotland; Scottish Police College; and Scottish Fire and Rescue. On approval, the CRB can credit rate its own learning provision. After one year of actively credit rating, the CRB can apply to credit rate third-party provision. This involves another approval process. NES is currently going through this CRB approval process.

Comparisons with UK and Europe

2.16 The Regulated Qualification Framework (RQF) replaced the Qualifications and Credit Framework (QCF) in 2015. The RQF serves the same purpose as the SCQF by allocating credits and levels. This is in use in England, Wales and Northern Ireland. In Wales, it is referred to as the Credit and Qualifications Framework for Wales (CQFW). Qualifications within this framework are regulated by the Office of Qualifications and Examinations Regulation (Ofqual). The regulators in Scotland are the SQA (see [Section 2.18](#)).

2.17 For the purposes of understanding cross-border references made within this document [Appendix 4](#) which describes the comparison between qualification levels on the SCQF, the RQF and CQFW in England and Wales. It also references European equivalents. The main comparison to note is the degree level 9 in Scotland equates to RQF level 6.

Scottish Qualifications Authority

2.18 This section provides a summary of their functions and therefore their involvement in potential solutions within the options.

The SQA is an executive non-department public body of the SG maintaining standards across Scottish education. They are the national accreditation and awarding body in Scotland and quality assure qualifications they accredit and award.

There are two autonomous arms to the SQA:

- SQA Awarding Body
- SQA Accreditation: The accreditation arm.

SQA Awarding Arm

2.19 As an awarding body, the SQA maintains and improves qualifications developed by them. These are qualification awards gained in schools, colleges and through employers and providers whom they have approved to award their qualifications. As well as national school awards, SQA own the awards mentioned in [Section 2.8](#).

SQA Accreditation Arm

2.20 SQA Accreditation provides extensive support and quality assurance which offers a badge of quality for awarding bodies and their customers. They approve awarding bodies and accredit qualifications such as Scottish Vocational Qualifications (SVQs), as well as other qualifications based on National Occupational Standards (NOS) and others. They also play an important role in the development of Modern Apprenticeship Frameworks alongside Skills Development Scotland (SDS).

2.21 The SQA accreditation arm also governs the processes involved in an organisation becoming an 'Awarding' body. This is a lengthy process in which an applicant organisation must satisfy the accreditation regulatory requirements. In the first instance, it is recommended that prior to entry into the official application process, an organisation should undertake a self-appraisal. This self-appraisal seeks to establish the viability of a potential application with four specific areas considered to be key to supporting an application:

- Governance
- Delivery and assessment
- Finance
- Resources and expertise.

Following approval awarding bodies can submit qualifications for accreditation. SQA Accreditation will SCQF credit rate SVQs and also other accredited provision.

Approved Centres

2.22 Awarding Bodies approve centres/providers to deliver their qualifications if they are successful in their application. As an example, FutureQuals is an SQA Accreditation approved awarding body. They are also recognised UK wide by other UK Qualification Regulators (e.g., Ofqual). As mentioned in [Section 2.7](#), the current ambulance technician programme: the 'Diploma for Ambulance Technicians' is owned and awarded by

FutureQuals. The SAS education centres are approved FutureQuals education centres for delivery of this programme.

SQA Awarding Body: New Developments

2.23 Where a rationale can be provided, aligning with set criteria, the SQA will work in partnership to develop a new award. There are three gateways considered prior to reaching an approval for a new development:

1. Market intelligence
2. Business case development and identification of potential
3. Further research and stakeholder engagement leading to a scoring, prioritisation and update of business case. This is then presented to the SQA's internal decision-making Group(s).

Once developed, accredited and processed the qualification development process can take 12-18 months to complete and the qualification being available for delivery.

SQA Awarding Body: Professional Development Awards

2.24 The SQA qualifications developed for industry. These are flexible and are used to meet skills gaps, or to broaden or extend professional and vocational skills. They are developed in partnership taking advantage of the SQA expertise in development and quality assurance and align with the NOS.

2.25 PDAs are ideal for developing graduates and other adult learners. The PDA is a specific learning package to meet a particular skill set, for example the PDA in facilitating learning is popular amongst AHP support staff looking to develop skills in the education pillar of practice. Their development follows the same process as developing a Higher National Certificate (HNC) or Higher National Diploma (HND) but as they tend to be smaller it may take less time. The term PDA is an SQA Awarding Body branding.

SQA Awarding Body: Customised Awards

2.26 Organisations can pay for the SQA to help develop their own qualifications. The organisation will decide on the content and structure and the SQA will assist with this development, external quality assurance and certification. As this is not funded, and therefore not privy to the application processes mentioned in [Section 2.23](#), a development can take 4-6 months depending on that development.

Awarding Bodies: Further Related Information

2.27 An organisation could become an approved awarding body if they meet the SQA regulatory requirements. An awarding body can then approve centres to deliver the qualification (if the centre can meet the awarding body's approval criteria e.g., the SAS and FutureQuals arrangement). If that approved centre is also part of the awarding body, then there are issues in relation to 'external quality assurance' and 'conflict of interest' to manage. Further, as an awarding body you would need systems and processes to manage registration, certification, external quality assurance etc. Therefore, for an organisation

such as SAS, at this time, to avoid any such ‘conflict of interest’ it should be one or the other and not both.

2.28 Qualsafe is also a private limited company and one of the largest Ofqual Awarding Organisations in the UK. It has a range of ‘Pre-Hospital’ qualification awards some of which are included in the RQF. The ‘First Response Emergency Care’ or ‘FREC’ range is a brand owned by Qualsafe. The FREC range offers awards through levels 3-5 on the RQF.

Health and Care Professions Council (HCPC)

2.29 Replacing the ‘Council for Professions Supplementary to Medicine’ (CPSM) regulatory body, the ‘Health Professions Council’ (HPC) was set up in 2003 under the ‘National Health Service Reform and Health Care Professions Act (2002)’. In 2012, a decision was made by the then government to change the name to the Health and Care Professions Council (HCPC). This change was to reflect the diverse range of professions the HPC was regulating.

The role of the HCPC is to protect the public. This role is served through the four main functions of the HCPC. These are to:

1. Set standards for the education and training for a profession regulated by them.
2. Approve programmes which professionals must complete to register.
3. Keep a register of those professionals known as ‘registrants’.
4. Take action if professionals on the register do not meet those standards set.

2.30 As per [Section 1.39](#), the HCPC regulate health, psychological and care professional in the United Kingdom. At the time of writing, the HCPC is the statutory regulator of 15 Allied Health Professions (14 in Scotland). As a result of regulations, the designated title or titles of a profession is protected by law (see [Appendix 5](#)). Paramedics are regulated by the HCPC and therefore this title is protected in law. In order to apply for registration with the HCPC, potential registrants have to complete a programme of training and education that has been subject to, and approved by, their thorough ‘Approvals Process’. Therefore, any option pursued as a result of this options approval, will require to be approved by the HCPC if they are to recognise the potential registrants exiting that programme.

2.31 As a result of the changing and evolving role of the paramedic, recognised in such as the Bradley, Keogh and PEEP reports, in 2017, the HCPC consulted on a proposed change to the threshold qualification for entry on to the register for paramedics. In 2018, following this consultation, it was concluded that a change was deemed necessary to deliver the standards of proficiency to the depths now expected of a paramedic in contemporary practice.

2.32 The council decided that this threshold level should change to a ‘Bachelor degree with honours’ (or equivalent). This would take effect from September 2021 onwards. On 24 October 2018 this change was announced on their website. This would reflect 3 years of progressive study across levels 4.5 and 6 on the RQF (see [Section 2.16](#))(equivalent to 7,8, and 9/10 on SCQF), hence the Scottish degree without honours recognised as such.

Equivalency

2.33 Whilst the HCPC does set the SoP expected and any registrant must have been privy to an approved programme, the HCPC does not have legislative powers to specify the academic award or level required for entry to their Register. This word ‘equivalent’ and the potential connotations associated, does therefore open up potential option avenues to crossmatch to these SoP without a degree award. For example, demonstrating relevant study at the relevant levels across the relevant standards.

College of Paramedics (CoP)

2.34 As a result of the 1999 paramedic vote to become a registered profession with the then CPSM, the BPA was set up as the professional body to represent the profession and liaise with the regulatory body on SoP. Professional bodies represent members, promote their profession, set out curriculum frameworks, support post registration education and continuous development. In 2009, the BPA transitioned into the CoP. They are the recognised professional body for paramedics. The HCPC, who regulate the profession, liaise with the CoP when setting SoP and SET for the paramedic profession.

2.35 Membership is open to all paramedics registered with the HCPC as well as student paramedics and those with a vested interest in healthcare. The CoP represents its members in all matters affecting practice. It strives for the highest possible level of patient care and supports members to achieve this. With this in mind, the CoP set out curriculum guidance for educational programmes. The content is aimed at providing the education required to deliver the highest standard of care. The 6th edition of this curriculum guidance is due out in September 2023 (see [Appendix 6](#)) for the key content and four pillars of practice.

2.36 Whilst it is down to the HCPC to approve a programme, an endorsement by the CoP, as the professional body, does carry a level of quality assurance for that programme. Endorsement by the CoP suggests not only that that the programme maps well to the curriculum framework but that it is innovative, forward thinking, and promotes a healthy, supportive learning environment for the student. GCU’s BSc in Paramedic Science currently has this CoP endorsement. The Quality Assurance Agency (QAA) describe the nature of study and the academic standards expected of graduates in specific subject areas. In partnership with the CoP, the QAA have set out ‘Benchmark Statements’ expected of the Paramedic graduates (QAA, 2019).

Apprenticeship Levy

2.37 In 2017, the UK Government introduced a new tax for employers with a wage bill of greater than three million pounds per year. This tax would go directly into a new fund for apprenticeships. The employers could then draw off funding to develop apprenticeships from this source. Further to this, apprenticeships can be funded by a levy paying organisation donating up to 25% of their unused levy to another organisation. After 24 months, any unused funds are retained by UK Government. By 2019, this funding

mechanism had increased funding available for apprenticeship investment in England to £2.5 billion and had directly supported 313,000 apprentices (UK Gov, 2019).

2.38 In 2017, the SG published its response to the UK Government Apprenticeship Levy. This was informed by a consultation period with employers. The SG decided to use their allocation to support a range of training and skills in Scotland including:

- Increase and expand the number of Foundation, Modern and Graduate apprenticeships.
- Support measures tackling inequalities in the labour market
- Focus on employment and young people
- Respond to skills needs of employers
- Develop a new 'Flexible Workforce Development Fund'
- Support priority sectors e.g., early years, care and digital.

As a result, the apprenticeship funding mechanisms and levers in England are very different to those in Scotland. In Scotland, SDS is allocated a finite budget by SG to administer apprenticeships on their behalf.

2.39 Meantime, in England, Health Education England (HEE) was mandated to contribute to the development of apprenticeship frameworks for healthcare. HEE worked with 'Trailblazer' employer groups and the 'Institute for Apprenticeship and Skills for Health' to develop 80 health specific frameworks. This was to include 'grow your own' AHP' and master level frameworks. This resulted in the following AHP professions now having a degree apprenticeship route in England:

Physiotherapist • Occupational Therapist • Speech and Language Therapist • Diagnostic Radiographer • Therapeutic Radiographer • Sonographer • Operating Department Practitioner • **Paramedic** • Podiatrist • Arts Therapist • Dietician • Prosthetist and Orthotist (HEE, 2023)

2.40 As discussed in Section 2.30, AHPs are regulated by the HCPC. Therefore, any education and training programme leading to eligibility to apply for registration must have HCPC approval. This includes apprenticeships. In England in 2018, the Institute for Apprenticeships and Technical Education (IATE) approved the 'Paramedic Apprenticeship' framework delivery. A national contracting programme followed.

[Cumbria University and Ambulance Trusts](#)

2.41 'Trailblazer' groups in England are responsible for developing the occupational standards which underpin an apprenticeship development. In 2017, the 'Ambulance Trailblazer' group announced that the degree standard for a paramedic framework was approved by the Institute for Apprenticeships. A tender process in 2019 followed with interest shown from 20 universities. Of these 20, 9 were interviewed. Cumbria scored the highest across all specifications and was awarded the contract. This was in part due to their understanding of the work-based learning (WBL) aspect of an apprenticeship as

opposed to a traditional degree pedagogy. This understanding is important when considering potential options in [Section 5](#) of this report.

2.42 Cumbria run this Graduate Apprenticeship (GA), leading to a BSc (Hons) Paramedic Science. This is separate to their fulltime undergraduate Paramedic Science degree. In the delivery of their GA, they are currently collaborating with the following seven ambulance service trusts:

- Northwest
- South Coast
- Southwest
- London
- Isle of Wight
- East of England
- Northwest.

Northwest Ambulance Service Trust (NWS) use Cumbria University's Lancaster campus. However, other trusts deliver the HCPC-approved programme within their own trust's education centres.

[Northeast Ambulance Trust Levy Use](#)

2.43 In 2017, Northeast Ambulance Service (NEAS) applied to 'Education Skills Funding Agency (ESFA) to register as an apprenticeship provider (as an employer provider). Later, in 2019 Teesside University was awarded the contract to co-deliver the paramedic apprenticeship with NEAS. The maximum that can be 'drawn down' from the levy fund per student is £27,000. NEAS now deliver the Paramedic Apprenticeship in partnership with Teesside University. NEAS deliver 60% of the programme therefore receive 60% of the funding. For a cohort of 20 at £27,000 per apprentice, NEAS would receive £324,000 to deliver their share in their education centre. NEAS have also secured additional funding from Newcastle Hospital in unspent levy donations. With this funding NEAS has supported apprenticeship delivery, education staff costs, support staff costs, materials and apprenticeship support. Levy funding cannot be used for salaries.

[Skills Development Scotland \(SDS\)](#)

2.44 The Scottish Government determine funding and policy for apprenticeships in Scotland. SDS is the national skills body for Scotland supporting people and businesses develop and apply their skills. It is an executive non-departmental body of the SG and is responsible for the administration of the public funding contribution for apprenticeships in line with SG policy. SDS administers Scottish Apprenticeships on behalf of SG, which incorporates Foundation Apprenticeships (FAs), Modern Apprenticeships (MAs) and Graduate Apprenticeships (GAs). SDS facilitates the development of apprenticeship frameworks by working in partnership with industry and other partners. In a competing landscape for apprenticeships and with a finite budget for development, employers interested must first apply providing relevant rational for apprenticeship development.

2.45 The Scottish Funding Council (SFC) (See [Sections 2.48-2.52](#)) work with SDS to support employer leadership of apprenticeships through the Scottish Apprenticeship Advisory Board (SAAB). This is an industry-led board which maintains the integrity of apprenticeship in Scotland. This board ensures apprenticeships are fit for purpose and adapt to change aligning with industry and economic demand.

2.46 A five-year apprenticeship re-development programme has been developed by SDS, with the support and endorsement of the Scottish Apprenticeship Advisory Board. It includes the review and refresh of all current apprenticeships to align them with the needs of industry and employers. For any additional / new framework to be initially assessed by SDS, there needs to be clear evidence of:

- No existing framework
- Sufficient long-term demand
- Evidence of fulfilling an existing or emerging skills gap
- Support from relevant sector e.g., professional and regulatory bodies, NES, SG and other employers.

2.47 The apprenticeship must also align to the Scottish [Definition of Apprenticeships](#) published by Scottish Government with SAAB (see [Appendix 7](#)). SDS Standards and Framework Team (SFT) assess the evidence based on the criteria, against existing priorities and take a decision on whether to progress or not. The SAAB Standards and Frameworks group will oversee the development and approval process through Technical Expert Groups and the Apprenticeship Approval Group. If approved, apprenticeship development can take 12–18 months with a number of steps and groups (see [Appendix 8](#)).

Scottish Funding Council (SFC)

2.48 The SFC is a non-departmental public body of the SG. It is SG's national strategic body that is responsible for the funding of tertiary teaching and learning provision in Scotland. Its main statutory duties are set out in the Further and Higher Education Act (Scotland) Act 2005. The SFC and SG work together to deliver policy priorities. In 2022-2023 this amounted to £2.1 billion pounds invested in supporting:

- 19 universities and higher education institutes
- 26 colleges
- Skills development via a range of national programmes and apprenticeships
- Research, innovation and knowledge exchange
- Strategic change, responsive provision and research priorities
- Staff
- Buildings
- Equipment.

To secure funding, each college and university sets out its 'Outcome Agreement' for what it plans to deliver. This 'Outcome Agreement' aligns with SG ministerial priorities and the SFC's Strategic Plan. SFC also fund GAs and FAs.

2.49 In 2020, SFC was commissioned to undertake a review of provision and sustainability. This report produced in June 2021, referred to as 'SFC Review', produced principles and recommendations for a 'systems change' of tertiary education (SFC, 2021).

The SFC and their review are considered in more detail in in [Section 3](#) which covers the political societal and economic landscape associated with 'earn-and-learn' solutions.



SECTION 3
A POLITICAL, SOCIETAL AND
ECONOMIC ANALYSIS

[Link to Glossary](#)

SECTION 3 – A POLITICAL, SOCIETAL AND ECONOMIC ANALYSIS

Introduction

3.1 There is a wider political, societal and economic agenda supporting, and informing, this options appraisal. The section provides a discussion which interprets and assimilates the main reports, strategies and policies related to this project. It endeavours to demonstrate their relationship to, and underpinning of, this work which seeks to provide career progression ‘earn-and-learn’ solutions.

3.2 A summary of the literature drawn on within this section is described in Table 3.1.

Table 3.1

Document	Summary
‘Everyone Matters: 2020 Health Workforce Vision’ (2013)	Scottish Government’s NHS strategy paving the way to the current National Workforce Strategy for Health and Social Care (2022). The vision of this strategy was to recognise the vital role of the workforce in responding to the challenges facing Health care.
Christie Commission on the future delivery of public services (2014).	This commission explored all the challenges, obstacles and opportunities across Scotland’s public services suggesting that a radical change in design and delivery was necessary.
The Commission on Widening Access (COWA) ‘A Blueprint to fairness’ (2016)	The remit of this report was rooted in the 2014-15 programme of the Scottish Government. This was a system wide plan to achieve equal access to higher education chaired by Dame Ruth Silver. This made 34 recommendations of which 13 were directly or indirectly for universities to act on. June 2021 saw a recommitment to this in the fourth annual report.
Universities Scotland ‘Working to Widen Access’ (2017)	Scotland’s universities response to the recommendations directed at them within COWA. University-facing CoWA recommendations were grouped into three main areas: <ul style="list-style-type: none"> • the admissions process for university. • direct routes from college into university (known as articulation); and • bridging programmes.
National Strategy for Economic Transformation’ (NSET) (2022)	A 10-year strategy which sets out the need for a ‘Team Scotland’ culture of delivery and as such improved partnership and collaboration to transform Scotland’s economy. This strategy cascades and informs other strategies and organisations for example those of SFC, SDS and anchor institutions.

Document	Summary
Scottish Funding Council Review 'Review of Coherent Provision and Sustainability' (2021)	Commissioned by Scottish Government in 2020, this review set out the significant strengths of Scotland's university and college sector and challenges faced for a system change. Recommendations from this report were in the main accepted by SG.
'Adult Learning Strategy 2022-2027' (2022)	Seeks to improve life chances of adult learners in Scotland and is informed by and aligns with other related policy rhetoric.
National Workforce Strategy for Health and Social Care (2022)	This sets out the Scottish Government's vision for Health and Social Care and follows on from the 2020 vision mentioned above.
NHS Education Scotland (NES) focused their Strategic Framework 2019-2024 (2019)	Focus on a skilled and sustainable workforce for a healthier Scotland with a focus on improving training, education and career development and making health and social care a great place to learn and work.
The Allied Health Professions Education and Workforce Policy Review (2022)	<p>The aim of this review was to establish whether current policy was suitable for current and future students and the future of Healthcare in Scotland. Recommendations include:</p> <ul style="list-style-type: none"> • Short – as soon as practicably possible - actions that do not require additional funding and perhaps are close to being implemented. • Medium – 1 to 3 years – these are recommendations that require further consideration and will need to be considered within the wider financial landscape. • Long – 3 years plus – these recommendations are likely to require additional funding to be implemented (www.gov.scot) <p>Education solution recommendations include:</p> <ul style="list-style-type: none"> • 'Earn-and-Learn' routes for the AHP professions in Scotland. • Urgent implementation of funding for such routes. • Align with the 'NHS Career Framework'.
Transforming urgent and emergency care services in England Urgent and Emergency Care Review (2013)	Referred to as the 'Keogh Report'. This report influences the direction of travel of healthcare delivery systems and recognises paramedics as playing a pivotal role in cross service delivery. (Referred to also in Section 1 Section 1.33)
Paramedic Evidence Based Education Project (PEEP) (2013)	This report by Prof Mary Ludgrove OBE, reviewed the provision of paramedic education across the U.K. Recommendations within this report informed the change in threshold to a graduate paramedic workforce. (Referred to in Section 1 Section 1.34)

Document	Summary
SAS Strategic Plan 2020-2030 (2020)	The Scottish Ambulance Service Strategic Plan for 2020-2030. Key within: Culture, Valuing staff, Learning
Cabinet Secretary for Education and Skills Guidance letter to SDS (2019)	Scottish Government guidance priorities for SDS. Informed by related policy and strategy, e.g., NSET above. Referred to in Section 2 for further detail
Minister for Higher Education, Further Education, Youth Employment and Training ‘Letter of Guidance’ to the SFC (2022)	Scottish Government guidance priorities for SFC. Informed by related policy and strategy e.g., NSET above.
NHS Education Scotland ‘Transforming Roles’ programme	This programme provides strategic oversight to the NMAHP work of transforming roles to meet current and future health and care systems.

Political

3.3 This section seeks to interpret and assimilate ‘whole-system’ relevant reports, policy and strategy, underpinning the political rhetoric supporting the rationale and need for a ‘part-system’ technician to paramedic career progression route.

3.4 In 2011, the Christie Commission, a report on the future delivery of public services, argues that the large, geographically fixed ‘anchor’ institutions such local authorities, NHS Trusts, universities, colleges and hospitals are central to public sector reform. The COWA produced ‘A Blueprint to fairness’ final report in 2016. **This set out the ambitions of the SG to tackle access to education inequalities.** Ideology central to policy development would be the fundamental issue of fairness.

3.5 Scotland’s 10-year NSET (SG, 2022) (formerly the ‘Enterprise and Skills Strategic Board’) recognises the need for skills system reform to align with this socio-economic vision, in particular, apprenticeship and **work-based learning opportunities.**

3.6 In 2020, SFC (see [Section 2.48](#)) was commissioned to undertake a review of provision and sustainability. This report produced in June 2021, referred to as ‘SFC Review’, produced principles and recommendations for a ‘systems change’ of tertiary education (SFC, 2021). These principles and recommendations were welcomed by SG as aligning with the values underpinning future policy development. Within their response to the SFC review, **SG comment that they are eager to promote educational institution collaborations rather than competitiveness, and keen to support and incentivise partnerships and collaborations across the sector.** SFC and SDS (see [Sections 2.44-2.47](#)) are expected to work closely together with employers to maximise apprenticeship

provision and opportunity including that of micro-credential framework(s) that meets learner need and responds to demand.

3.7 Mentioned also was the recognition that **SG would work with SFC on the assumptions underpinning future funding models**. Finally, and relevant to this options appraisal, was the recognition of a need for a more strategic alignment with NES to strengthen a focus on the needs of employers. This would include **delivery of a pipelines of skilled health and social care professionals**.

3.8 Looking ahead to financial year 2022-2023, in March 2022, the minister for Higher Education, Further Education, Youth Employment and Training (Jamie Hepburn) wrote a Letter of Guidance to the SFC. This letter set out an expectation that the SFC would focus on the implementation of the SFC Review, alongside the priorities set out in the NSET (SG, 2022). This would bring greater alignment of priorities from both across the whole education system, to deliver transformation over the next decade. One of these NSET objectives is this hope for better **collaborative working across organisational boundaries**, in particular those of SDS and SFC. A ‘Shared Outcomes Framework’ is utilised to monitor and report on relevant collaborative projects of work e.g., in the areas of Foundation and Graduate Apprenticeship.

3.9 In terms of Health and Social Care, SFC is anticipated to engage with the wider education reform agenda seeking to ensure more effective cohesion, purpose and principles across our entire Scottish education system. In alignment with this agenda, SFC review and NSET priorities, SFC and the tertiary education system, alongside SDS, are expected to be:

“... fully engaged in the planning and provision of a ‘pipeline’ of workers coming into the profession, alongside existing student place provision, wider employability routes and re-training and upskilling opportunities”.

(SFC, 2022)

3.10 McKinsey (cited in SG, 2022) UK-wide analysis estimated that by 2030, 90% of the workforce will require upskilling and that 80% of that workforce will have already left formal education. **SDS, colleges, universities and employers would be active in finding solutions with the SFC being integral to this** (SG, 2022).

3.11 Further to this, the resultant ‘Adult Learning Strategy 2022-2027’ has ensuring adults have opportunities to learn throughout their lives central to it. The SFC review (SFC, 2021) highlights the need for **a whole-system approach and the important role of college and universities as anchor institutions**.

3.12 Cascading into the ‘National Workforce Strategy for Health and Social Care’ in Scotland as part of this whole-system approach, this strategy echoes the language of NSET. **Training and education are considered fundamental to workforce transformation, with career progression, valuing and rewarding staff, and recognising their needs, seen as underpinning a healthy organisational culture**. This

Strategy builds on the similar themes within the ‘Everyone Matters: 2020 Health Workforce Vision’ (2013).

3.13 In keeping with this overarching ethos, NES focused their Strategic Framework 2019-2024 on “enabling excellence in health and care through **education, workforce development and support**” (NES, 2019). A re-focus on improving education and training to provide a more inclusive, sustainable, high-quality health and care workforce, in the right place at the right time for a healthier Scotland.

3.14 As alluded to in [Section 2.1](#), HSCWs working within the AHP services currently have no ‘earn-while-you-learn’ route supporting access to achieving a qualification which affords eligibility to apply to register with the AHP regulatory body: the HCPC.

3.15 Paramedics fall under the AHP umbrella, ‘Ambulance Technicians’ under HCSW. Focusing specifically on the AHP arena, ‘The Allied Health Professions Education and Workforce Policy Review: National Strategic Oversight Group’ is a multidisciplinary group set up to provide leadership across associated allied health professional work streams in alignment with SG aspirations outlined previously.

3.16 The findings and recommendations of this review went to the Cabinet Secretary for Health and Social Care in December 2022 with recommendations published in March 2023 (SG, 2023). These recommendations include the need for **new funded ‘earn-and-learn’ routes for HCSW to reach eligibility for registration.**

Recommendations include:

- Short – as soon as practicably possible - actions that do not require additional funding and perhaps are close to being implemented.
- Medium – 1 to 3 years – these are recommendations that require further consideration and will need to be considered within the wider financial landscape.
- Long – 3 years plus – these recommendations are likely to require additional funding to be implemented.

Education solution recommendations include:

- ‘Earn-and-Learn’ routes for the AHP professions in Scotland.
- Urgent implementation of funding for such routes
- Align with the ‘NHS Career Framework’.

(SG, 2023)

3.17 As mentioned in the AHP review, developments should also align with the NHS Career Framework. Relevant to this and following on from the HCSW Learning Framework, NES have recently published a new Nursing, Midwifery and Allied Health Professions (NMAHP) HCSW Development and Education Framework. This framework recognises the **valuable and changing roles of HCSW** and the work they do with and under the supervision of NMAPH colleagues (NES, 2023).

3.18 The framework endeavours to explain differences in learning and expectations across career framework levels 2-4 (not pay bands). This new framework supports the development of core knowledge, skills and behaviour across the four pillars of practice as described in Figure 3.1.



Figure 3.1 – Four pillars of practice (NES, 2023)

3.19 Finally, as a system within this ‘whole system’ overarching National Workforce Transformation agenda, sits the Scottish Ambulance and the workforce within, referred to as pivotal in the evolving healthcare landscape ([Section 1.33](#)).

3.20 The SAS provides a unique national frontline clinical service within homes and communities, across multiple healthcare settings, within every Health and Social Care Partnership, and all NHS Boards. The 2020-2030 Strategy aims to set out the potential for **a key role within the future of healthcare in Scotland, by working collaboratively** with the public, NHS Boards, the voluntary sector and Health and Social Care Partnerships.

3.21 In line with SG policy, and in an effort to continue to provide high quality, safe and effective, person-centred care for the people of Scotland, developing a pathway for technicians is integral to the SAS work force demand and capacity programme and future workforce modelling. It is considered a **key deliverable** within the SAS Strategic Plan 2020-2030 and the ambitious Education and Professional Development ‘road map’. This has also been highlighted within SAS’s **‘Delivery Plan Guidance to National Boards’ from SG** in March 2023.

3.22 One of the **NSET objectives is better collaborative working across organisational boundaries**, in particular those of SDS and the SFC (section xxx) responsible for the funding of all tertiary education in Scotland.

3.23 The monitoring and reporting on relevant collaborative projects of work is captured within a ‘Shared Outcomes Framework’ for example in the areas of Foundation and Graduate Apprenticeship. Responsibility for the funding of Graduate Apprenticeships transitioned to the Scottish Funding Council, for any new enrolments from academic year 2021/22 onward.

3.24 The Scottish Funding Council is accountable for the funding it allocates to universities and to ensure that university provision is of high quality. SDS and SFC are working in collaboration to support the delivery of Graduate Apprenticeships. The new [annual progress report for Graduate Apprenticeships](#) published by SDS and the SFC is now available (SDS, 2023).

3.25 Also relevant within the political rhetoric of this options appraisal: in 2019, as Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, issued a guidance letter to SDS (SG, 2019). **Central within this guidance, was the requirement for collaboration and partnership between SDS, SQA, HEI and Further education colleges and other relevant institutions in promoting alignment with SG policy, and vision, for ‘Fair Work’ practices in a fairer Scotland.** Key to this was engagement with employers to encourage a commitment and investment in skills and training.

3.26 During engagement with SG during this options appraisal, it was recognised by SG that there was potential for SDS being approached by different areas of Health and Social Care in silo. To ensure a more cohesive and strategic approach, a new group - ‘Skills for Health and Social Care’ was set up in November 2022. The focus of this group will be to have a strategic oversight of health and social care educational needs. SAS and NES are both currently members of this group. This work, exploring potential technician to paramedic career progression routes, is positioned within this group. Also, at the time of writing, this group was considering the ‘asks’ from across Health and Social Care. The ‘ask’ of this work was submitted under ‘Paramedics’ as well as being included in the AHP job family submission.

To conclude this analysis of the macro to micro political landscape it is clear that the development of a new technician to paramedic progression route has a rational underpinned by this rhetoric.

Societal

3.27 Political rhetoric emanating from reports and strategies such as those laid out in the previous section iterate opportunity, value and investing in people with subsequent consequence of benefiting the organisation, its culture, its people and ultimately the quality service it seeks to deliver.

3.28 In terms of education, the ‘Blueprint to fairness, (SG, 2016) considered that the investment **in widening access to Scotland’s world class, publicly funded, higher education system was considered a moral, social and economic duty.** Addressing such rudimentary inequality within the fabric of Scottish society would not just benefit socio-economic and cultural aspirations and prosperity, such inclusiveness would assist in deconstructing cycles of generational deprivation. In keeping with this wider social understanding, Christie (2011) discusses public services as reflecting the ethical foundations of a society. A lack of appreciation of this, and the necessary development

reform, would be to the detriment of a collective nature of social responsibility long considered a Scottish defining characteristic.

3.29 Commitments first made in ‘Everyone Matters’ understand that healthy organisational culture demands staff who are valued and treated well. Sustaining a healthy culture creates the conditions required for high quality health and social care (SG, 2020). This strategy, and those subsequent nine highlight a **commitment from SG to develop career progression and an expectation that NHS Boards Learning Strategies support and address this aim.**

3.30 In terms of organisational culture narrative, a technician to paramedic ‘earn-and-learn’ career progression could not align more clearly. Such a development, valuing staff and harnessing their potential within the workforce, signals to staff the willingness to transform ideology to reality, and an investment in maintaining a healthy culture and the associated benefits to the service user.

3.31 Encompassing a wider perspective, as an anchor institution, the SAS can contribute to this societal cultural aspiration of a ‘fair’ agenda at another level. The recent ‘Building Community Wealth: Consultation’ (Scot Gov, 2023) **looks to anchor institutions to commit to supporting attraction and retention in geographical areas facing declining population.** The role of anchor institutions is also highlighted in the Population Strategy: A Scotland for the Future. An earn-and-learn route completely supports and positively promotes capturing home-grown local talent within such communities.

3.32 By investing in their staff in their home areas particularly in the more remote and rural, societal principles laid out in such policy guidance suggest a moral and ethical societal duty to administer opportunity for development in those from such areas.

Economic

3.33 [Section 5](#) of this options appraisal document ‘Options’ will focus on emerging options and will include as far as possible, a hypothetical funding model for the emerging preferred option. However, to help make sense of the funding requirements for potential emerging options, it is important to understand current funding, and funding implications for future new model(s). Therefore, this economic analysis will unpack:

- The current funding for existing paramedic programmes
- Funding potential for an ‘earn-and-learn’ solution.

Current funding status

3.34 After a tendering process in 2019, facilitated by NES on behalf of SG, five universities in Scotland now deliver the fulltime paramedic degree. Paramedic student numbers for these programmes are ‘controlled’. Therefore, currently there is a limit to the number of students recruited to these programmes each year. This number is advised SCoPE and SAS to the Scottish Government Health and Social Care Directorate (SGHD)

based on predicted work force modelling. Currently, the number given to SG is 335 with this number set for a 3-year period.

3.35 Tuition fees are applied for through the Students Award Agency Scotland (SAAS). SAAS is an executive agency of the SG. Eligible students have their tuition fees paid via SAAS. Students must apply direct to SAAS and if they meet the criteria then fees are paid direct to the educational institution by SAAS. At the time of writing tuition fees are £1,820 per student per year. If claimed by 335 this takes funding allocation for these fees to £609,700 per year to support the undergraduate programmes.

There is set criteria dictating eligibility for claiming tuition fees or support for them. Amongst this criterion for eligibility is to be considered within this work:

- Students ordinarily resident in Scotland and doing their first degree will generally be eligible for free tuition. This may impact on some of our current technician workforce.
- If you're studying at least 30 credits at undergraduate level and your personal income is £25,000 or less (including replacement living-cost benefits), you may be eligible for a Part-Time Fee Grant, which will cover the cost of your course fees. Currently our technician workforce earns more than this.

3.36 The SFC fund a 'Teaching Grant' of £5,917 per funded place (based on intakes and progression rates). Therefore, funding of tuition fees of £1,820 per year plus this sum of £5,917 per funded place per year, equates to £7,737 per student per year. Over three years for this number of students then funding directed toward the fulltime undergraduate programmes would equal an outgoing from SGHD of £2, 591, 895 on tuition fees and 'Teaching Grants'.

3.37 Added to this outgoing, full-time paramedic students are also eligible to apply for a non-means tested bursary of £10,000 per year. Applications are made for this through SAAS who administer the payments. This is funded through Scottish Government's Health and Social Care Directorate Paramedic, Nursing and Midwifery Student Bursary (PNMSB) scheme. This amounts to bursary potential bursary outgoings of £3, 350,000. Total potential outgoings therefore for 1 year are £5,941,895 and over 3 years, £17,825,685.

Fees summary

Tuition fees	£1,820
Teaching grant	£5,917
Bursary	£10,000
Per student place	£17,737
Per year - 335 students x £17,737	£5,941,895
Over 3 years - 335 students x £17,737 x 3 years	£17,825,685

Funding potential for an ‘earn-and-learn’ solution.

3.38 The funding outlined above supports undergraduate students in full-time education. The aim of this options appraisal is to explore potential new ‘earn-and-learn’ routes for technician staff to progress their careers, to the point of eligibility, to apply for HCPC registration. The political, societal, cultural and organisational basis for supporting such a development route is unpacked throughout this document.

3.39 [Section 5](#) of this options appraisal document ‘Options’ also describes the ‘The Engagement Process’. This indicates the desire from numerous bodies to support such a venture, as well as an appetite by some to be directly involved. However, this said, development of a new route will require some form of monetary commitment. During the engagement phase, monetary barriers to a new development became a recurrent theme.

3.40 There are generic considerations to be made across any options, how much each may cost and how they might be met depending on the nature of the individual option. The generic considerations relate to:

- Programme development, award and maintenance
- Programme delivery by an education provider e.g., university or college or both in collaboration with SAS
- Programme resourcing:
 - Teaching
 - Estates/delivery space
 - Equipment/technology/delivery materials
- Tuition Fees
- Student extraction:
 - Resource backfills.
 - Travel expenses
 - Accommodation.

Just accounting for backfill and tuition fees alone, as an example, as per current HEI costings, based on a hypothetical cohort of 50 students, on the top of their pay band, requiring 50 days extraction associated costs per year would be circa £ 2,500,000.

3.41 Any fluctuation in costs across is dependent on the option and the arrangement of the bodies/partners involved in the development phase and thereafter in the delivery.

The Scottish Funding Council (SFC) and Funding

(For details on the role of the SFC can be found in [Section 2.48](#) and in [Sections 3.10-11](#) and [3.22-25](#))

3.42 The SFC allocate universities their funding. ‘Outcome Agreements’ set out to SFC what colleges and universities plan to deliver in return for funding. SFC Outcome Agreement Managers work with institutions to develop their Outcome Agreements. Universities can then arrange this funding to suit their agreed delivery outcomes and their priorities. The SFC review and SG are eager to see the development of new partnerships and collaborations aligning with the aims of wider SG Policy.

3.43 The SFC guidance to the universities promotes and permits the re-allocation of funding to support new delivery models alongside those outlined in the agreements. Currently, as highlighted, in terms of paramedicine, funding has been allocated to support the training and education of 335 full time undergraduate paramedic places per year.

Flexible Workforce Development Fund (FWDF)

3.44 At the time of writing, this provides Levy-paying employers access to funds to upskill and develop their workforce. Since its introduction in 2017-18 this has now been expanded to include small and medium enterprises. These upskilling programmes can be delivered in partnership with colleges, the Open University in Scotland (OUiS) or an independent training provider. SFC administer this fund on behalf of colleges and the OU, whereas Skills Development SDS administer on behalf of independent training providers. Levy paying employers can access training up to the value of £15,000. In 2022-2023, £10 million is available to colleges (SFC, 2022)

Upskilling Fund

3.45 Now in its fourth year, this fund enables universities to quickly develop short, flexible courses that respond to the needs of employers. Guidance set out to universities for academic year 2022-2023 continues to focus on this shorter, flexible provision particularly in terms of COVID recovery and exit from the European Union. This guidance also sets out that this annual funding should be used to support the aims of NSET ([Section 3.5](#) and [3.22](#)) to incentivise people and their employers by supporting investment and training throughout working lives to ensure rewarding careers. Whilst recognising activity already undertaken **the guidance asks that universities continue to use this funding to find innovative in new models supporting this agenda.** The funding should be used to meet the cost of development and delivery costs. Upskilling activity should also **be flexible in its arrangements in terms of student access start and completion times.** The total allocated across the 19 universities for academic year 2022-2023 is £6,970,013.

Potential new funding space

3.46 As mentioned, the SFC work closely with SG on promoting their policy ambitions for a ‘Fair’ Scottish society. Where funding support is not already allocated, the SFC has some leeway to review in accordance with the Further and Higher Education Act (Scotland) Act 2005 (UK Gov, 2005). However, where amounts exceed £250,000 SG must be involved and authorise. The recommendations from the AHP workforce Education Review mentioned in [Section 3.16](#) appear to support the **need for further fund availability for this ‘earn-and-learn’ space.**

SFC and NES memorandum of understanding

3.47 The purpose of this memorandum of understanding is to ensure that the two organisations complement and strengthen each other's respective roles and functions in seeking to meet Government priorities, develop joint ways of working to help meet the skills needs of the health sector, avoid duplication of effort and resources, and wherever possible, seek to foster collaboration among the key stakeholders (SFC, 2020)

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SECTION 4 RATIONALE

[Link to Glossary](#)

SECTION 4 - RATIONALE

Organisational Culture

4.1 Throughout the evolutionary journey toward professionalisation, the SAS has always provided an internal route for their ‘Qualified Ambulance Technician’ and ACA staff to continue with their education and training to progress to ‘Paramedic’. This was the case both: prior to and after the 1999 milestone of voting to adopt registration.

4.2 More recently, in 2011, SAS entered into an HCPC-approved collaboration with GCU. At the time of development, the HCPC had set the threshold for registration at Diploma level, having departed from IHCD certification recognition. Diploma level is level 8 on the Scottish Credit Qualification Framework (SCQF) as indicated in Figure 4.1.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2			

Figure 4.1 (SCQF, 2021)

4.3 This collaboration was the ‘Diploma in Paramedic Practice’ (Dip HE). This programme was a two-year programme. On successful completion of year 1, the programme design allowed the student to step-off with a Certificate in Ambulance Studies’ (Cert HE) and take up a post as a QAT. Dependant on SAS workforce geographical demand, QATs could apply to re-join year 2 to complete the Dip HE and thereby be eligible to apply to the HCPC to register as a paramedic. This internal career progression route also allowed intuition with workforce geographical demand.

4.4 The Scottish Ambulance Service has always provided an ‘in-house’ progression route to ‘Paramedic’. As a national organisation, facing the challenges of delivering quality services across a diverse geography, and demography, this interface between organisation and education:

- Anticipates workforce modelling needs.
- Can react to unforeseen challenges.
- Allows mitigation against potential future geographical uncertainty.
- Provides a flexible pipeline.
- Supports continued 'Advanced Practice' agenda (release for educational study, placement and seconded roles)
- Supports paramedic internal/external secondments across other depts/areas.
- Enables stability in areas of more challenging recruitment and retention.
- Provide Emergency, unscheduled and scheduled care 24/7.

Embedded in the history of the organisation, this 'home grown' approach is intrinsic to its culture. This internal progression demonstrates commitment to staff.

The implementation of strategy vision, values and beliefs around valuing and nurturing staff can be challenging for public sector organisations given the budgetary constraints. Internal progression routes signal intent to deliver and allow the key interface between ideology and reality. The historical and cultural significance of an internal progression route should be recognised for its multidimensional influence across the organisation.

4.5 In 2013 the priorities for action within the 'Everyone Matters 2020 Workforce Vision' were grouped as:

- Healthy organisational culture
- Sustainable workforce.

The importance of organisational culture is again recognised in the National Workforce Strategy for Health and Social Care (NWHSC). It is considered that organisational cultures must be nurtured in parallel with transformation in systems, processes and structures, and a commitment to integrated working. Strong and effective leadership is essential to this, at all levels of the Health and Care system. A healthy culture rewarding staff and taking cognisance of their needs is called for and promoted. **Career progression is seen as a central pillar with a particular mention of sustainable routes for paramedicine** (NWHSC, 2022).

4.6 Key to growing and transforming our workforce is a supportive and inclusive workplace culture. This is fundamental to providing services that will need to adapt to deliver continually improving, high quality and compassionate care. **Establishing a pathway to registration for technicians is a key deliverable set out for SAS by SG for 2023-2024 (SAS Annual Delivery Plan, 2023)**. For SAS, this not only aligns with organisational strategy but also with the wider social mobility agenda set out by Scotland's National Strategy for Economic Transformation (NSET) ([Section 3.5](#) and [3.22](#)). This also generates a diverse pool of talent and promotes a culture of learning and development. Valuing staff by providing opportunity serves to enhance employee job

satisfaction, promote well-being, employer attractiveness and recruitment and retention stability.

4.7 It should be noted that not all technicians wish to progress their career from this valued role within the organisation. However, likewise, it should also be noted, that in terms of historical technician to paramedic progression routes, courses do not fail to attract adequate numbers through the application process.

4.8 There are currently 1,700 ambulance technicians working for SAS. Last year SAS Education and Professional Development Department (EPPD) facilitated the training and education of approximately 400 technicians through the ‘Diploma in Ambulance Technician’ programme awarded by ‘FutureQuals’ (see [Section 2.7](#)). This programme is delivered in-house by EPPD across three regional EPPD centres.

4.9 A recent straw poll of the current cohort undertaking this programme indicated that out of 118 asked, 111 (94%) indicated they wish to pursue career progression to paramedic registration. Further intelligence suggests that technicians are leaving their full employment to apply to year 2 of the current undergraduate programmes.

4.10 As mentioned earlier in this section, the current full-time university programmes are heavily relied upon for paramedic workforce modelling numbers. In terms of pipelines, a further home-grown source may compliment this main artery. With the paramedic sought after in increasing areas of healthcare and the programmes in their infancy, it is difficult to predict at this point what the true attrition data will look like. It may also be worth noting that 27% of SAS paramedics are currently over 55 years old.

4.11 An internal technician to paramedic career progression route not only aligns with all the socio-political and cultural rhetoric around valuing staff and widening access, but it also provides organisational stability, in particular geographically as a national anchor institution.

Strategic Case

4.12 As discussed in [Section 3](#), there is a wider political, societal and economic agenda supporting, and informing, the rationale for the development of a new ‘earn-and-learn’ technician to paramedic career progression route. Key drivers underpinning this rationale can be summarised under the following heading.

National

4.13 Scotland’s 10-year ‘National Strategy for Economic Transformation’ (NSET) (formerly the ‘Enterprise and Skills Strategic Board’) recognises the need for skills system reform to align with this socio-economic vision, in particular, apprenticeship and **work-based learning opportunities** (SG, 2022)

4.14 UK-wide analysis recognises that by 2030, 90% of the workforce will require upskilling and that 80% of that workforce will have already left formal education for skill. McKinsey (cited in SG, 2022). The resultant ‘Adult Learning Strategy 2022-2027’ has

ensuring adults have opportunities to learn throughout their lives central to it this skills system reform (SG, 2022).

Health and Social Care

4.15 As part of this whole-system approach, the ‘National Workforce Strategy for Health and Social Care’ in Scotland considers training and education of the workforce fundamental to transformation. Career progression, valuing and rewarding staff, and recognising their needs are seen as underpinning a healthy organisational culture.

4.16 NHS Education Scotland (NES) focused their Strategic Framework 2019-2024 on “enabling excellence in health and care through education, workforce development and support” (NES, 2019).

Allied Health Professions in Scotland

4.17 ‘The Allied Health Professions Education and Workforce Policy Review: National Strategic Oversight Group’ a multidisciplinary group, was set up to provide leadership across associated allied health professional work streams in alignment with Scottish Government (SG) aspirations outlined previously.

4.18 The findings and recommendations of this review went to the Cabinet Secretary for Health and Social Care in December 2022 with recommendations published in March 2023 (SG, 2023). These recommendations include:

- Short – as soon as practicably possible - actions that do not require additional funding and perhaps are close to being implemented.
- Medium – 1-to-3 years – these are recommendations that require further consideration and will need to be considered within the wider financial landscape.
- Long – 3 years plus – these recommendations are likely to require additional funding in order to be implemented.

4.19 Education solution recommendations include:

- ‘Earn-and-Learn’ routes for the AHP professions in Scotland.
- Urgent implementation of funding for such routes.
- Align with the ‘NHS Career Framework’.

The Scottish Ambulance Service (SAS)

4.20 The SAS 2020-2030 Strategy aims to set out the potential for a key role within the future of healthcare in Scotland, by working collaboratively with the public, NHS Boards, the voluntary sector and Health and Social Care Partnerships (SAS, 2023).

4.21 In line with SG policy, and in an effort to continue to provide high quality, safe effective and person-centred care for the people of Scotland, developing a pathway for technicians is integral to the SAS future workforce modelling. It is considered a key deliverable within the SAS Strategic Plan 2020-2030 (SAS, 2023).

4.22 This has also been highlighted by SG as a key priority within SAS's 'Delivery Plan Guidance to National Boards' from SG in March 2023 (SG, 2023).

4.23 Encompassing a wider perspective, as an anchor institution, the Scottish Ambulance Service can contribute to this societal cultural aspiration of a 'fair' agenda. The recent 'Building Community Wealth: Consultation' (SG, 2023) looks to anchor institutions to commit to supporting attraction and retention in geographical areas facing declining population. Principles laid out in such policy guidance suggest a moral and ethical societal duty to administer opportunity for development in areas with unique challenges.

The Need for Change

4.24 Having considered both the organisational culture and the wider strategic context, the following points aim to summarise the key rationale:

- 1) As mentioned in [Section 1.38](#), some form of 'earn-and-learn' route was expected to have been explored and developed alongside the full-time undergraduate programmes as part of the original SPINE transition process through 2018-2021.
- 2) Currently, SAS is heavily reliant on the full-time degrees programmes to produce newly qualified paramedics (NQP) to fulfil the future paramedic workforce requirement. This model:
 - As the main artery of supply, a further internal pipeline may support/compliment this avenue and afford additional resilience. Whilst the BSc programmes are currently recruiting well, lessons might be taken from the current recruitment crisis across e.g., nursing, pharmacy and dentistry to mitigate and avoid similar.
 - Promotes a risk to geographical service delivery particularly in remote and rural areas, despite the award of BSc contracts being based on mitigating this risk.
- 3) An opportunity exists to create an innovative and adaptive career progression model which supports the development of a flexible workforce, and the potential for future hybrid collaborative roles.

This would assist in achieving the ambitions of SAS, as an anchor institute, to participate more effectively across health and social care settings along with aspirations to support wider healthcare delivery, with a particular focus on urgent/primary care.

- 4) A tech to para route is a key deliverable set by SG for SAS in the Annual Delivery Plan for 2023-24.
- 5) Aligns with key political, economic, societal and organisational strategies, drivers and reports, in particular that of:

- valuing staff,
 - affording opportunity
 - widening access
 - investing in ‘home grown’ staff development to support remote and rural communities and the health and social care challenges they face.
 - promotes development of flexible HealthCare Support Worker roles (HCSW) benefitting staff and healthcare delivery
- 6) With the commissioned full-time undergraduate programmes producing their first graduates in summer 2023, data on attrition rates is limited and uncertain moving forward. It is also worth noting that the programmes were impacted by COVID which may skew early data. Comparison with other AHP programmes would suggest an expected low attrition rate.

The current undergraduate programmes are funded by SG via Scottish Funding Council (SFC). Whilst the first-year intake had a planned target of 284 the actual places taken were 336 as per table 4.1 below

Table 4.1

HEI	Target	Actual	Difference
Glasgow Caledonian University	56	66	+ 10
University of the West of Scotland	56	55	- 1
Queen Margaret University	56	78	+ 22
University of Stirling	56	51	- 5
Robert Gordon University	60	86	+ 26
Total	284	336	+52

Thereafter the subsequent 3 years have been set at 335.

From outset, attrition had been assumed to be in the region of 10% during studies, 10% post studies. Therefore from 335 SAS would expect recruitment of circa 270.

As of April 2023, the number of students applying to SAS from the first intake of 336 is 230.

This number falls short of that expected and as mentioned, data is in its infancy and therefore unreliable at this early stage. However, a further internal pipeline would serve to mitigate against this single reliance during unpredictable and changing healthcare landscape in Paramedicine.

The development of a flexible model will enable an adjustable workforce pipeline to meet needs and address concerns in areas of recruitment challenge. In addition,

it would support workforce requirements if the move to a 36-hour NHS Scotland working week was realised.

- 7) SG policy promotes collaborative working across anchor institutions to provide a fairer and healthier society. This ambition cascades into both SAS and wider Health and Social Care (HSC) strategy. The evolving paramedic skill set has increasingly lent itself to a contribution to wider interdisciplinary healthcare teams.

As such, this impacts on maintaining a 'steady state'. This role transferability lends itself to 'leakage' in the system from core paramedic 'ambulance shift duties':

- from within the organisation to meet the contractual arrangements around primary and urgent care
- increasing external avenues of opportunity for current staff and expected NQPs.

A further pipeline again serves to mitigate against fluctuating and uncertain workforce predictions around this skill set leakage.



SECTION 5 OPTIONS

[Link to Glossary](#)

SECTION 5 - OPTIONS

Engagement Process

5.1 A three-stage methodology, as outlined in Figure 5.1, was deployed to explore this landscape and engage with potential stakeholders.

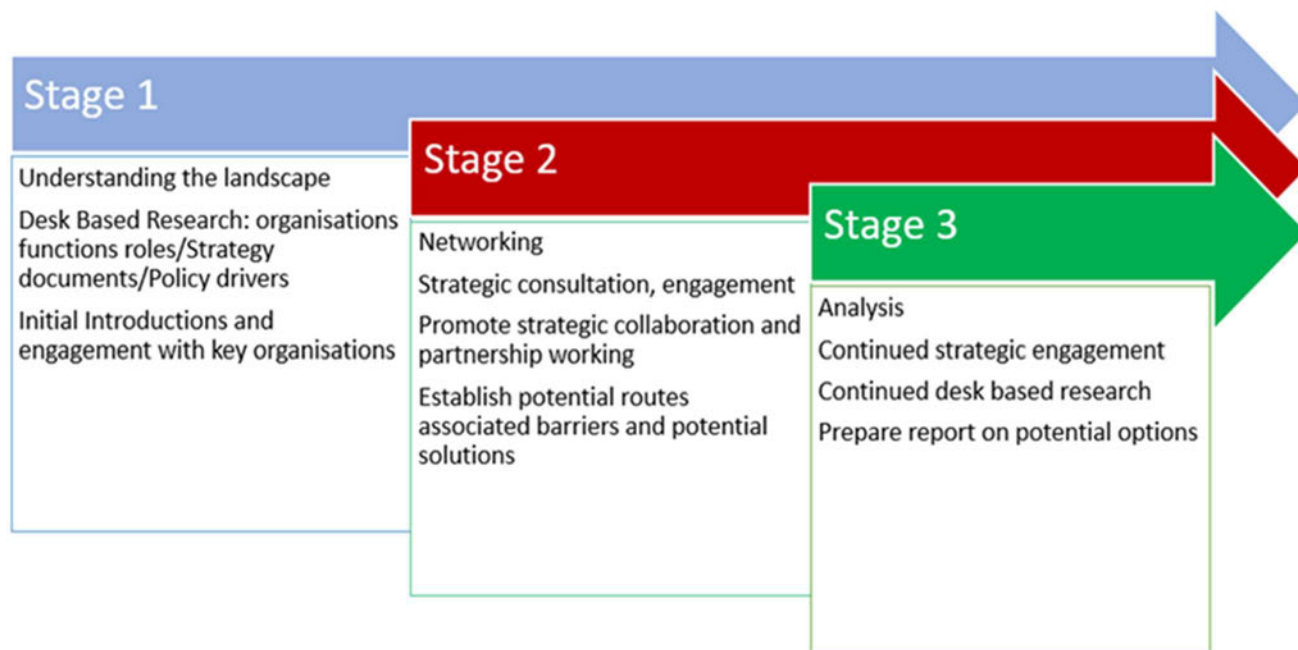


Figure 5.1 – three-stage methodology.

Stakeholder Engagement

5.2 The following list represents the extensive engagement to date:

- Literature Review
- Graduate Apprenticeship England
- UK Ambulance Trusts
- UK Levy Funding
- Skills Development Scotland (SDS)
- Scottish Credit Qualifications Framework (SCQF)
- Scottish Qualifications Authority (SQA)
- Health and care Professions Council (HCPC)
- College of Paramedics (CoP)
- FutureQuals
- Quasafe
- ALR Training & Event Medical Services

- Pre-Hospital Emergency Medicine (PHEM) Skills Framework
- Scottish Ambulance Service (SAS)
- Scottish Government (SG)
- Scottish Collaboration of Paramedic Education Group (SCoPE)
- 5 Higher Education Institutes (HEI) delivering BSc Paramedic Programme in Scotland
- University of Cumbria (Showcase of Graduate Apprenticeship Model)
- Scotland's Colleges
- Scottish Funding Council (SFC)
- NHS Education Scotland (NES).

5.3 The level and volume of engagement undertaken highlights the extensive and significant nature of this work and provides an insight into the complexities involved in exploring potential options and solutions. However, interactions led to two significant 'breakthrough' engagements. These were:

Face-to-face Engagement Workshops with Key Stakeholders

5.4 This was originally an event to meet with Deans and Vice Deans of the 5 universities to hold face to face conversations/workshops with the experts at a more strategic level.

5.5 Timely conversations with Scottish Funding Council (SFC), Scottish Colleges and the Scottish Qualifications Authority (SQA) led to representation from these bodies at one, or both, events, along with representation from SAS and NES. Contact between NES and SG led to attendance of SG in an observational capacity.

5.6 The purpose of these meetings was to:

- Explain the background and context to this work.
- Engage with current Scottish experts.
- Establish initial appetite to engage in exploratory 'solution-finding' and consider associated barriers.
- Establish appetite to work collaboratively as anchor institutes to deliver a new product.

5.7 These proved very positive and useful cross-sector events. Feedback from these events can be found in [Appendix 9 Section 19](#). The second event had a new step-on step-off, work-based learning model proposed for consideration. This provision would involve a consortium arrangement using a tertiary model involving: Scotland's Colleges, invested universities and the employer. There was the suggestion of a 'co-faculty' arrangement across the provision. SQA would play a lead role in the development along with other stakeholders. The needs of SAS, as the employer, would be central to provision

development. This would lead to the emergence of the preferred option (option 4) outlined later within this section.

Skills for Health and Social Care Group

5.8 Apprenticeship schemes in Scotland are funded by the Scottish Government and administered by Skills Development Scotland (SDS). Funding is administered by The Scottish Funding Council (SFC). SDS have been inundated with requests for apprenticeships across Health and Social Care.

5.9 As a result, SG have recently set up a group called 'Skills for Health and Social Care' to take a strategic approach. This 'Tech to Para' work is positioned within this group both uni-professionally, and as part of the AHP job family. It is therefore currently dependant on the progress made within this group, as well as the associated priorities and timeframes.

5.10 SDS only have a finite fund for apprenticeship development. The new fulltime Paramedic Science undergraduate programmes attract more than enough applicants. Therefore, with recruitment and retention crisis across other areas of health and social care such as dentistry, pharmacy and nursing, this work may not be prioritised.

5.11 These two key engagement areas are relevant to the emerging options. A fuller account of the engagement process with all bodies, organisations and institutions can be found in [Appendix 9](#).

Educational Model: Considerations

5.12 In exploring solutions/options for a new technician to paramedic career progression route, it would be a missed opportunity not to consider SG rhetoric as well as the organisation's wider political and social strategic intent as outlined throughout [Sections 3](#) and [4](#).

5.13 An innovative forward-thinking model should be intuitive and responsive to these wider SAS healthcare deliverables and ambitions. A characteristic of such a model would be an adaptability with workforce planning predictions giving an ability to mitigate against unforeseen workforce challenges.

5.14 Whilst such a model may lend itself to 'trailblazing' the needs of the organisation, in addition, it may have the potential to pose as a pilot that might connect with wider healthcare education. Therefore, it may be considered short-sighted not to consider a model that may provide the foundation for future expansion related to:

- Supporting the widening access aspirations by planting roots into SIMD areas of society supporting the development of the future workforce

- Expansion across other AHP skill sets to create hybrid roles and a more flexible paramedic and HCSW workforce with potential collaborative with interdisciplinary teams across different healthcare settings.
- Reaching up into advanced practice frameworks.

5.15 All of which, play into specific SAS strategic aims of:

- improving clinical outcomes and healthy life expectancy
- Improving the Health & Wellbeing of our staff and citizens
- Continuing to shift the balance of care away from acute hospitals into people's homes and local communities,
- improving patient experience and avoiding unnecessary hospital admissions
- Improving our care by anticipating needs and responding quickly and safely as possible, delivering the right care in the right place at the right time

Short-List of Options

5.16 Currently in Scotland there is no 'Earn-and-Learn' route for Ambulance Technicians to progress to Paramedic Registration. This is the case for all the other pre-registration healthcare support workers working (HCSW) within the Allied Health Professions (AHP)s in Scotland. Therefore, it is important to understand on reading this overview that the options discussed are at this point merely potentials, they do not exist, and they are not in development. This work has sought to explore potential avenues by engaging with relevant bodies that might work together to develop and produce a career progression route.

5.17 Whilst there has been a lot of positive support for developing a solution. The main barrier encountered on engaging with relevant bodies on potential option(s) has been funding responsibilities. With the economic climate being as it is, taking the time with individuals and organisations in engagement meetings and discussions, without commitment to that option, can only go so far. This is particularly so, where the uncertainty on funding responsibilities is unclear. As a result, at this stage in the options process, any funding illustrations and allocated responsibilities suggested within the options are hypothetical based on best intelligence at the time of writing.

5.18 Owing to the nature of this appraisal which seeks to 'trailblaze or 'pilot' a new provision by exploring 'potentials' and 'what-ifs', the actual costs involved and responsibilities for these, can only be determined moving forward with a further phase of this work involving a 'commitment' to an option(s). For now, the main individuals and organisations potentially involved await this decision and express an eagerness and excitement to get started and be a part of potential innovative solution finding.

5.19 After a lengthy engagement, at this point in the process, there are five emerging potential options that are described in Table 5.1. For a more in-depth overview of 1-4 see [Appendix 10](#).

Table 5.1

Options		Brief Summary Overview	Further Information/Status
1	Graduate Apprenticeship	<ul style="list-style-type: none"> • A work-based learning (WBL) model • 3-year programme may or may not include FutureQuals provision as Year1 • Developed by Skills Development Scotland (SDS) • Degree award • SAS as employer central to design • Delivered by college/university (potential SAS delivery collaboration) 	<p>Currently positioned in the new ‘Skills for Health and Social Care’ group overseen by SG.</p> <p>Reliant on the progress of this group.</p> <p>Status: Monitored with timescales unclear as driven by SG.</p>
2	Part Time Traditional Degree	<ul style="list-style-type: none"> • Currently not developed by universities • Student would collect 60 credits per year and require 240 overall. • Developed by HEI • Abstraction required to engage with applied/practical modules. • Placement extraction required as per university programme design. 	<p>Universities may consider the development of this for their 2025-26 HCPC re-approval if sustainable demand apparent.</p> <p>Status: Not favoured owing to timescales involved and potential increased costs for SAS in comparison to other options but continue to monitor.</p>

Options		Brief Summary Overview	Further Information/Status
3	FutureQuals (FQ) (or potentially Qualsafe/ other) Provision	<ul style="list-style-type: none"> • Currently not approved and not available • This would be a named award based on 'Equivalency' and approved by the HCPC. • This would be a 2 year 'add-on' to the current FutureQuals. • SAS would the infrastructure to deliver and require HCPC approval. 	<p>As per engagement, FQ are developing a model. This has not yet been approved and therefore timelines are unclear.</p> <p>A similar private awarding organisation, Qualsafe may choose to develop such a provision.</p> <p>Status: Not favoured owing to complexity of 'equivalency' but continue to monitor.</p>
4	New SQA Provision: 4 potential routes		
4.1	SQA without FutureQuals and with Degree Award	<ul style="list-style-type: none"> • New 3-year WBL provision • SQA awards in year 1 and 2 • Wrap around HEI degree award for year 3 • Delivery: Scotland's Colleges, HEI, SAS tertiary model with consortium anchor institutions delivery • Potential step on step off awards assigned to job roles. • Wrap around degree awarded by HEI. • Coherent adaptable framework • Would not have potential to be part of wider AHP framework 	<p>Favoured by stakeholders involved in face-to-face workshop events.</p> <p>4.1 is emerging as favoured of 4 routes.</p> <p>SQA business case (BC) submitted end of May 2023 which was approved June 2023.</p> <p>SQA Qualifications team ready to commence work</p> <p>Status: Ready to progress further</p>

Options		Brief Summary Overview	Further Information/Status
4.2	SQA without FutureQuals with 'Equivalency' (No Degree Award)	<ul style="list-style-type: none"> • New 3-year WBL provision • SQA awards in year 1 and 2 • Delivery: Scotland's Colleges, SAS • Potential step on step off awards assigned to job roles. • PDA Equivalency award • Potentially no HEI involvement • Would not have potential to be part of wider AHP framework. 	<p>The HCPC will consider an 'Equivalency award', however, they did voice concerns regarding the need for a coherent framework with a clear quality assurance structure.</p> <p>Professional identity and credibility issues raised by HEIs with regard non degree award. Potential concerns re HCPC approval.</p> <p>Status: Ready to Progress further</p>
4.3	SQA with FutureQuals and with a Degree Award	<ul style="list-style-type: none"> • New 3-year WBL provision • FutureQuals continue to award year 1 • College provision for year 2 with potential step off award • HEI award for year 3 (Degree) 	<p>Less coherent package with increased interdependencies and model transition points.</p> <p>Less favoured by SQA and colleges and HEIs.</p> <p>Less year one adaptability across SAS internally and externally.</p> <p>Status: Ready to Progress further</p>

Options		Brief Summary Overview	Further Information/Status
4.4	SQA with FutureQuals and with 'Equivalency' (No Degree Award)	<ul style="list-style-type: none"> • New 3-year WBL provision • FutureQuals continue to award year 1 • College provision for year 2 • PDA award Year 3 (likely College delivery) • Potentially no HEI involvement a • No Degree award 	<p>Whilst HCPC, in engagement, HCPC will consider an 'Equivalency award' there were concerns about a 'tidy framework' and QA of that.</p> <p>Less coherent package with increased interdependencies and model transition points</p> <p>Less favoured by SQA and colleges and HEIs</p> <p>Less year one adaptability across SAS internally and externally</p> <p>Status: Ready to Progress further</p>
5	Do Nothing	<p>Currently technicians can leave their employment and apply for using recognised prior learning (RPL) fulltime study on one of the current undergraduate programmes. Only having this as an option would:</p> <ul style="list-style-type: none"> • Impact on staff moral • Impact on organisational culture • Fail to meet SG deliverables. • Lose an opportunity for an organisation focused adaptable educational model. • Lose an opportunity to align with the strategic agenda set out in 3.1 	<p>Status: Continue to consider. Viable but unable to realise benefits of earn-and-learn route</p>

5.20 From the options outlined in Table 5.1, Table 5.2 summarises which are placed in best position to be progressed at this point.

Table 5.2

Options		Current Status	Moving forward
1	Graduate Apprenticeship	<p>Owing to the positioning of this work within the new ‘Skills for Health and Social Care’ group overseen by SG this can only progress as that group work progresses.</p> <p>SG are currently carrying out a scoping exercise with SDS to inform decision making based on demand, needs and priorities from across H&SC.</p> <p>Timescales unknown. Likely that other priorities will supersede technician to paramedic development, given recruitment challenges in other healthcare roles e.g., Nursing</p>	<p>Reliant on the progress of this group</p> <p>Continue engagement and monitoring of this space</p>
2	Part Time Traditional Degree	<p>Engagement with the HEIs suggests that development of a part-time route is not being currently prioritised.</p> <p>If an approach from SAS were to be made, then any relevant processes and funding would have to be considered with a view to an approval process to commence such a programme in 2026.</p> <p>A part-time programme is likely to take a student 4 years to complete.</p>	<p>This may be a provision that universities individually develop in the future.</p> <p>Continue to monitor this space</p>

Options		Current Status	Moving forward
3	FutureQuals (FQ) (or potentially Qualsafe) Provision	This provision is currently not available. HCPC sighted on potential developments but timescales unknown.	Continue to monitor this space
4	<p>New SQA Provision: This option has 4 potential routes: 4.1, 4.2, 4.3, 4.4</p> <p>This option arose from engagement events with key stakeholders: SQA, Scotland's Colleges, the 5 HEI's, SFC, NES, SAS (SG attended in an observational capacity). See Section 5.4-5.7</p> <p>Stakeholder appetite to proceed further.</p> <p>SQA would manage the development of the option preferred of the 4 potential routes with all stakeholders involved in designing a step on step off WBL model. Any articulation arrangements between the Colleges and universities would be established in design.</p> <p>SAS organisational requirements would be central to this adaptable development.</p> <p>SQA are currently writing an internal Business Case for this option and preparing a development resource in the event of a formal SAS approach.</p>		<p>In a position to proceed to a next stage.</p> <p>Proceed to explore the 4 routes</p>

Summary

Table 5.3

Option 1	Ongoing – continue to monitor as could be viable and ready to implement if prioritised by SG
Option 2 and 3	Not viable currently
Option 4 (with 4 sub options)	Viable and ready to progress further

5.21 The most viable option to **progress to a further phase** of development is **Option 4** (including all sub options). As well as this, the option remains, to do nothing.

Viable Options 4 and 5: Criteria Comparison

5.22 The following criteria has been used to grade the viable options. It should be noted that at this point these options do not exist and therefore scoring is based on assumptions made on best intelligence available at the time of writing.

The criteria have been scored against a 3-tier system:

KEY

	Best fit
	Partial fit
	Poor fit

5.23 The Criteria used is:

C1: Interdependency: *This is based on controllables at this time for example, stakeholder availability and preparedness to engage.*

C2: Time frames: *This reflects time factors impacting on progression through the next stage and to an end of an option development.*

C3: Adaptability *This reflects the nature of the model and how intuitive it is to organisational change/need in terms of skill mix modelling and education provision.*

C4: Staff Experience *This is based on what the provision provides in terms of educational support for the student to support their studies and prepare them for higher education at degree level.*

- Access Library services
- Access wellbeing services
- Access social/activities
- Access disability services
- Access Learning support services

C5: Organisational Impact This is based on factors such as:

- Extraction levels on service delivery
- EPDD resource
- Contractual arrangements

C6: Regulatory body approval This criterion considers how the provision may be viewed by the HCPC from intelligence gained during engagement.

C7: Stakeholder Preference Considered within this criterion is the opinion and thoughts of the key stakeholders during engagement in terms of maintenance of professional identity and attributes, coherent respected framework, potential tertiary partnership and consortium delivery. Included are Scotland’s Colleges, the HEIs, CoP, HCPC

Table 5.4 below details the scoring against the criteria.

Table 5.4

	Criteria	4.1	4.2	4.3	4.4	5
C1	Inter dependency	Green	Green	Green	Green	Green
C2	Time Frames	Green	Yellow	Green	Green	Green
C3	Adaptability	Green	Yellow	Yellow	Yellow	Red
C4	Staff experience	Green	Yellow	Yellow	Yellow	Red
C5	Organisational Impact	Yellow	Yellow	Yellow	Yellow	Yellow
C6	Regulatory body approval	Green	Red	Green	Red	N/A
C7	Stakeholder Preference	Green	Red	Yellow	Red	N/A

Figure 5.1 provides an illustration of a potential option 4.1 step on step off WBL model which presents as best fit in Table 5.4

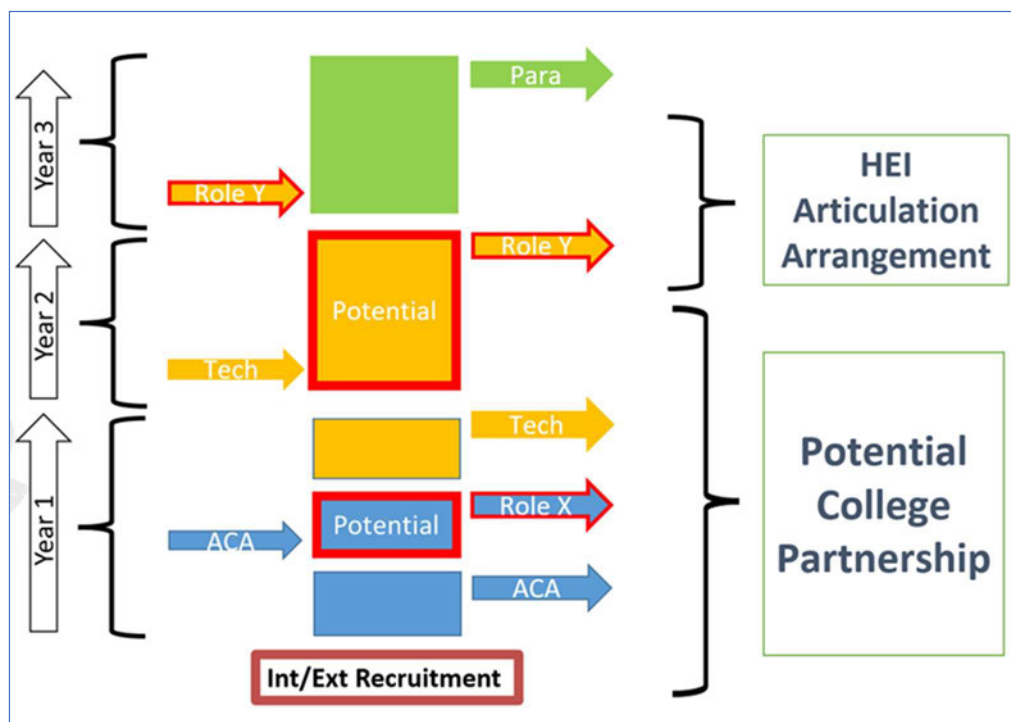


Figure 5.1 - Step on Step off WBL Model.

5.24 Further to this, whilst this would initially meet the needs of a tech-para solution, as a 'vision' on a third horizon further development could:

- allow expansion outwards and across other AHP learning units with potential micro-credential credited skills units that fit healthcare delivery requirements within specific settings such as remote and rural.
- articulate and interface with existing, and developing, apprenticeship frameworks.
- have potential to be part of a wider AHP educational framework.

Figure 5.2 describes a potential future framework.

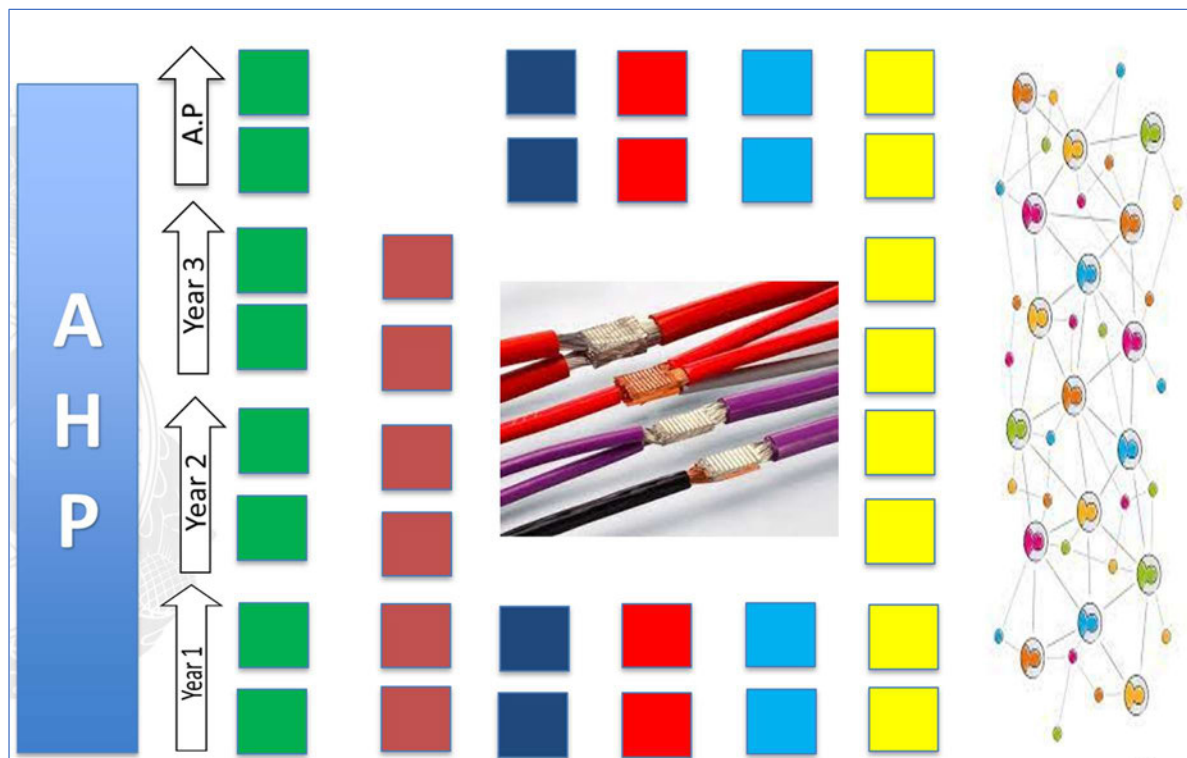


Figure 5.2 - Potential expansion to support AHP Framework.

Green = SAS Paramedic ‘Earn-and-Learn’ pipeline.

Other colours represent different developing, or future, ‘earn-and-learn’ AHP routes.

Boxes are potential standalone skill units/modules connectable and potential future upskilled HCSW hybrid roles lending themselves to specific healthcare solutions, e.g., an upskilled ambulance technician assisting on a remote and rural setting in areas such as taking bloods and assisting with musculoskeletal rehab.

Financial Appraisal

Background

5.25 There are normally 3 elements of funding related to training and educational programmes. These would be an awarding body, an education provider, and a user. For example, SQA as an awarding body, have within their portfolio of awards the branding: National Certificate (NC); Higher National Certificate (HNC); Higher National Diploma (HND).

5.26 An awarding body can then approve centres or education providers to deliver their qualification (if the centre can meet the awarding body’s approval criteria). This reflects

the arrangement with SAS as an approved centre for the delivery of the Diploma for Ambulance Technician FutureQuals award.

5.27 SQA approved education providers such as colleges can deliver their awards. The SFC is responsible for the funding of learning and teaching in colleges and universities in Scotland. Some of the costs to offset the delivery a provision also come from the tuition fees of the user.

5.28 An awarding body needs to have systems and processes to manage registration, certification, external quality assurance etc. If an approved centre is also part of an awarding body, then there are issues in relation to 'external quality assurance' and 'conflict of interest' to manage. For this reason, education providers and awarding bodies tend to be separate organisations. Larger educational institutions such as universities have systems and process in place to account for this and can both award and provide the education. (See [Section 3.3-6](#) as an example demonstrating the breakdown of current undergraduate funding costs.)

Tuition Fees

5.29 Students normally apply for tuition fees via Students Award Agency Scotland (SAAS). Currently technicians do not meet the criteria due to earnings. If approved this may require new funding mechanisms and therefore engagement between SAS/NES/SG/SFC/SAAS

Apprenticeships

5.30 The Scottish Government determine funding and policy for apprenticeships in Scotland. Skills Development Scotland (SDS) is the national skills body for Scotland supporting people and businesses develop and apply their skills. It is an executive non-departmental body of the Scottish Government and is responsible for the administration of the public funding contribution for apprenticeships in line with SG policy. SDS administers Scottish Apprenticeships on behalf of Scottish Government, which incorporates Foundation Apprenticeships (FAs), Modern Apprenticeships (MAs) and Graduate Apprenticeships (GAs). SDS facilitates the development of apprenticeship frameworks by working in partnership with industry and other partners. In a competing landscape for apprenticeships and with a finite budget for development, employers interested must first submit an application providing relevant rational for apprenticeship development.

5.31 Table 5.5 below explores responsibility for costs for the options. This is a high-level assumption of responsibilities. As more information is known and we develop these options furthermore, variables and differentials can be identified.

Table 5.5

Key HEI = Higher Education Institute (university) SC = Scotland’s Colleges SDS = Skill Development Scotland	#Currently not approved FQ = FutureQuals TBC= To Be Confirmed *See previous section ^ SAS involvement						
	Options						
	1	2	3	4.1	4.2	4.3	4.4
Developer	SDS	HEI	#	SQA/SAS/ SC/HEI	SQA/SAS SC	SQA/SAS/SC HEI	SQA/SAS SC
Awarding Body	HEI	HEI	#	SQA/HEI	SQA	FQ/SQA/HEI	FQ/SQA
Education Provider	HEI	HEI	#	SC/HEI^	SC^	SAS/SC/HEI	SAS/SC
*Tuition Fees costs	SDS	TBC	SAS	TBC	TBC	TBC	TBC
Operational Backfill Costs	SAS	SAS	SAS	SAS	SAS	SAS	SAS

Development and Implementation Costs

5.32 It is assumed that, given a second implementation phase of this work during 2023/24, engagement with all external partners will continue and development of a 3-year course will be completed by end of March 2024 which will support a pathway within option 4. SAS will require resources to deliver this work at pace and estimated costs are as follows:

	2023/24	
	WTE	£
<u>Developing Course</u>		
Content Writer	4	285,692
<u>Project Management</u>		
Project Manager	1	71,423
Project Support Officer	1	49,622
T&S		5,000
Total Costs		411,737

5.33 Delivery of the course within one year is dependent up the ability to recruit experienced staff to deliver content writing and continued engagement from external stakeholders and their ability to deliver their requirements on time. Funding is projected to be required for one year to allow for development and implementation of the preferred option.

Option 4 Costs

5.34 Option 1 sits with the SG ‘Skills for Health and Social Care’ group. Therefore, table 5.6 illustrates estimated costs calculated for Option 4 only. As all 4 sub-options are likely to have similar costs, table 5.6 applies to all 4 options. At this stage in the process, a number of assumptions have had to be made and given the uncertainty around costs, a range of minimum and maximum costs have been calculated.

5.35 It is assumed that the existing EPDD/Regional Operational budget will cover all Year 1 costs of the new programme as it aligns to the existing Year 1 technician training. The costs below relate to those which will be required to be funded by SAS. Other External partners will also have costs associated with the creation and delivery of the programme. These are not included in this paper.

Table 5.6 – Option 4 Costs

	Option 4 (All Sub Options)							
	Year 1		Year 2		Year 3		Total over 3 years	
	Min	Max	Min	Max	Min	Max	Min	Max
Tuition Fees	0	218,400	0	218,400	0	218,400	0	655,200
Staff Costs	203,926	951,656	214,123	999,239	224,829	1,049,201	642,878	3,000,095
Travel & Subsistence	3,750	7,500	3,750	7,500	3,750	7,500	11,250	22,500
Backfill Costs	0	0	321,184	1,498,858	337,243	1,573,801	658,427	3,072,659
EPDD Resources	0	142,846	0	428,538	0	428,538	0	999,922
Equipment	0	0	50,000	100,000	50,000	100,000	100,000	200,000
Consumables	0	0	20,000	40,000	20,000	40,000	40,000	80,000
Estates Costs	0	0	40,000	60,000	40,000	60,000	80,000	120,000
Total Cost Range	207,676	1,320,402	649,056	3,352,535	675,822	3,477,439	1,532,554	8,150,376
Less Potential Savings								
Current EPPD BAU Budget	(207,676)	(1,320,402)						
Net Potential Costs	0	0	649,056	3,352,535	675,822	3,477,439	1,532,554	8,150,376
Cost per student			12,981.13	33,525.35	13,516.43	34,774.39	30,651.09	81,503.76

5.36 Assumptions

- Length of course – at this stage no confirmed details are available as to the length of course, therefore a minimum of 30 days per annum and a maximum of 70 days per annum has been used.
- Student Numbers – the SQA have indicated that a minimum number of 50 students would be required to ensure the course is viable to run, therefore minimum number of 50 students and a maximum number of 100 students per annum has been used.
- the risks and costs have all been considered as a uni-professional tech to para approach and not part of a wider AHP framework
- Staff Costs (including backfill costs) - As students enrolled on the programme will be employees, a number of HR issues will need to be reviewed and decided in terms of entitlement to salary payments. At this stage it is assumed that students will receive full pay while on the course and they will not be subject to Annex 21 of A4C. Salary costs are based on plain time, with 5% increase each year. Allowance has also been made for travel & subsistence costs for students.
- Tuition Fees – responsibility for tuition fees is still to be worked through therefore the minimum cost assume 0% cost to SAS and the maximum range assumes 100% cost to SAS.
- EPDD Resources – It is recognised that there may be additional resources required, however at this stage it is unknown whether the Education Provider or SAS will have to cover these costs. The minimum cost therefore assumes no additional Lecturer or Practice Educator costs for SAS and the maximum costs assumes 4 wte Lecturers and 2 wte Practice Education Leads.
- Equipment, consumables and estates costs – Until confirmed details are unknown regarding the responsibility SAS will have for delivering elements of the programme, it is unknown what will be required; therefore, an allowance has been made for costs.

It should be noted that the assumptions made about different aspects of this work (including financial) will be further explored and analysed during phase 2 if approved.

Identified Risks

The key risks (Table 5.7) in relation to Option 4 (including all sub options) are:

Table 5.7

Risk Assessment						
	Risk	Impact/Threat	Management	Likelihood	Impact	Current Score
R1	There is a risk that SQA is replaced by a new organisation in 2024 as part of the wider reform agenda.	The new organisation may not continue with this programme of work resulting in developments not progressing.	Continued engagement and monitoring of situation and escalating the risks throughout the Service as appropriate.	Possible	Major	High (12)
R2	There is a risk that SAS are unable to provide sufficient and sustainable technician numbers to support the viability of the programme on an ongoing basis.	The programme will not take place causing reputational and financial risks due to the lack of best value with development time and effort.	Robust workforce modelling and planning.	Possible	Major	High (12)

	Risk	Impact/Threat	Management	Likelihood	Impact	Current Score
R3	There is a risk that timeframes and resource to develop the programme are unrealistic due to there being multiple stakeholders involved.	The programme may not be developed by March 2024, resulting in the programme not being implemented by September 2024.	Timeframes: Robust Project Planning will be implemented and associated risks escalated where appropriate.	Possible	Major	High (12)
R4	There is a risk that we do not have adequate infrastructure to support practice education elements of the programme.	This would impact on student completion.	Engage with operational staff and management teams to maximise practice education opportunities.	Likely	Major	Very High (16)
R5	There is a risk that cross sector placements (non-ambulance) are not supported for the programme.	This would impact on student completion.	Programme design. Early engagement with SEND/AHP Directors.	Possible	Major	High (12)

	Risk	Impact/Threat	Management	Likelihood	Impact	Current Score
R6	There is risk that one or more education providers withdraw their services from the programme.	This would impact on development and/or delivery of the programme.	Clear contractual arrangements in development phase. Robust engagement with partners.	Possible	Moderate	Medium (9)



SECTION 6 RECOMMENDATIONS

[Link to Glossary](#)

SECTION 6 RECOMMENDATIONS

Introduction

6.1 There are currently no routes to select from. It was probably unexpected just how complex and challenging the landscape would be at the outset of this work. As is clear from the report, this landscape involves numerous bodies, all with their own agendas and objectives, and all moving at their own pace, within their particular orbits and environments.

6.2 Phase 1 of this work has made positive steps towards finding a solution through an in-depth understanding of the landscape and complexities, and extensive strategic engagement endeavours. What has been clear from the engagement process is the appetite from numerous bodies to support a solution.

(It should be noted at this point that whilst there is a clear appetite for anchor institutes to work in consortium with the employer, the main barrier to progressing highlighted from all stakeholders involved is that of funding)

6.3 Within that engagement, key considerations have centred around a model that might:

- Lend itself to a more agile workforce via a ‘step-on-step-off’ work-based learning approach.
- Have clear entry and exit points that align with current and future job roles e.g., upskilling HCSW.
- Articulate with future advanced practice education and, if not an apprenticeship, articulate with SDS frameworks.
- Align with characteristics set out in [Section 5](#).
- Be viable to progress.
- Align with stakeholder engagement feedback and appetite.

6.4 There has also been clear rationale demonstrated throughout, related to both organisational need; culture and strategy, and to that of the associated wider political, economic and societal spheres.

6.5 This report, at this stage, or in this phase, may only serve to shine a light on potential solutions and highlight the associated challenges and complexities. It is expected that only a second stage, ‘feasibility phase’ which takes a more committed ‘deeper dive’ into a ‘favoured’ option, would provide the more detailed answers sought from a product that doesn’t exist at this point. Particularly around funding availability and responsibility.

6.6 Any model progressed should have the appropriate equality considerations made via an Equality Impact Assessment (EQIA).

6.7 If SAS has an appetite to progress at pace with an ‘earn-and-learn’ route for technicians to become paramedics, agreement to progress with the recommended next steps is required.

Recommended Favoured Options

6.8 The options emerging as the most favourable at this point and recommended to be initiated are outlined in Table 6.1.

Table 6.1

<p>Option 1</p>	<p>The Graduate Apprenticeship <i>This is currently being pursued within the Skills for Health and Social Care group. (Section 5.8-5.11)</i></p> <p>Status: Continue to Engage</p>
<p>Option 4</p>	<p>The SQA New National Provision <i>During engagement events with SQA, Scotland’s Colleges, the HEIs and Scottish Funding Council, route 4.1 was the preferred option, however all 4 routes should continue to be considered.</i></p> <p>Status: Viable to progress</p> <p>Following approval of the Outline Business Case, Option 4 (including all 4 sub options) has been identified as the most viable option to progress at this time.</p> <p>The reasoning for this is that the option:</p> <ul style="list-style-type: none"> • Has stakeholder buy-in (engagement events) • Has a range of university partners demonstrating an appetite to proceed. • SQA are currently writing an internal Business Case for this option (to be submitted end of May) • Is the readiest to progress to a further stage with the least constraints and interdependencies. • Routes within the option align well with characteristics sought.

Benefits

6.9 A new innovative forward-thinking model, as a foundation framework, would have inherent to it, the ability to be inclusive and adaptable. It might witness anchor institutions such as HEIs, Colleges and the SAS develop a tertiary model, with co-faculty arrangements and a consortium approach. Characteristics of such a model would:

- Be flexible to workforce needs around service delivery.
- Assist in mitigating against unforeseen workforce challenges.
- Enable development opportunity in areas with unique recruitment challenges.
- Promote the potential for workforce skill mix development that supports healthcare delivery across Scotland.
- investing in ‘home grown’ staff development to support remote and rural communities and the health and social care challenges they face.
- Provide the foundation for future expansion into the following areas:
 - Supporting the widening access aspirations of SAS (SG and NES) by creating ‘add-on’ roots reaching out to SIMD areas of society and supporting the development of the future workforce
 - Branch across other AHP skill sets to create hybrid roles and a more flexible HCSW and paramedic workforce with a potential to collaborate within interdisciplinary teams across different healthcare settings and geographies.
 - Align with and articulate up into advanced practice frameworks.
- Demonstrate a commitment of valuing staff, harnessing their potential and experience.
- Promote well-being and a healthy organisational culture.
- Provide a greater alignment between organisation, education and profession.

All of which, play into the strategic aims of the organisation.

Model 4.1 demonstrates the most potential to meet SG, HSC and SAS vision and objectives to see anchor institutions work in collaboration to support the wider political and social strategic rhetoric.

Recommended Next Steps

Option 1 Graduate Apprenticeship

6.10 Continue to Engage with NES, SG and SDS within the parameters of the new ‘Skills for Health and Social Care Group’.

Option 4 SQA New National Provision

(Whilst 4.1 has been highlighted by the HEIs and Scotland's Colleges as the preferred route, in order to establish a more robust assessment of all routes involved in option should be considered).

Key next steps for anchor collaboration would involve:

SAS

- Approval from SAS Executive team to progress to a further phase and commitment to most viable option.
- Secure transitional funding for 2023/24 from SAS to take forward Phase 2 work at pace.
- Submit a formal request to SQA Awarding body to create a work-based National Qualification benchmarked against the SCQF, Quality Assured and Certificated by SQA and HEIs (Update: SQA BC approved).
- Establish numbers involved and any potential relationship/arrangements with current Paramedic undergraduate funding.
- Continue to work collaboratively with NES under the auspices of a Service Level Agreement.
- Continue to engage with SG and all other stakeholders.
- Work with SQA, NES, HEIs, Colleges, SG and SFC to develop provision.
- A Project Board and associated infrastructure will be developed to support the work. This will follow SAS governance processes and the SAS Annual Deliver Plan reporting processes. External stakeholders will contribute to the governance.
- Develop full business case with in-depth modelling and financial appraisal to support the implementation phase.
- Work with HR to understand and manage implications relating to NHS Scotland Terms and Conditions.
- Develop a related Equality Impact Assessment.
- SAS would require funding for:
 - backfill
 - collaboration costs, e.g., contribute to SQA development costs through resource input during development phase
 - Potential tuition fees for 'earn-and-learn' students not meeting current SAAS criteria (engage with SG/SAAS/SFC on this).
- Continued involvement and communication with CoP and HCPC.

SQA

- Following research, a business case (BC) will be submitted to SQA internal management group to seek approval to move into Qualification Development. (Engagement with SQA has led to the start of a BC by SQA).
- On an approval of SQA business case and SAS approval to progress, SQA opportunity appraisal team would carry out research with SAS, Professional Bodies, Colleges, HEI's, NES to establish demand and potential content based on current standards.
- Establishment by SQA of:
 - Project groups
 - Strategic Oversight (stakeholder representation)
 - Working (content writers and designers).
- SQA to manage product development with collaborative input from key stakeholders involved in the engagement workshops leading to the emergence of this option: SAS, NES, Scotland's Colleges, HEIs, SFC, SQA.
- Assumptions are made that SQA will complete an associated EQIA as part of their development process.

Education Providers

- HEIs and Scotland's Colleges would require considering of funding avenues as education providers. Potential engagement with SFC and SG who will be invited to participate.

Other Actions Related to Other Options

- Continue to monitor the space of all potential options.
- Continue to engage with the AHP Education and Workforce Policy Review Recommendations.
- Progress conversations with SAAS, SG, SFC regarding 'potential' to securing tuition fees.

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Cheryl Harvey: Associate Director of Education and Professional Development

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[levy#:~:text=By%202019%2D20%20the%20funding,to%20start%20their%20apprenticeship%20journey](https://www.gov.uk/government/news/key-facts-you-should-know-about-the-apprenticeship-levy#:~:text=By%202019%2D20%20the%20funding,to%20start%20their%20apprenticeship%20journey)

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review.[http://www.nhs.uk/NHSEngland/keogh-](http://www.nhs.uk/NHSEngland/keogh-review/Documents/UECR.Ph1Report.FV.pdf)

[review/Documents/UECR.Ph1Report.FV.pdf](http://www.nhs.uk/NHSEngland/keogh-review/Documents/UECR.Ph1Report.FV.pdf), accessed, 23, pp. 2018.



APPENDICES

[Link to Glossary](#)

Appendix 1

SCoPE Terms of Reference

Scottish Collaboration of Paramedic Education (SCoPE)
TERMS OF REFERENCE

Version 2

April 2021

Approvals: This document requires the following signed approvals.

Name:	Date:	Version:

Distribution: This document has been distributed to

Name:	Date of Issue:	Version:

1. Purpose

The purpose of SCoPE is to provide a strategic forum for collaboration across Scotland for all matters related to Paramedic pre-registration education.

SCoPE provides strategic direction for undergraduate paramedic programmes in

Scotland and aims is to provide a sustainable and coordinated approach to paramedic education and practice based learning for paramedic students regardless of which Higher Education institute the student is studying. This will promote an excellent student experience and ensure transferability of paramedic skills and knowledge across Scotland.

The overall aim is to promote excellence in pre-registration Paramedic education through collaborative working in order to enable the provision of high quality care and good clinical outcomes for patients and their families.

Chairperson and membership

The Chairperson and vice chairperson will be nominated by the group. Either the Chairperson or Vice Chairperson must be a representative from Higher Education Sector. Term of office in the first instance will be for two years.

The Chair responsibilities include: -

- To support the group to fulfil agreed role and function.
- Provide a point of contact for external bodies or individuals who wish to link with the group.
- Support the coordination of agreed actions of the group.
- Liaise with NES secretariat to ensure that Agenda is inclusive of membership.

The membership of SCoPE will be;

Name	Institution	Deputy
Paramedic Programme Lead Strategic Lead for Paramedic Education Placement Education Lead	Glasgow Caledonian University	
Paramedic Programme Lead	Queen Margaret University	

Name	Institution	Deputy
Strategic Lead for Paramedic Education Placement Education Lead		
Paramedic Programme Lead Strategic Lead for Paramedic Education Placement Education Lead	Robert Gordon University	
Paramedic Programme Lead Strategic Lead for Paramedic Education Placement Education Lead	University of Stirling	
Paramedic Programme Lead Strategic Lead for Paramedic Education Placement Education Lead	University of the West of Scotland	
AHP Director x 2	AHP Directors Group	Emma Stirling
Head of Education and Professional Development	SAS	

Name	Institution	Deputy
Assistant Head of Education Practice Education Lead		
AHP Director / NMAHP Associate Director Programme Director (AHPs) NMAHP Project Coordinator (BSU) Senior Administrator	NES	

The membership identifies people from each organisation who can attend the meetings. From the list above a minimum of 1 individual to a maximum of 2 should attend the meetings. This should be agreed within each organisation and reflect the agenda to ensure that there can be relevant and informed discussion / debate with decisions made on a way forward. The Scottish Government CNOD are not members of the group but have an open invitation to attend to provide reports or seek information.

3. Quorum

Unless in exceptional circumstances, quorum will be representation from each of the identified universities, representation from SAS and NES.

Quoracy will also include the Chairperson or Vice Chairperson.

4. Meetings

Frequency

Quarterly or more frequently during the programme re-approval phase. Short life working subgroups will be created as required. The purpose of short life working groups will be to work on specific areas of the paramedic programme development,

research or policy. The frequency and purpose of short life working group meetings will be determined by group members and results reported to the SCOPE.

Meetings will be on line using MS Teams.

Agenda and Papers

The Agenda and supporting papers will be sent out at least five working days in advance of the meetings. Papers will be posted on the SCoPE MS Teams site.

Minutes

Minutes will be submitted for approval at the next meeting.

Minutes will also be submitted to the Scottish Government Steering Group for noting and consideration of any recommendations that have been made by the group.

Due to the timing and scheduling of meetings, minutes may be presented in draft form to ensure awareness of issues considered and decisions taken. The Chair of SCoPE will pass the draft minutes.

4. Terms of Reference

The Group will review its Terms of Reference at least every two years.

5. Remit

Objectives

The main objective of the SCoPE is to promote excellence in pre-registration Paramedic education through collaborative working and providing strategic direction.

The group will provide representation on the national Scottish Government CNOD Steering group and, when advice sought, provide consultancy to internal and external partners, e.g. local / national education and NHS groups. The group will identify areas of national research / development and seek funding for projects relating to paramedic education thus embedding evidence informed practice into programmes continuing professional development opportunities and build relationships with new and existing external partners.

Accountability

The Board will report to a number of key stakeholders internally and externally to their individual function. Primary reporting will be to the Scottish Government CNOD Steering group.

However additional reporting for information purposes may be made to: -

Individual university Faculty, School / Departmental Boards / Groups

AHP Directors Group,

AHP Practice Based Learning Stakeholder Group

AHP Academic Heads Group

SAS Executive Management Team, Operational Leadership Group

NHS Education for Scotland NMAHP executive

SG paramedic education steering group

Role and function

- Ensure that Paramedic perspective is represented within the wider regulated health care professional agenda within a particular AHP context.
- Lead on paramedic education development
- Identify, discuss and debate shared opportunities, challenges in enhancing pre-registration paramedic education.
- Share best practice, successes and challenges in educational development, delivery and enhancement.
- Develop and maintain links with internal and external partners relating to paramedic education, policy and research.
- Provide a strategic direction for maintaining quality and consistency across all paramedic education in Scotland.
- Share and develop educational and research expertise to influence policy, and the principles and practice of paramedic education.
- Ensure application and strategic alignment of wider health and social care policy directives to paramedic undergraduate education.
- Provide assurance of the collaborative working across the university providers, SAS and NES.
- Advise on practice placement opportunities for pre-registration paramedic students to ensure that these are fit for purpose and support the application of knowledge and development of clinical skills relevant for their future role.

6. Support


Administration for the group will be provided by NES

Appendix 2

Scottish Credit and Qualifications Framework Illustration

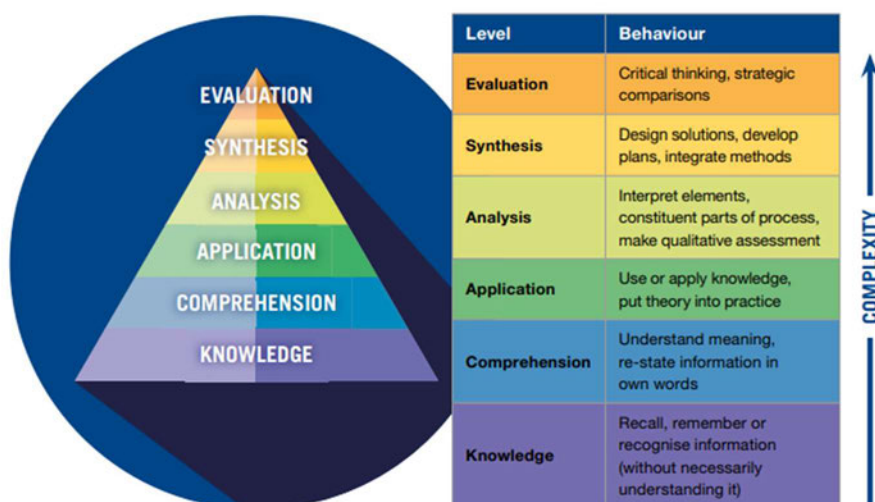
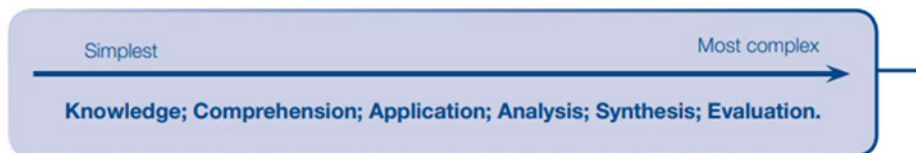
THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

Appendix 3 Blooms Taxonomy



LEVEL 7

- Demonstrate and/or work with:
 - An overall appreciation of the body of knowledge that constitutes a subject/discipline/sector.
 - Knowledge that is embedded in the main theories, concepts and principles of the subject/discipline/sector.
 - An awareness of the dynamic nature of knowledge and understanding.
 - An understanding of the difference between explanations based on evidence and/or research and other sources, and of the importance of this difference.

LEVEL 8

- Demonstrate and/or work with:
 - A knowledge of the scope, defining features, and main areas of the subject/discipline/sector.
 - Specialist knowledge in some areas.
 - A discerning understanding of a defined range of core theories, concepts, principles and terminology.
 - Awareness and understanding of some major current issues and specialisms.
 - Awareness and understanding of research and equivalent scholarly/academic processes.

LEVEL 9

- Demonstrate and/or work with:
 - An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries.
 - A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector.
 - Knowledge of one or more specialisms that is informed by forefront developments.

(SCQF 2017)

Appendix 4


Regulated Qualifications Frameworks appendix

Scottish Credit and Qualifications Framework (SCQF)	Qualifications in England & Wales (RQF/CQFW)	European Qualifications Framework (EQF)
12	8	8
11	7	7
10/9	6	6
8/7	5/4	5
6	3	4
5	2	3
4	1	2
3	E3	1
2	E2	
1	E1	

(QAA, 2019)

Appendix 5
HCPC Protected Titles

Professions and Protected Titles



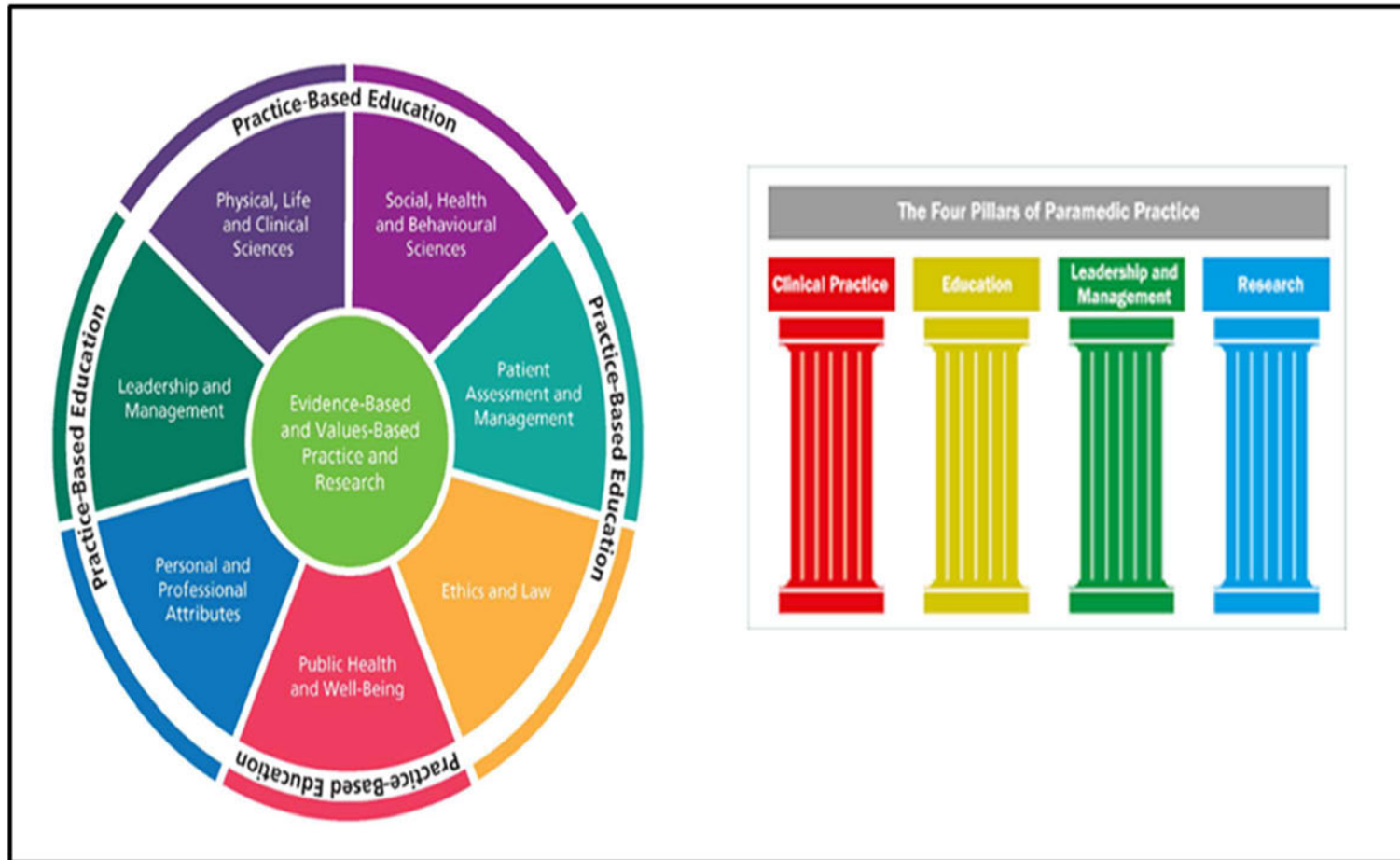
- Arts therapists
- Biomedical scientists
- Chiropodists / podiatrists
- Clinical scientists
- Dietitians
- Hearing aid dispensers
- Occupational therapists
- Operating department practitioners

- Orthoptists
- Paramedics
- Physiotherapists
- Psychologists
- Prosthetists / orthotists
- Radiographers
- Speech and language therapists

(Adapted from HCPC Website)

Appendix 6

College of Paramedic, 4 Pillars and Curriculum Areas



(Adapted from CoP)



Scottish Apprenticeship Advisory Board's Definition of an Apprenticeship

Recommendations to the Minister for
Business, Fair Work and Skills

September 2019

Making skills work for Scotland

The Scottish Apprenticeship Advisory Board (SAAB) recommends that the Scottish Government determines and publishes a set of underpinning principles which defines apprenticeships in Scotland. We believe this is necessary to:

- Provide clarity on what apprenticeships are and what differentiates them from qualifications and other methods of training and learning
- To ensure that Scottish apprenticeships are recognised as robust, industry-led and quality assured work-based learning programmes which provide transferable skills across the UK and internationally.

Background

At the outset of SAAB, the members firmly determined the need for an updated definition of apprenticeships in Scotland. This was viewed as especially important in the context of the introduction of the UK levy - and the risk of the “re-badging” of existing courses as apprenticeships to recoup levy funds – and recent changes such as the extension of apprenticeships to school and undergraduate provision.

SAAB members feel that apprenticeships – in providing industry-wide transferable skills - are vital components of the Scottish economic and skills landscape. Given this, it is important for all involved to be clear that the apprenticeship brand comes with a set of expectations from design through to delivery. SAAB members also feel that anticipated changes to occupations and the structure of industry in the future means that any definition must seek to be futureproofed.

SAAB’s Frameworks and Standards Group has undertaken an extensive exercise, supported by Skills Development Scotland (SDS), to develop a set of principles. These have been based on a review of the existing elements; consideration of other countries’ models; and a wider consultation exercise¹ which elicited over 260 responses from a wide range of interested stakeholders including employers and their representative organisations, individuals, Trade Unions, training providers, and universities and colleges.

¹ Disseminated in November 2017 to over 2000 organisations and closed on 12th January 2018

Recommendations

SAAB recommends that Scottish Government determine a set of underpinning principles for Apprenticeships - to meet the objectives outlined earlier. The following principles are proposed by SAAB and are based on the objective of building on and strengthening the existing system.

Proposed Apprenticeship Principles

Principle 1. Apprenticeships and Employment

All post-school apprentices are employed.

Principle 2. Apprenticeships and Occupational Pathways

Each apprenticeship is a programme of work-based learning designed to develop competence in a defined occupation and apprenticeship pathway.

Principle 3. Availability and Investment

Apprenticeships are available across a wide range of sectors where there is demonstrable industry demand.

Principle 4: Diversity and Inclusion

Apprenticeships support inclusion and diversity and are designed to ensure there are no unnecessary barriers to learning or assessment.

Principle 5: Relationship to Occupational and Professional Standards

Apprenticeship frameworks are based on occupational standards and integrate professional standards where necessary.

Principle 6: Framework Design Process

The requirements of an Apprenticeship are set out in a framework document defined by industry which adapts to emerging and future needs.

Principle 7: Qualifications and Pathways

Apprenticeships offer internationally recognised, accredited or externally quality assured vocational, technical and professional qualifications at SCQF Levels 5 to 12 with clear pathways for progression.

Principle 8: Framework Content and Assessment

Each apprenticeship framework describes the required learning content and method of learning and assessment

Principle 9: Ensuring Transferability: Common and Specific Elements

The qualifications included in apprenticeship frameworks are designed to develop transferable skills across the sector.

Principle 10: Supporting the Apprentice in the Workplace

Each Apprentice is supported in the workplace by a competent mentor and in their learning and assessment by a qualified trainer/ educator/ assessor.

Principle 11: Types of Learning and Duration

Apprenticeship learning is delivered to fit the requirements of the apprenticeship framework, the needs of the business and the individual's pace of learning.

Principle 12: Apprenticeship Agreement

Employers and apprentice roles and responsibilities are clearly set out in an apprenticeship agreement.

Principle 13: Quality Assurance

Apprenticeships are underpinned by robust quality assurance processes from design to delivery.

Principle 14. Documentation

Apprenticeship Framework documentation is clear, accessible and in an easy to understand format.

Next Steps

Respondents to the consultation highlighted strong support for the apprenticeship family and the principles, with a proviso that any new measures are not unduly bureaucratic. SAAB will continue to work on key aspects of the principles to provide guidance and support materials where necessary with regard to the following:

1. Core/ generic/ meta skills

2. Off the job learning and guidance on minimum duration
3. Apprenticeship Agreement
4. Mentoring
5. Fast track approvals
6. Embedding equality

SAAB FSG (supported by Skills Development Scotland) will develop a strategy and workplan for apprenticeship standards and frameworks in Scotland built on the foundation of these principles; setting out clearly how we will work with partners and stakeholders. Regular updates on progress and the forward work plan will be provided to Ministers, subject to approval of these principles.

Principles: Further Details

Principle 1. Apprenticeships and Employment

All post-school apprentices are employed.

Employer demand and employment status are fundamental to the success of an apprenticeship and are what clearly differentiates it from a 'training programme'. The apprentice must be employed in a genuine job and not solely to undertake an apprenticeship per se.

- An apprentice must be an employee from the first day of their apprenticeship
- An apprentice must be paid at least a wage consistent with the law for the time they are in work and in off-the-job training
- The job role must provide the opportunity for the apprentice to gain and develop the competence, knowledge, skills and behaviours needed to achieve their apprenticeship

Principle 2. Apprenticeships and Occupational Pathways

Each apprenticeship is a programme of work-based learning designed to develop competence in a defined occupation and apprenticeship pathway.

To develop competence, an apprentice must be employed in a clearly defined occupation or job. Whilst generic or cross-sectoral skills – such as entrepreneurialism and business improvement – can enhance an apprenticeship and support development of a wider skill set, they do not develop occupation-specific competence.

Looking to the future, we are aware that technological advances will have an impact on occupations and that SDS and the Scottish Qualification Authority's feasibility work for Graduate Apprenticeships is considering how standards development can respond to a potential clustering of skills needs for occupations. We look forward to being informed of the outcomes of this work which may inform future thinking on the content of apprenticeships and transferability of skills across occupations.

Principle 3. Availability and Investment

Apprenticeships are available across a wide range of sectors where there is demonstrable industry demand.

Apprenticeships can support the development of skills and competency across a wide range of sectors, including niche industries where employee numbers may be low, but are essential to retain specialist or traditional skills. SAAB is mindful of the cost to the public purse of developing and maintaining occupational standards, frameworks and qualifications and thus recommends that there needs to be a strong business case for public funding investment for development of frameworks.

Principle 4: Diversity and Inclusion

Apprenticeships support inclusion and diversity and are designed to ensure there are no unnecessary barriers to learning or assessment.

We firmly support the values of inclusion and diversity within the context of the individual meeting the core criteria to undertake the job role. The SAAB's Employer Equality Group has committed within its forward work-plan to make recommendations to you on how this principle can be strengthened within the apprenticeship process from design through to delivery. Initial ideas include an early gate review within the framework design process.

Principle 5: Relationship to Occupational and Professional Standards

Apprenticeship frameworks are based on occupational standards and integrate professional standards where necessary.

Apprenticeship Frameworks are designed to develop the apprentice's technical and metaskills. Occupational and Professional Standards are critical because they define the skills, knowledge and understanding needed by an individual within a given industry to perform competently at a specified level. They allow recognition and transfer of skills and competence across sectors and borders. Apprenticeships and their associated qualifications must reflect occupational, and where relevant, professional standards to maximise the value of the apprenticeship to employers and individuals.

Principle 6: Framework Design Process

The requirements of an Apprenticeship are set out in a framework document defined by industry which adapts to emerging and future needs.

Apprenticeships are designed for industry, by industry. To be fit for purpose, the process for designing the apprenticeship framework's requirements must ensure that industry input represents the needs of the whole sector: from large multi-national companies to SMEs and micro businesses. SMEs form a large part of the business base in Scotland, and it important that they are involved in the development and design process, however, we recognise the challenges due to time and resource pressures for SMEs. The SAAB Employer Engagement Group – which includes the Federation of Small Businesses and the Scottish Chambers of

Commerce – will give further consideration to this and make recommendations to increase SME involvement and communication.

Framework design must also be informed by an understanding of the practicalities of delivery, therefore input is needed from other stakeholders such as Awarding Bodies, Trade Unions and Training Providers/ Colleges/ Universities/ Schools as necessary.

The processes that support the development of frameworks need to be sufficiently flexible to respond to changing industry needs. Rapid and agile development of standards, frameworks and qualifications – for example in the IT industry - is needed to ensure that the skills system is responsive to skills needs and changes in the labour market. The SAAB Frameworks and Standards Group will consider how the processes could be made more rapid to respond to this need.

Principle 7: Qualifications and Pathways

Apprenticeships offer internationally recognised, accredited or externally quality assured vocational, technical and professional qualifications at SCQF Levels 5 to 12 with clear pathways for progression.

Qualifications are an essential part of apprenticeships but must be industry designed and recognised across a sector and sufficiently flexible to provide apprentices with transferable skills which address employers' skills needs. Industry is best placed to make a well-informed decision on what qualifications are necessary for an apprenticeship.

The SAAB Frameworks and Standards Group will undertake work to review the description and promotion of qualifications to ensure that current information and sources enable industry groups, employers and stakeholders to be well informed. The group will also propose options for a fast-track approach and more agile model for sectors undergoing rapid change, like IT.

SAAB also recommends that qualifications which are mandatory to operate in a sector are included in an apprenticeship, based on clear justification from the sector. Drop-out rates should be monitored to ensure that this neither affects uptake nor encourages sharp practice.

The continuing inclusion of additional units to develop generic or cross sectoral skills is also advocated. The SAAB Frameworks and Standards Group will be take forward further work on core and meta skills requirements, taking account of ongoing GA developments.

Principle 8: Framework Content and Assessment

Each apprenticeship framework describes the required learning content and method of learning and assessment

In Scotland, competence is assessed throughout the apprenticeship and although some sectors consolidate learning through an end or skills test, there is no requirement for this across all apprenticeships. Consolidation of learning can be applied through a wide range of approaches, such as appraisal, reflective accounts

and 360-degree feedback and can help ensure that the apprentice has gained the necessary skills, competences and behaviours.

SAAB recommends that each sector should define and set out the method of consolidation and monitoring of the requirement. However, we are mindful that these requirements are not set out in Graduate Apprenticeship degrees and therefore further consideration will be required to identify how this might be best achieved across the apprenticeship family.

Principle 9: Ensuring Transferability: Common and Specific Elements

The qualifications included in apprenticeship frameworks are designed to develop transferable skills across the sector.

Apprenticeship frameworks in Scotland are designed to be transferable across a sector rather than company specific. A core and options model provides a common core across all apprenticeships within a sector, with additional options which enable the apprentice to specialise in an individual occupation. It is noted that this is the current approach for apprenticeships and SAAB recommends that this is continued.

Principle 10: Supporting the Apprentice in the Workplace

Each Apprentice is supported in the workplace by a competent mentor and in their learning and assessment by a qualified trainer/ educator/ assessor.

Mentoring is an important part of high-quality apprenticeships and can ease the transition into the workplace by helping young people to understand their role in that environment, how to contribute to the success of the business and how to develop their own career pathways.

SAAB recognises the valuable role of mentors, but notes that it represents a challenge for some, especially smaller, employers. We recommend this as a principle but suggest that guidance and support would be required for some companies. This is an area which the Frameworks and Standards Group will consider.

Principle 11: Types of Learning and Duration

Apprenticeship learning is delivered to fit the requirements of the apprenticeship framework, the needs of the business and the individual's pace of learning.

The key focus of apprenticeships is on work-based learning to develop competency, skills and knowledge, with the content of learning defined by employers to meet the skills needs of the sector. Off the job learning which is completed outside the normal working environment and contributes towards the achievement of the apprenticeship, can include a range of activity – simulation, shadowing, industry visits, as well as more formal learning in colleges, universities or training centres.

SAAB recommends that it is up to the sector to determine whether there should be a mandatory off-the job learning element, and that industry should set out the duration of the apprenticeship, as is currently the case for some Modern Apprenticeships as well as Foundation and Graduate Apprenticeships. The Frameworks and

Standards Group will give further consideration to how to define off-the-job learning in order to create guidance for employers and sector groups.

Apprenticeship policy in Scotland does not require a minimum duration for Modern, Technical and Professional apprenticeships, although some sectors do mandate this. A minimum duration could have benefits for the apprentice and the employer, by giving wider experience in the business and support to embed new skills. This would provide consistency across the apprenticeship family.

We recommend that the sector should set a minimum duration for their apprenticeships and will develop guidance for sector groups and employers on how to set a minimum duration.

Principle 12: Apprenticeship Agreement

Employers and apprentice roles and responsibilities are clearly set out in an apprenticeship agreement.

An apprenticeship agreement (which is additional to the contract of employment) sets out the roles and responsibilities of employers and employees. It recognises that employers have a fundamental role in supporting apprentices' learning and the quality of the apprenticeship. An apprenticeship agreement also recognises that apprentices have roles and responsibilities too, which go beyond their requirements as an employee.

SAAB recognises that Foundation and Graduate Apprenticeships already require this and recommend that this is extended to Modern Apprenticeships too. The SAAB Frameworks and Standards Group will develop a recommendations paper on proposed content and methods of monitoring this requirement.

Principle 13: Quality Assurance

Apprenticeships are underpinned by robust quality assurance processes from design to delivery.

A range of organisations are involved in the quality assurance of apprenticeships, from the development of underpinning standards to the approval of apprenticeship framework to the delivery of training. Each organisation has - and will continue to have - a distinct role, but there may be opportunities to share best practice and collaborate.

SAAB endorses this as a principle and will develop a detailed work plan to enhance quality assurance process at all stages and identify opportunities for improvement and cohesion. The SAAB Employer Equalities Group will undertake further work to consider how equality and diversity can be embedded in quality assurance.

Principle 14. Documentation

Apprenticeship Framework documentation is clear, accessible and in an easy to understand format.

Apprenticeship frameworks in Scotland are currently set out in long documents and include information such as registration, recruitment and selection, and health and safety requirements. The SAAB Frameworks and Standards Group can offer advice on the simplification of framework documentation to better inform employers and stakeholders. We are also mindful of the potential for greater use of digital formats whilst ensuring accessibility.

Appendix 8

Apprenticeship Steps and Groups

SDS work with employees, employers and other stakeholders with expert knowledge to create an apprenticeship based on the reality of the workplace. Groups involved in this development process are:

Standards and Framework Team (SFT): Assess application and feed back to the employer.

Scottish Apprenticeship Advisory Board (SAAB): Oversee apprenticeship development, provide leadership, advice and recommendations on guiding principle, policy, systems and structures.

The Technical Experts Group (TEG): This is a short life working group involving 10-15 related experts brought together to develop the apprenticeship.

Technical Writer (TW): experienced in the occupation and in developing standards. The TW is commissioned by SDS to write the work situations to the apprenticeship development quality standard, based on the information provided from employees and TEG.

Apprenticeship Approval Group (AAG): approves the apprenticeship, ensures it is fits with policy and oversee and ensure quality assurance in development activity.

Qualification Design Group (QDG): identify the most appropriate qualification based on the TEG requirements. For GA degree award this would involve Scottish Qualifications Authority (SQA), university sector and relevant professional bodies and organisations. This group runs in parallel to TEG.

All apprenticeships developed are subject to review by equality specialists.

One of the National Strategy for Economic Transformation Board (NSET) (see section xxx) objectives is better collaborative working across organisational boundaries, in particular those of Skills Development Scotland (SDS) and the Scottish Funding Council (SFC) (see section xxx) responsible for the funding of all tertiary education in Scotland. The monitoring and reporting on relevant collaborative projects of work is captured within a 'Shared Outcomes Framework' for example in the areas of Foundation and Graduate Apprenticeship. Responsibility for the funding of Graduate Apprenticeships transitioned to the Scottish Funding Council, for any new enrolments from academic year 2021/22 onward. The Scottish Funding Council is accountable for the funding it allocates to universities and to ensure that university provision is of high quality. SDS and SFC are working in collaboration to support the delivery of Graduate Apprenticeships. The new annual progress report for Graduate Apprenticeships [PDF], published by Skills Development Scotland and the Scottish Funding Council is now available (SDS, 2023).

Also relevant within the political rhetoric of this options appraisal: in 2019, as Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, issued a guidance letter to SDS. Central within this guidance, was the requirement for collaboration and partnership between SDS, Scottish Qualifications Authority, Higher Education institutes and Further education Colleges and other relevant institutions in promoting alignment with SG policy, and vision, for ‘Fair Work’ practices in a fairer Scotland. Key to this was engagement with employers to encourage a commitment and investment in skills and training.

During engagement with SG during this options appraisal it was recognised by SG that there was potential for SDS being approached by different areas of Health and Social Care in silo. To ensure a more cohesive and strategic approach, a new group - ‘Skills for Health and Social Care’ was set up in November 2022. The main focus of this group will be to recognise and prioritise healthcare educational needs. SAS and NES are both currently members of this group. At the time of writing, included in this ‘sifting and sorting’ process of this group, is this work exploring a new technician to paramedic career progression route.

The Scottish Apprenticeship Advisory Board (SAAB) have produced a new model for the development of apprenticeships in Scotland. As a result, all apprenticeships in Scotland are currently under review. The new mode endeavours to align occupational competence to job activity. This is to make them more responsive to challenges and opportunities arising within work environments. The following model in figure xx has been produced to inform this re-development and future apprenticeship standards.

Figure xx

Apprenticeship Skills Layers explained		
	Meta Skills	Timeless, higher order skills that support the development of additional learning and promote success in whatever context the future brings. e.g., Communication and collaboration
	Generic Skills	Skills and knowledge shared by all the members of a group of occupations. e.g., General customer service skills
	Specific Skills	Skills that are common within a branch of an occupational group but not necessarily shared by others in that family e.g., Personal training and coaching skills
	Local Skills	Skills required by the employing organisation but which may not be needed within other similar organisations e.g. Skills relevant to personal training and specific employer

(www.apprenticeship.scot)

National Occupational Standards (NOS) specify the standards of performance expected by individuals in the workplace. These were originally developed by ‘Sector Skills Councils’ for the whole of the UK. Skills policy in England has moved away from NOS therefore SDS now managed NOS on behalf of the 3 devolved nations.

Appendix 9

The Engagement Process

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions		
1	Literature Review Desk-based research.			
	Established nothing available across AHP group. Nothing to draw on internationally. No reference to apprenticeship work in England	New Development required		
2	Cumbria University Correspondence/meetings/desk-based research <i>Other input from persons related to: Northwest Ambulance Trust, Graduate Apprenticeship Trailblazer group, Salisbury NHS Trust Foundation (Framework Development), GA Procurement process, NES, SAS</i>			
	<p>Initial conversations were with the teaching team re the programme structure, numbers.</p> <p>Cumbria Showcase Event: Lancaster Campus Further engagement led to the arrangement of a showcase event at Cumbria University Lancaster Campus attended by representation from bodies outlined above. Purpose of the day was to gain an understanding of the:</p> <table border="1" data-bbox="129 940 1364 1283"> <tbody> <tr> <td data-bbox="129 940 748 1283"> <ul style="list-style-type: none"> • Background • Evolution • Trailblazing groups • Levy Scheme • Levy cross organisation donations. • Graduate Apprenticeship frameworks • Tender process • Programme design principles • Ambulance Trust collaboration • HCPC & CoP </td> <td data-bbox="748 940 1364 1283"> <ul style="list-style-type: none"> • Student extraction • Delivery • Placement • Funding • Staffing • Eligibility • Quality Assurance • Challenges & Complexities • Lessons learned. </td> </tr> </tbody> </table> <p>Participants within this engagement continued to lend their support, knowledge and experience where required on:</p>	<ul style="list-style-type: none"> • Background • Evolution • Trailblazing groups • Levy Scheme • Levy cross organisation donations. • Graduate Apprenticeship frameworks • Tender process • Programme design principles • Ambulance Trust collaboration • HCPC & CoP 	<ul style="list-style-type: none"> • Student extraction • Delivery • Placement • Funding • Staffing • Eligibility • Quality Assurance • Challenges & Complexities • Lessons learned. 	<p>Establish how the UK Levy is used in Scotland.</p> <p>Understanding of differences in programme design and pedagogy for apprenticeship training and education development</p> <p>Understanding of all bulleted points gained as well as wider paramedic education landscape in England and within Health Education England and Healthcare education provision.</p> <p>Ambulance Trusts collaborating with Cumbria at the time: Northwest South Coast Southwest London Isle of Wight East of England</p> <p>Northeast Ambulance Trust have arrangements with Teesside University described in section 3.xx</p>
<ul style="list-style-type: none"> • Background • Evolution • Trailblazing groups • Levy Scheme • Levy cross organisation donations. • Graduate Apprenticeship frameworks • Tender process • Programme design principles • Ambulance Trust collaboration • HCPC & CoP 	<ul style="list-style-type: none"> • Student extraction • Delivery • Placement • Funding • Staffing • Eligibility • Quality Assurance • Challenges & Complexities • Lessons learned. 			

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
	<ul style="list-style-type: none"> Healthcare apprenticeship journey in England Framework sharing re all AHPs, Nursing and Midwifery (NES have these) Programme Design 	<p>Their experience will be helpful in any future GA framework or Work based Learning model development</p>
3	Northeast Ambulance Service (NEAS)	
	<ul style="list-style-type: none"> Collaboration arrangement with Teesside University: NEAS deliver 60% within their education centre Levy funding, and ability for Levy funding transfer funding from other sources, allows funding of this model (see 2.xx) Information sharing/discussion on workforce transformation and associated learning requirements, specifically: <ul style="list-style-type: none"> graduate apprenticeship, journey of simultaneously transforming organisational skill mix: <ul style="list-style-type: none"> related rational, partnership engagement contractual arrangements, bandings and framework alignment challenges and lessons learned. Associated related educational requirements. work related to Technician role banding revisit and emergence of new roles and how these fit with educational requirements/modelling. funding of new education centre to support in-house delivery (as a result of Levy) 	<p>Apprenticeship understanding</p> <p>Recognition of effectiveness of a collaborative ‘earn-and-learn’ approach between of ambulance trusts with HEI programme delivery.</p> <p>Developing staff with a work-based learning model:</p> <ul style="list-style-type: none"> Capturing and valuing experience Reducing extraction Valuing staff <p>Willingness from Cumbria university and NWAS to support any developments with their knowledge and experience.</p> <p>Willingness to visit SAS to share learning from transformational process and transforming operations and educational in a joined-up fashion.</p>
4	Scottish Government response to the UK Levy	
	<p>Desk based research.</p> <p>Jamie Hepburn, 2017, Scottish Government response to the UK LEVY</p> <p>(Refer to section xx in Part 1 for further details)</p>	<p>Requirement to engage with SDS on apprenticeship process in Scotland</p>

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
5	Skills Development Scotland (SDS)	
	<ul style="list-style-type: none"> • SAS with Relationship Account Executive Critical Skills and Occupations Officer • NES Contract Holder • Principal Lead for Widening Access and Sustainable Workforce • Skills Planning and Sector Development Manager – Health and Social Care • Head of Standards and Frameworks <p>Skills Planning and Sector Development Manager – Health and Social Care engagement:</p> <ul style="list-style-type: none"> • SDS framework (FW) review • Criteria required: demand, Gap, rational, long term commitment etc.. (see SDS section xxx) sustainable, • Competitive space: pockets of work started with pharmacy, dentistry, social care • Finite budget • Move away from specific FW to generic, new model looking at skills in terms of: <ul style="list-style-type: none"> ○ Meta ○ Generic ○ Specific ○ Local • Healthcare priorities to be reviewed by SDS <p>Principal Lead for Widening Access and Sustainable Workforce</p> <ul style="list-style-type: none"> • Seconded into NES NHS Academy from SDS to co-ordinate SDS Health & Social Care apprentice needs and requests. • Supportive engagement re progressing Tech to Para solutions along with other wider healthcare workstreams. • Position paper (See appendix xx) re assessment of landscape and recommendations/ suggested actions to progress priorities. Paper refers to: <ul style="list-style-type: none"> ○ Widening access in NHS careers ○ threshold change in Paramedicine and Operating Department Practitioners – potential GA lending itself to an ideal balance of study and work ○ NES/SG/SDS/NHSS Academy support scoping out addressing lack of provider availability. ○ NES/other Boards supporting individual Boards to become education providers. <p>Head of Standards and Frameworks</p>	<p>Understanding of current landscape.</p> <p>Engagement with SDS and as a result SG has led this work being positioned within the new ‘Skills for Health and Social Care’ group chaired by SG (Health Workforce Directorate) see section 2.xx.</p> <p>This group is working with SDS to establish H&SC development requirements, priorities and potential educational routes short medium and long term.</p> <p>SAS also have representation on this group.</p> <p>GA remains a potential option at the time of writing.</p>

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
	<ul style="list-style-type: none"> • University Sector agreement with SFC re flexibility with programmes to introduce Graduate Apprenticeships • Phases of development • Recognition of current Tech programme has hallmarks of Modern Apprenticeship • Review of Health and Social Care (H&SC) needs and priorities and available funding. • Identity footprint required for H&SC for the future. • Potential NES framework • SDS re-modelling of skills and levels (see section xxx) <ul style="list-style-type: none"> ○ Meta (Timeless higher order) ○ Generic (knowledge and skills shared across group of occupations) ○ Specific (common to a group but not others in family of occupations) ○ Local (required by employing organisation) • Unblocking talent pipelines • Promoting mobilising existing talent • Micro-credentialling • Skills for Health and Social Care group: <ul style="list-style-type: none"> ○ Establish who needs what. ○ Sift and sort priorities. ○ SAS in this group for consideration 	
6	Scottish Credit and Qualification Framework (SCQF)	
	<p>Development Officer</p> <p>Engagement relevant to this work regarding:</p> <ul style="list-style-type: none"> • The SCQF Partnership • Role Function • Understanding credit rating bodies • Understanding SQA and awarding bodies and related QA and Governance • Understanding SVQs and VQs and link to National Occupation Standards (NOS) and SQA • Understanding degree awarding powers and associated legislation <p>Desk based research:</p>	<p>Understanding of the credit framework and process involved in accreditation.</p> <p>Credit rating body status or pursuit of not regarded as relevant for SAS at this time (worth noting that this is currently being sought by NES)</p> <p>Awarding Body status for SAS not regarded as appropriate for SAS at this time.</p> <p>Universities in Scotland are only bodies with legal ‘Degree Awarding’ powers therefore if option involves degree award, then this would have to come from a university.</p>

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions		
	<ul style="list-style-type: none"> • SCQF • SQA • QAA 	SAS is currently an educator provider for FutureQuals therefore could provide delivery of further accredited programmes by them and potentially others if related approval systems and quality assurance met.		
7	Scottish Qualifications Authority (SQA)			
	<p>Accreditation Manager Engagements regarding understanding SQA:</p> <table border="1" data-bbox="129 612 1364 767"> <tr> <td data-bbox="129 612 748 767"> <ul style="list-style-type: none"> • 2 arms <ul style="list-style-type: none"> ○ Awarding ○ Accrediting • Development Cycles • SVQ brand </td> <td data-bbox="748 612 1364 767"> <ul style="list-style-type: none"> • Awarding bodies • Education Providers • Relationship to SCQF • National provision • Customised provision </td> </tr> </table> <p>Regional Manager Business Development & Customer Support, Business Development</p> <ul style="list-style-type: none"> • National provision <ul style="list-style-type: none"> ○ Application process ○ Business case requirements ○ Teams/depts involved. ○ Cycle ○ Approval ○ Development <p>Qualifications Manager Qualifications Development - Humanities, Care and Services</p> <ul style="list-style-type: none"> • Provision development • Qualifications • Background to development process 	<ul style="list-style-type: none"> • 2 arms <ul style="list-style-type: none"> ○ Awarding ○ Accrediting • Development Cycles • SVQ brand 	<ul style="list-style-type: none"> • Awarding bodies • Education Providers • Relationship to SCQF • National provision • Customised provision 	<p>As a consequence of discussions representatives from SQA attend ‘Meeting of Minds’ event #2 to give SQA perspective (see section 3.xx)</p> <ul style="list-style-type: none"> • Potential for SAS to develop a business case to support development of a new ‘National Provision’ to sit on the SQA portfolio. • Potential for articulation with HEI to complete level 9 learning or for PDA development for ‘Equivalency’ at level 9 • This provision would involve ‘earn-and-learn’ work-based learning principles and be considered at ‘Meeting of Minds’ event#2. • To be considered as a potential option • Progress and engagement on-going at time of writing with 4 potential routes emerging. • Potential for career progression framework development within SAS and across AHP families with NES
<ul style="list-style-type: none"> • 2 arms <ul style="list-style-type: none"> ○ Awarding ○ Accrediting • Development Cycles • SVQ brand 	<ul style="list-style-type: none"> • Awarding bodies • Education Providers • Relationship to SCQF • National provision • Customised provision 			

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
	Product Marketing Manager Business case developer <ul style="list-style-type: none"> • Business case development • Rational • Process from here 	
8	Health and Care Professions Council (HCPC)	
	Education Officer - Regional Representative for Scotland and Northwest England Head of Education SAS NES <ul style="list-style-type: none"> • Advise of this work and maintain good communication on it from the outset. • Possibility of affording some previous knowledge and experience from similar explorations • Explore potential for 'equivalency' being an option. • Confirm HCPC notion of 'Equivalency' could be applied to a new provision. • Introduce NES wider AHP work • To ensure good communication and inclusion of HCPC moving forward with any work developing from this options appraisal. • Ensure HCPC/NES/SAS all communicated with effectively and clarify a shared understanding. 	<p>HCPC support the activity and welcome the continued communication and engagement.</p> <p>HCPC willing to consider 'equivalency' as a career progression route with the key being an output mapping across to the SOPs.</p> <p>It should be noted that any package of micro-credentials should end in an award and that these being packaged within a framework would assist approval process.</p>
9	College of Paramedics (CoP)	
	<p style="text-align: center;">Correspondence and meetings</p> Out-going Head of Education <ul style="list-style-type: none"> • Seek advice and support in establishing a Tech to Para career progression route. • CoP would welcome a HEI partnership common curriculum and support a development such as this. • Advise not to go minimum on HCPC Standards and to bear in mind CoP 4 pillars in any development or collaboration: <ul style="list-style-type: none"> ○ Clinical Practice ○ Research ○ Education 	<p>Supportive</p> <p>Prepared to engage involvement in any implementation development phase as stakeholder.</p> <p>HEI collaboration considered positive.</p>

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
	<ul style="list-style-type: none"> ○ Leadership and Management • Links to considerations given by HEIs at Meeting of Minds event (See xxx) around maintaining professional and academic attributes and credence. <p>In-coming Head of Education</p> <ul style="list-style-type: none"> • Eager to support and input to option venture pursued – further discussion moving forward. • To provide info on emerging discrepancies between GA and BSc in England <p>CoP curriculum review event in Dundee</p> <p>All 5 HEIs represented along with SAS NES and student representatives. Discussion on the day will help inform any future programme design. In particular concerns around:</p> <ul style="list-style-type: none"> ○ Paramedic identity ○ Supporting future roles ○ Student anxieties ○ Ambulance placements ○ Embedding into organisational culture ○ Assessment/competency ○ Issues/concerns across wider UK Trusts 	<p>N.B. To be mindful of 4 pillars:</p> <p>Clinical Practice Research Education Leadership and Management</p> <p>Take cognisance of and learn GA experiences in England.</p> <p>Take cognisance of feedback at CoP Curriculum Review to inform programme design</p>
10	Quality Assurance Agency (QAA)	
	Desk based research (see 2.xx)	Potentially help inform a programme design
11	FutureQuals (FQ)	
	<p>Currently Awarding body for our technician programme, Diploma for Ambulance Technicians SCQF level 7. SAS EPPD is an approved education provider for FutureQuals.</p> <p>Managing Director</p>	<p>Potential future option based on a successful ‘Equivalency’ HCPC approval Process.</p> <p>Non-degree award</p>

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
	<p>Future Quals are preparing to approach HCPC to seek approval for an ‘Equivalency’ award (see section 2.xx). As SAS is currently one of their recognised education providers, an HCPC approval would open up a potential avenue to be considered in the Part 3 – Options.</p> <p>If approved in the future, then any Education and Training providers (such as SAS) wishing to delivering such a provision would also require HCPC approval</p>	<p>Not approved at time of writing</p>
12	Qualsafe (QS)	
	<p>Correspondence/desk-based research.</p> <ul style="list-style-type: none"> • Ofqual recognised awarding organisation. • Own the FREC suite awards (First Response Emergency Care): <ul style="list-style-type: none"> ○ FREC 3 – 5 days e.g., first responder at events etc... ○ FREC 4 – Emergency Care Assistant ○ FREC 5 – Ambulance Technician <p>Currently no ‘equivalency’ based level 6 HCPC approved provision.</p> <p>If approved in the future, then any Education and Training providers (such as SAS) wishing to deliver such a provision would also HCPC approval.</p>	<p>Potential future option based on a successful ‘Equivalency’ HCPC approval Process.</p> <p>Non-degree award</p> <p>Not approved at time of writing</p>
13	ALR Training Limited (Education Provider) REVISIT RE Further Engagement	
	<ul style="list-style-type: none"> • Family run training company based in Buckinghamshire. • Qualsafe approved education provider. • Deliver Qual safe FREC Suite • Potentially will be working with Qualsafe on a level 6 ‘Equivalency’ provision to put forward for HCP approval (Currently no Paramedic HCPC approved provision of this type available) 	<p>Further engagement ongoing at time of writing.</p> <p>Currently not an option</p>
14	MediproREVISIT	

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
	<p>Desk based Research.</p> <ul style="list-style-type: none"> Formed in 2008, Medipro claims to be the largest independent pre-hospital education centre in the UK 3 centres – Stockton, Newmarket and London Barking and Dagenham College (only college in UK to offer Paramedic education) Medipro Diploma in Paramedic Practice approved 2017 (awarded by FutureQuals) <p>Private sector organisation. Website claims accredited by HCPC to deliver “full Paramedic Level 6 training”. The HCPC website suggests approval in 2018 now closed. This may be related to the new SET introduced in 2021.</p> <p>Website suggest HCPC approval pending for a 4-year part time level 6 (SCQF level 9) Paramedic Practitioner course at a cost of £21, 600. The certification will be from FutureQuals. At the time of writing FutureQuals do not have HCPC approval for an HCPC Paramedic ‘equivalency’ award that meets the new SET threshold.</p> <p>Position currently unclear.</p>	<p>No reply from email engagement at the point of writing</p> <p>Future actions:</p> <ul style="list-style-type: none"> Further attempt Contact Medipro Re-engage with East of England Ambulance Trust
15	Scottish Ambulance Service	
	<p>Staff Engagement Session</p> <p>Presentation with question-and-answer session at a Staff Engagement event. This received positive feedback and appeared to help with an understanding of the numerous bodies potentially involved along with the associated challenges and complexities associated. Funding was also highlighted as an area requiring further scoping.</p> <p>This proved a popular event with xxx numbers engaging live and in excess of 500 views since.</p> <p>Straw Poll Based on one 1 cohort (based at three SAS education centres across Scotland) of student technicians</p> <p>How many of you want to be Paramedics?</p> <ul style="list-style-type: none"> North Centre = 100% (30/30) West Centre = 97% (31/32) East Centre = 89% (50/56) 	<p>Partnership colleagues</p> <ul style="list-style-type: none"> appreciate the update and involvement – this will be maintained. <p>EPPD colleagues</p> <ul style="list-style-type: none"> appreciate the update and involvement – this will be maintained. <p>Staff Engagement</p> <ul style="list-style-type: none"> Potential for further staff engagement on progression of an option/options (timing would be a key consideration to get this right)

<p style="text-align: center;">Engagement Summary</p> <p style="text-align: center;"><i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i></p>	<p style="text-align: center;">Outcome/Learning/Actions</p>
<p>Partnership Engagement & EPPD Teams</p> <p>It is appreciated that staff approach EPPD team members and partnership colleagues for answers to their questions. It was therefore important that these 2 important staff groups were updated on the work that they might be informed and as a consequence also be better placed to respond to staff. There were 2 separate meetings to capture partnership and 6 to capture individual EPPD teams.</p> <p>The meeting aims were to share understanding of the work being undertaken, ascertain views, gain support and ensure inclusion and input moving forward.</p> <p>This engagement covered:</p> <ul style="list-style-type: none"> • Graduate apprenticeships: <ul style="list-style-type: none"> ○ What they are ○ Skills development Scotland ○ Funding differences in Scotland compared to England: <ul style="list-style-type: none"> ▪ Apprenticeship Levy use ▪ Example use in partnerships with universities and English ambulance trusts. ▪ Current status in Scotland re new Skills for Health & Social Care group • A presentation on engagement to this point and emerging potential solutions/pathways • Question and answers • Agreement for continued updates and involvement and support throughout the process <p>Chief Executive and Senior Management</p> <ul style="list-style-type: none"> • 2 Update meetings <p>Associate Director of Education and Professional Development</p> <ul style="list-style-type: none"> • Update paper October (appendix xx) • Update paper December (appendix xx) <p>Meeting with Director of Finance, Strategy and Logistics and Deputy Director of Finance</p> <p>Discussed funding barriers and potential for SAS to seek other funding avenues to support student extraction for studies costs to the organisation.</p>	<p>Both engagement and straw poll indicate appetite being maintained.</p> <p>Chief Executive and Senior Management</p> <p>Support and accessibility offered by meeting attendees.</p> <p>Meeting with Director of Finance, Strategy and Logistics and Deputy Director of Finance</p> <p>Understanding of the funding landscape and will explore funding options.</p> <p>Meeting with Best Value Programme Director</p> <p>To share some data on workforce modelling and predictions to inform this report</p>

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
	Meeting with Best Value Programme Director Discussion on workforce numbers and future predictions to inform this work.	
16	Scottish Government (SG)	
	<p>Member of ‘Allied Health Professions Education and Workforce Policy Review: National Strategic Oversight Group’ (Pre recommendations)</p> <ul style="list-style-type: none"> • Commenced February 2022 • Potential inclusion of this work on sub-group ‘Educational Solutions’ • Recommendations to cabinet secretary December 2022 <p>AHP Review group member/SG/SAS</p> <ul style="list-style-type: none"> • Initial arrangements regarding update on progress of AHP review • wider discussion on position of this work with SDS • SG concerns around siloed pockets of work with SDS across Health and Social Care (HSC) <ul style="list-style-type: none"> ○ SG would arrange to pull together a strategic group to join these dots and avoid duplication. ○ Group established and chaired by SG called ‘Skills for Health and Social Care’. <p>Skills for Health and Social Care Group: Meeting #1 (28th Nov, 2022)</p> <ul style="list-style-type: none"> • Discuss purpose and draft Terms of Reference <p>Skills for Health and Social Care Group: Meeting #2 (30th Jan 2023)</p> <ul style="list-style-type: none"> • Review Terms of Reference • Chaired will be Health Workforce Directorate • Accountable to: Anchors Workforce National Strategic Group • Summary of Purpose: <ul style="list-style-type: none"> ○ Oversee development of career development opportunities for new and existing staff through ‘earn-and-learn’ models. ○ Contribute to the delivery of Anchors workforce outcome regarding recruiting and retaining in local populations. ○ Support widening access agenda and Child Poverty Action Plan 	<p>‘Skills for Health and Social Care’ group:</p> <ul style="list-style-type: none"> • Work remains positioned within the new ‘Skills for Health and Social Care’ group: <ul style="list-style-type: none"> ○ Continued engagement in this group. ○ Meeting 3 establish that the option exists for HEIs, if feasible, to have portion of ‘Controlled’ numbers ‘re-worked’ and utilised within a different model e.g., GA. <p>N.B. Changes would still have to align with the 335 places each year.</p> <p>Meeting of Minds Events</p> <p>Retrospectively, a better understanding might have led to SG being present in more of a decision-making capacity. In the event of moving forward with a 3rd Meeting of Minds, it is hoped that there will be input from SG.</p> <p>Allied Health Professions - education and workforce policy review</p> <ul style="list-style-type: none"> • Recommendations published 24th February 2023. • Need for ‘Earn-and-Learn’ career progression routes.

	<p align="center">Engagement Summary</p> <p align="center"><i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i></p>	<p align="center">Outcome/Learning/Actions</p>				
	<p>Skills for Health and Social Care Group: Meeting #3 (28/2/23) Workshop Questions: The following were considered by all present regarding their particular work stream interest – these answers to be assimilated to support a plan of action moving forward.</p> <table border="1" data-bbox="129 448 1225 571"> <tr> <td>Question 1: What are your key drivers for change</td> </tr> <tr> <td>Question 2: What do you want to have going forward?</td> </tr> <tr> <td>Question 3: What are the challenges and risks to get to where you want to be?</td> </tr> <tr> <td>Question 4: How will you mitigate those challenges and risks?</td> </tr> </table> <p>Meeting of Minds Events #1 and #2 (see section 3.26) SG in attendance in observational capacity</p> <p>Controlled numbers:</p> <ul style="list-style-type: none"> SAS advise SG of numbers required. These currently sit at 335 per year for the next 3-year cycle. Thereafter funding allocated for these numbers to the HEIs involved by SFC. Potential for conversion of some of these numbers to a graduate apprenticeship or similar <p>SG - SAS Health Board Deliverables 2023-24 (March 2023)</p> <ul style="list-style-type: none"> Technician to paramedic progression route is a set SAS deliverable. <p>Desk-based research on SG documents to inform work: (See section 2.xx for more details)</p>	Question 1: What are your key drivers for change	Question 2: What do you want to have going forward?	Question 3: What are the challenges and risks to get to where you want to be?	Question 4: How will you mitigate those challenges and risks?	<ul style="list-style-type: none"> These include short-, medium- and long-term actions and timeframes. Timeframes: <ul style="list-style-type: none"> Short – as soon as practicably possible, no additional funding requirements Medium – 1-3 years included within wider funding landscape. Long – 3 years plus and likely to require additional funding <p>Desk based policy research The following help to inform the rationale for a tech to para progression route:</p> <ul style="list-style-type: none"> Christie Commission on the future delivery of public services (2014). The Commission on Widening Access (COWA) ‘A Blueprint to fairness’ (2016) National Strategy for Economic Transformation’ (NSET) Guidance to SDS Guidance to SFC SFC Review Health and Social Care: National Workforce Strategy
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17	<p align="center">Scottish Collaboration of Paramedic Education (SCOPE)</p>					
	<p>Update 1 at Meeting – Oct 2022 Presentation to introduce work:</p> <ul style="list-style-type: none"> Background Engagement to date Challenges and Complexities Advise HEI colleagues of plan to engage with all 5 universities. 					

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	<p>Update 2 at Meeting – January 2023 Further presentation on emerging options including:</p> <ul style="list-style-type: none"> GA and the new ‘Skills for Health and Social Care’ group established. Update on HCPC acceptance of ‘Equivalency’ if within a recognisable framework for approval. Potential for engagement around traditional part time degree Advised of upcoming Meeting of Minds event due Feb 10th – an update on this would be provided at the next SCoPE meeting. <p>Update 3 at Meeting March 2023</p> <ul style="list-style-type: none"> Update provided on the 2 ‘Meeting of Minds’ events held since last SCoPE meeting. Update on the SQA engagement and emerging potential for option of a new national provision Co-Facilitated by Scotland’s Colleges and HEIs in collaboration with SAS. 	
18	Higher Education Institutes (HEI)s	
	<p>Site visits to meet with Programme Leads: Initial conversations related to:</p> <ul style="list-style-type: none"> This work Appetite for involvement Perceived barriers and Challenges Potential Solutions <p>GCU: Meetings with Dean and Vice-Dean As GCU are the current SAS collaborators on the expiring Dip HE accessible colleagues for initial conversations and sense checking of ideas regarding intended direction of engagement with wider Dean colleagues.</p> <ul style="list-style-type: none"> Supportive and positive Willingness to be involved in discussions. Thoughts bounced on potential programme design re supporting organisational needs. Initial exploratory conversation floating the notion of a WBL Step on Step off model intuitive to organisational needs. <p>PLs UWS and GCU</p>	<p>Programme Leads and Lecturing Staff</p> <ul style="list-style-type: none"> Helpful, supportive and positive conversations Initial HEI engagement led to the ‘Meeting of Minds’ events as per section 3.19 to seek more strategic appetite and view. <p>GCU/QMU Deans and Vices</p> <ul style="list-style-type: none"> Recognition and willingness to support: <ul style="list-style-type: none"> Widening access agenda Collaborative working across anchor institutions WBL Step on step off model intuitive to organisational needs received positively as a potential option that Colleges and HEI’s might consider. <p>GCU/UWS re P/T Option advice</p>

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	<p>Meetings to support the exploration of a 'Traditional' Part-time degree route as an option:</p> <ul style="list-style-type: none"> • Content • Timeframes • Practice Placement • HCPC • Current curriculum re-design to meet Parttime learner needs • Numbers/resources <p>QMU: Former Dean of the School of Health Sciences, Former chair of Council of Deans and Senior Lecturer in Nursing, SFHEA , Interim Co-Head of the Division of Nursing & Paramedic Science The conversation led to a discussion on potential collaborative talks with the 5 university Deans. This was supported. This led to the arrangement of the 'Meeting of Minds' events (see section 3.26)</p> <p>University Highlands and Highlands (UHI) Jacqui Taylor made contact with regard UHI interest in providing Paramedic provision, possibly a GA framework if available.</p>	<p>Conversations assisted with the write-up of the Part time degree option (See Part 4 xx)</p> <p>QMU Supportive and positive about collaborative working and solution exploring.</p> <p>UHI Advised that enquires had been made with SDS during the course of this work and that no current framework in Scotland exists. Interested if progressed – to keep in touch.</p>						
19	Meeting of Minds							
	<p>Higher Education Institutions Initial connections with 5 HEIs currently delivering the F/T undergraduate programme within SCoPE group (see section 3.24)</p> <p>Site visits to all 5 Scottish universities. First contacts were Programme Lead and Lecturing staff:</p> <ul style="list-style-type: none"> • Engage with current Scottish experts. • Explanation of this work • Establish initial appetite to engage in exploratory 'solution-finding'. • Establish appetite to work collaboratively and transparently in exploratory 'solution-finding'. • Establish all 5 universities willing to meet together to discuss/explore. 	<p>Meeting of Minds #1 10th Feb</p> <ul style="list-style-type: none"> • A positive meeting with a clear appetite to explore solutions and remain engaged. • A group work session in last hour in form of SWOT analysis across potential programme designs <p>Main themes/feedback gathered:</p> <p>Energy</p> <table border="1" data-bbox="1391 1289 2002 1382"> <tbody> <tr> <td>Positive/enthusiastic</td> <td>4</td> </tr> <tr> <td>Thought-provoking</td> <td>1</td> </tr> <tr> <td>Great to have discussion</td> <td>1</td> </tr> </tbody> </table>	Positive/enthusiastic	4	Thought-provoking	1	Great to have discussion	1
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<p>‘Meeting of Minds’ events</p> <p>Originally an event to meet with Deans and Vice Deans of the 5 universities to hold face to face conversations/workshops with the experts at a more strategic level. Timely conversations with SFC, Scottish Colleges and SQA led to representation from these bodies at one, or both, events.</p> <p>Contact between NES and SG led to attendance of SG in an observational capacity. This event spiralled from its initial purpose of bringing together the HEIs as the expert ‘minds’ into a very useful cross body gathering with welcomed input on solution finding.</p> <p style="text-align: center;">Meeting of Minds #1 10th February, NES, Glasgow</p> <ul style="list-style-type: none"> • HEIs • SAS • NES • SFC • Scotland’s Colleges • SG (observing on behalf of CNOD) <p>An initial exploratory meeting with the subject matter experts to establish:</p> <ul style="list-style-type: none"> • Potentials • Headline issues • Concerns • Barriers • Appetite for finding solutions. • Appetite for collaboration. <p style="text-align: center;">‘Meeting of Minds’ #2 3rd March (NES Glasgow)</p> <p>A smaller group and more focused meeting allowing a deeper dive into options considered in and out.</p> <p>Representation from: GCU, UWS, QMU, Scotland’s Colleges, SFC, SG (observing), SQA</p>	<p>Moving Forward</p> <table border="1" data-bbox="1391 357 2002 639"> <tr><td>Joined up approach required</td><td style="text-align: right;">1</td></tr> <tr><td>Use this work to inform more comprehensive scoping of WF education (use as a pilot)</td><td style="text-align: right;">2</td></tr> <tr><td>Need for a positive disruption of workforce education</td><td style="text-align: right;">1</td></tr> <tr><td>Real opportunity for innovation</td><td style="text-align: right;">1</td></tr> <tr><td>Open and transparent discussions going forward</td><td style="text-align: right;">1</td></tr> <tr><td>Sub-group moving forward</td><td style="text-align: right;">1</td></tr> <tr><td>Useful to bring parties together – art of the possible</td><td style="text-align: right;">1</td></tr> <tr><td>Meet again soon</td><td style="text-align: right;">1</td></tr> </table> <p>Comments from SFC</p> <table border="1" data-bbox="1391 703 2002 826"> <tr><td>Useful to bring parties together – art of the possible</td><td style="text-align: right;">1</td></tr> <tr><td>Allows SFC to understand the barriers to WF development</td><td style="text-align: right;">1</td></tr> <tr><td>Meet again soon</td><td style="text-align: right;">1</td></tr> </table> <p>Info Required from SAS</p> <table border="1" data-bbox="1391 922 2002 1109"> <tr><td>Be clear on WF need</td><td style="text-align: right;">4</td></tr> <tr><td>Numbers involved</td><td style="text-align: right;">5</td></tr> <tr><td>How many HEI for this model</td><td style="text-align: right;">1</td></tr> <tr><td>Data/attrition rates/understanding of SFC funding mentioned</td><td style="text-align: right;">1</td></tr> <tr><td>Tech role needed</td><td style="text-align: right;">1</td></tr> </table> <p>Routes Mentioned in Feedback</p> <table border="1" data-bbox="1391 1173 2002 1264"> <tr><td>RPL to year 2 then 3–5-year day release</td><td style="text-align: right;">1</td></tr> <tr><td>HNC – HND - Degree</td><td style="text-align: right;">1</td></tr> <tr><td>Equivalency may impact on masters</td><td style="text-align: right;">2</td></tr> </table> <p>Other</p> <table border="1" data-bbox="1391 1327 2002 1386"> <tr><td>Aligns widening access</td><td style="text-align: right;">1</td></tr> <tr><td>Alignment CoP post Ref FW</td><td style="text-align: right;">1</td></tr> </table>	Joined up approach required	1	Use this work to inform more comprehensive scoping of WF education (use as a pilot)	2	Need for a positive disruption of workforce education	1	Real opportunity for innovation	1	Open and transparent discussions going forward	1	Sub-group moving forward	1	Useful to bring parties together – art of the possible	1	Meet again soon	1	Useful to bring parties together – art of the possible	1	Allows SFC to understand the barriers to WF development	1	Meet again soon	1	Be clear on WF need	4	Numbers involved	5	How many HEI for this model	1	Data/attrition rates/understanding of SFC funding mentioned	1	Tech role needed	1	RPL to year 2 then 3–5-year day release	1	HNC – HND - Degree	1	Equivalency may impact on masters	2	Aligns widening access	1	Alignment CoP post Ref FW	1
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<ul style="list-style-type: none"> ○ explored notion of re-working the 335 controlled numbers – not ruled out but parked meantime due to logistics of producing annual numbers ○ TG discussed new 3-year collaborative college/HEI/SAS national provision co-ordinated by SQA. This would be WBL in nature with close collaboration with the employer (SAS). <ul style="list-style-type: none"> ● This would be designed to facilitate recognised step on step off entry/exit points with employment recognised awards. ● The 3-year framework would include wrap around degree award. This was received positively with suggestions of: <ul style="list-style-type: none"> ● Scotland's Colleges delivering level 7 (and possibly 8) with SAS collaboration. ● HEI articulation for delivery of level 9 plus possibly level 8 year with potential SAS collaboration ○ As all 5 universities have a different programme design it was recognised that this provision would require uniformed re-design of content. It was suggested that HEI's and Colleges involved might have a 'Co-Faculty'. ○ SAS geographical considerations were discussed as important to such a business case or tendering proves moving forward. ○ Overall, this was received very positively with an eagerness from Scotland's Colleges and HEIs to start work asap. ○ Positive feedback on the day from SFC. ○ SG highlighted that it was positive to explore and that any innovation would be welcomed for consideration by SG for feasibility. ○ It was also discussed that such a provision may set the foundation to develop for other AHPs. <p>Further advice/support meetings with 'expert' colleagues held out-with this Meeting of Minds (See HEI section 3.25)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Placement concerns</td><td style="text-align: right;">2</td></tr> <tr><td>Not de-stabilise degrees</td><td style="text-align: right;">1</td></tr> <tr><td>Recruitment onto?</td><td style="text-align: right;">1</td></tr> <tr><td>Raise bar and decrease standards</td><td style="text-align: right;">1</td></tr> <tr><td>Quality equity degree v micros</td><td style="text-align: right;">1</td></tr> <tr><td>Tendering costs</td><td style="text-align: right;">1</td></tr> <tr><td>Meet HCPC & CoP Standards</td><td style="text-align: right;">1</td></tr> </table> <p style="text-align: center;">Meeting of Minds #2 10th Feb 3rd March</p> <p>Potential for:</p> <ul style="list-style-type: none"> ● HEI re-working of HEI programme content into: <ul style="list-style-type: none"> ● Part-time course ● WBL programme ● Partnership ● Scotland's Colleges: <ul style="list-style-type: none"> ● Solution for levels 7 and 8 ● PDAs for level 9 ● Articulation with HEI re level 9 and degree ● Partnership with HEIs <p>All to be explored in options write up.</p> <p>Main feedback themes from event #2</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>A potential model taking shape (positive)</td><td style="text-align: right;">3</td></tr> <tr><td>Clearer and more explainable</td><td style="text-align: right;">1</td></tr> <tr><td>How quickly can we get decision to proceed - establish timelines for HCPC approval</td><td style="text-align: right;">2</td></tr> <tr><td>Funding</td><td style="text-align: right;">1</td></tr> <tr><td>Collaboration(positive)</td><td style="text-align: right;">5</td></tr> <tr><td>Co Faculty and Co-design and shared delivery</td><td style="text-align: right;">5</td></tr> <tr><td>Streamline options/awards for step off step on and those unsuccessful at year 1 and 2</td><td style="text-align: right;">3</td></tr> <tr><td>Retro fit WF modelling</td><td style="text-align: right;">1</td></tr> </table>	Placement concerns	2	Not de-stabilise degrees	1	Recruitment onto?	1	Raise bar and decrease standards	1	Quality equity degree v micros	1	Tendering costs	1	Meet HCPC & CoP Standards	1	A potential model taking shape (positive)	3	Clearer and more explainable	1	How quickly can we get decision to proceed - establish timelines for HCPC approval	2	Funding	1	Collaboration(positive)	5	Co Faculty and Co-design and shared delivery	5	Streamline options/awards for step off step on and those unsuccessful at year 1 and 2	3	Retro fit WF modelling	1
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		Mentoring across years e.g., level 9s mentor level 8 level 8 mentor level 7	1
		Align with A4C gateways	1
		Align CoP curriculum guidance and advanced frameworks	1
		SFC involvement moving forward to 'thrash out'	1
		Some SQA provision already available	1
20	Scotland's Colleges		
	<p>Initial contact with:</p> <p>Chair of the College Development Network's Care Strategy Steering group (also represents Scotland's Colleges on SQA National Qualifications Group)</p> <ul style="list-style-type: none"> • Scotland's Colleges pre-disposed and experienced in: <ul style="list-style-type: none"> ○ widening access ○ Solution finding ○ Collaboration and partnerships ○ Accessing related funding routes • Keen to support. • Potential pilot • Potential partnership with HEI • Links with SQA <p>Scotland's Colleges representative and a Head of Learning and Skills - Health and Social Care:</p> <ul style="list-style-type: none"> • Attends 'Meeting of Minds' event to represent Scotland's Colleges • Keen to support and collaborate. • Attends 'Meeting of Minds' #2 representing Scotland's Colleges 		<p>Eager to support future model.</p> <p>Continued engagement in the 'Meeting of Minds' events which seek to explore potential solutions, consider potential collaborations, and overcoming barriers and complexities.</p> <p>Eager to get started</p>
21	Scottish Funding Council (SFC)		

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
	<p>Senior Funding Policy Officer Initial engagement to gain understanding of the SFC and university funding process.</p> <p>Assistant Director Skills / Outcome Agreement Manager Assistant Director (Health and Social Care) Deputy Director, Coherent Learning Provision Engagement to understand potential funding avenues in widening access space.</p> <p>Deputy Director, Coherent Learning Provision Engagement to understand potential funding available for an organisation to support their employees with career progression including 'backfill' extraction for study days.</p> <p>Assistant Director Skills / Outcome Agreement Manager Assistant Director (Health and Social Care) An invite to 'Meeting of Minds' (see section xx) accepted to support discussions and hear first hand barriers and concerns</p>	<p>Accessible and supportive engagement with all.</p> <p>'Meeting of Minds' events</p> <ul style="list-style-type: none"> • Positive input • Eagerness to stay engaged. • Positive comments on the art of the possible • Advice to <ul style="list-style-type: none"> ○ Not focus on funding ○ Find a solution then approach for funding
22	NHS Education Scotland (NES)	
	<p>Routes into AHP Careers (February 2022)</p> <ul style="list-style-type: none"> • At the time of this report SAS/GCU collaboration was the only AHP career progression to registration route available in Scotland • The report concluded there were collaborative opportunities for stakeholders to explore. <p>NMAHP Associate Director Executive Director of NMAHP</p> <ul style="list-style-type: none"> • Update report for NES (appendix xx) <p>Former Director of NHS Scotland Academy Principal Lead for Widening Access and Sustainable Workforce Head of Program (PCC) NMAHP #1</p> <ul style="list-style-type: none"> • Sharing of work undertaken with NHS Scotland Academy (Golden Jubilee/NHS Education), 	<p>Director of Learning & Innovation NES Principal Lead for Widening Access and Sustainable Workforce Head of Program (PCC) NMAHP</p> <ul style="list-style-type: none"> • Ongoing contact and sharing of work regarding potential Paramedic ODP alignment and duplication avoidance

	Engagement Summary <i>Unless stated otherwise, engagement with all was via email correspondence/meetings/desk-based research.</i>	Outcome/Learning/Actions
	<ul style="list-style-type: none"> Operating Department Practitioners (ODP) graduate apprenticeship ambitions with hope for programme in place for autumn intake 2024. This is as a result of HCPC threshold raise from diploma to degree level to commence from September 2024. This is similar to the change in threshold for paramedics announced in 2018 and commenced in September 2021. <p>NES named contract holder with SDS.</p> <ul style="list-style-type: none"> Current work is related to pharmacy and dentistry (not at GA) – update on this work. Credit rating. Potential explored for a pilot piece of work for NES accreditation process. This work was ruled out at that point (Sept 2022) <p>Principal Educator NHS Education for Scotland NES named contract holder with SDS SAS Associate Director of Education and Professional Development</p> <ul style="list-style-type: none"> Update on NES credit rating approval process. Share and link in work on-going within SAS. <p>Head of Program with NMAHP #2 Principle Educator NMAHP</p> <ul style="list-style-type: none"> Background share re this work (interest in apprenticeships) Background share on their work on HCSW Development and Education Framework Invite to Cumbria apprentice showcase. <ul style="list-style-type: none"> Attended via MS Teams to gather intelligence on apprenticeship model to inform their work. <p>AHPs in Scotland: Be Appreciated, Be Connected, Be Inspired Hybrid Conference</p> <ul style="list-style-type: none"> Presentation at workshop to share: <ul style="list-style-type: none"> background to work. explain UK Levy differences influencing cross border differences in apprenticeship development and availability. Potential emerging solutions Raise profile of Tech to Para and other HCSW ‘Earn-and-Learn’ agenda. 	

Option 1

Graduate Apprenticeship

Option 1

Option: Graduate Apprenticeship	
Overview	<p>Apprenticeship schemes in Scotland are funded by the Scottish Government and administered by Skills Development Scotland. Funding is administered by The Scottish Funding Council (SFC) and Students Award Agency Scotland (SAAS). Skills development Scotland (SDS) are Scotland's National Skills body. They are an executive non-departmental body of Scottish Government (SG). SDS deliver apprenticeships in Scotland. The Scottish Apprenticeship Advisory Board (SAAB) contribute to the development of apprenticeships and provide leadership to employers.</p> <p>An education provider such as a college or university deliver the apprenticeship. The employer provides the practical workplace experience.</p> <p>There are 3 types of apprenticeship: Foundation, Modern and Graduate. A Graduate Apprenticeship (GA) leads to a degree awarded by a Scottish university. Legislatively, in Scotland, universities are the only bodies with degree awarding powers.</p> <p>SDS only have a finite amount of funding for apprenticeships and therefore set criteria must be met prior to any development. Apprenticeships across health and social care are currently in demand. As a result, SG have recently set up a new group: 'Skills for Health and Social Care' to prioritise needs across this sector.</p> <p>The development of an 'Earn-and-Learn' Technician to Paramedic route is being considered within this prioritisation process. This would take the form of a Graduate Apprenticeship with a degree award.</p> <p>Apprenticeship development normally takes 12-18 months.</p> <p>A GA is based on the occupational standards required by the industry. The development of a new GA would require the approval of 'The Health and Care Professions Council' (HCPC). With this approval, if successful, then graduates are eligibility to apply to the HCPC for registration as a paramedic.</p> <p>At the time of writing the development of an 'Earn-and-Learn' Technician to Paramedic route was still under consideration and GA remains a potential option.</p>

	<p>Gas apprenticeships are built on partnership between employers and learning providers. The employer has a fundamental role from the outset in both programme development, potential collaborative delivery alongside other education provider (s) and support of the apprentice within the workplace learning environment.</p> <p><i>It should be noted at the outset that this, as an option, is currently in hands of SDS and SG within the new 'Skills for Health and Social Care' group (see Section 5.8-5.11). This group is currently considering 'asks' across health and social care and this work is positioned within this 'sifting and sorting' phase</i></p>
<p>Structure Outline</p>	<p>If meeting the application criteria, and prioritised for a framework, then the end product structure would normally involve a 12–18-month development period (see Part 1 section xx for further details on this).</p> <p>The GA programme structure would deploy the work-based learning principles and characteristics summarised by SDS as follows:</p> <ul style="list-style-type: none"> • the work-based learning component of Graduate Level Apprenticeships is a significant and central part of the award(s) – this is based on real-life experience in the workplace. • learning in work must be fully integrated into the delivery and assessment – this cannot be successfully achieved through add-on components. • located on the Scottish Credit and Qualifications Framework (SCQF) * • accredited as part of a certificated nationally recognised award by a national awarding body and, in the case of Graduate Level Apprenticeships at SCQF level 10 or 11, as part of a higher education degree • recognised across the sector by all employers. • transferable across employers • ensure that learners can achieve necessary professional standards. • support reflective learning and the development of reflective professionals/practitioners. • contain processes and opportunities for the Recognition of Prior Learning (RPL) as an integral part of the award. • partnership between employers and learning providers. • significant ongoing involvement and contribution from employers including curriculum development, delivery and assessment. • meet the needs of employers/industry.

	<ul style="list-style-type: none"> • quality assurance systems and processes which involve all partners (employers and delivery bodies) • support for each individual of a mentor in the workplace (SDS, 2016) <p>*This would involve a learning package across levels 7,8 and 9 on the SCQF (see Section 2.5-2.10).</p> <p><u>Hours involved break down.</u></p> <p>Using Cumbria GA model as an example:</p> <ul style="list-style-type: none"> • 3 Year programme (Tech to Para would equate to 2 years) • Full-time blended learning • 52 weeks of the year (annual leave entitlement is accounted for within the year) • Off Job Training and education: <ul style="list-style-type: none"> ○ Teaching day release/block delivery at least 20-30% (as per apprenticeship guidelines) <ul style="list-style-type: none"> ▪ 70% face to face ▪ 30% distance/online ○ On-job hours with other staff • On Job Training and education: <ul style="list-style-type: none"> • Supervised on-job work-based learning on shift in the main with dedicated with paramedic mentor/educator/supervisor/similar – 400 hours portfolio.
Owner(s)	Skills Development Scotland
Awarding Body	A Graduate Apprenticeship involves a degree award. Therefore, a university would be the awarding body
Education Provider	<ul style="list-style-type: none"> • A university or universities to be established by SDS to be involved in development phase • Potential for College involvement • Potential for SAS VQ Technician inclusion within a development or transfer to a development
Adaptability	<p>Within their 2022-2027 strategic plan, SDS recognise the need to be innovative, adaptable and for their products to meet the evolving needs of the employers (SDS, 2022).</p> <p>An ability to align with or respond to any future workforce modelling to be considered at development stage</p>
Sustainability	As a funded public body any development would sit within the SDS portfolio of frameworks.

	Concerns around sustainability may be more focused on SAS providing reassurances of sufficient long-term demand. This would require to be established within initial application with relevant rational for an investment in such a framework development
Timeframes	If prioritised in Skills for Health and Social Care group then framework builds normally have a 12-18 months (see more on process in section xxx)
Stakeholder Involvement: roles & responsibilities	
SAS	<p>Application for new provision which must:</p> <ul style="list-style-type: none"> • Meet request criteria. • Provide rational for need. <p>Development:</p> <ul style="list-style-type: none"> • SAS involvement in framework development alongside other relevant stakeholders <p>Delivery:</p> <ul style="list-style-type: none"> • SAS as the employer provides the work-based learning support to enable the apprentice to achieve the competencies required • Works closely with the student and the educational institution • Determines the level the apprentice is at within the work-based learning <p>Current FutureQuals Diploma for Ambulance Technicians:</p> <ul style="list-style-type: none"> • Potential recognition and mapping into modern apprenticeship with QA and award from educational provider at each level of study • Collaboration in delivery of this potential ‘modern apprenticeship’ between education institution(s) involved as providers and awarders with SAS EPPD <ul style="list-style-type: none"> ○ Collaborative EPPD involvement planned and balanced across the 3 years: <ul style="list-style-type: none"> ▪ maintaining credible links between organisation, education and profession. ▪ Honorary contracts/guest lecturing
NES	<p>Potential involvement in:</p> <ul style="list-style-type: none"> • Supporting application and rational • Supporting wider AHP framework development • Avoiding duplication within Health & Social Care sector
HEI	<p>To be established:</p> <ul style="list-style-type: none"> • Involved in development. • Involved in delivery as an ‘education provider’. • Awarding body • Partnership with employer as the work-based learning provider (SAS)

Colleges	Potential for partnership working with HEI and SAS on delivery as an education provider therefore consequential inclusion in development and delivery
Cross Sector Placements	This would involve the health boards and would be considered in design phase
HCPC	Involvement in development to ensure regulator standards adhered to Involved in approval process on completion
CoP	Inclusion at development and approval stage
SDS	Owner: <ul style="list-style-type: none"> • Oversees all aspects. • Funds development and maintenance • Quality Assurance
SQA	Potential for SDS to use units of learning from their portfolio
SCQF	SDS to go through credit rating processes for GA to be recognised and sit on SCQF
SFC	Responsible for the funding of GAs in Scotland's universities (£7.4 million for this activity – move this to SFC section in Part 1) (From SFC Guidance 2021 – Sharon Drysdale's paper)
Impact on Service Delivery	
Demand & Capacity	Backfill arrangements Workforce planning and geographical considerations
HR	Policy and process development: <ul style="list-style-type: none"> • Partnership involvement • Eligibility criteria from SAS perspective as well as any education and training eligibility considerations • Potential workforce planning geographical considerations. • Potential contract development: 'Apprentice Contract' arrangements
Partnership	Engagement: <ul style="list-style-type: none"> • development phase • policy and process development
EPPD Dept	<u>Staff</u> Nature of any apprenticeships, with employer central to learning, therefore any development has potential to involve SAS EPDD in part delivery in partnership with any FE and HEI collaboration: <ul style="list-style-type: none"> • honorary contracts/guest lecturing externally • elements delivered internally. <u>Equipment</u> Currently unclear

	<p><u>Staff Development:</u></p> <p>This would depend on delivery arrangements and SAS collaboration therefore unclear until design phase.</p> <p><u>Impact:</u></p> <p>Very little can be ascertained at this point.</p> <p>It may be considered that with the retention of FutureQuals then there may need to be a review of cohort numbers to enable resource availability across the any collaborative delivery of levels 7, 8 and 9.</p> <p>A positive impact would be the alignment of EPPD staff across all levels of paramedic education.</p> <p>If maintaining delivery of FutureQuals then potential review of resources required in a SAS collaboration across levels 8 and 9 of a GA.</p> <p>Potential future alignment to Master’s Frameworks for EPPD to support the AP agenda.</p>
Finance	
Development	<p>Apprenticeships are a joint venture between employers and public funding.</p> <p>Graduate Apprenticeships are funded by the Scottish Funding Council (SFC) and developed and supported by Skills Development Scotland (SDS), in partnership with employers and the higher education sectors.</p> <p>SDS fund the development of graduate apprenticeships.</p> <p>Graduate apprenticeship learning costs are funded by Scottish Funding Council (SFC).</p> <p>Employers invest through wage costs and on-going support for studies.</p> <p>Student Awards Agency Scotland (SAAS) administer tuition fees. This is capped at £25,000 – clarity required as Techs earn in excess of this. This may involve engagement with SAAS and SG.</p>
SAS Costs	N.B As there is currently no provision to cost against, and no agreed numbers.

	A range for a similar WBL provision has been set out in the Outline Business Case for Option 4.
Student costs	<p>Dependant on contractual arrangements:</p> <ul style="list-style-type: none"> • Potential accommodation costs for face to face for some students • Potential travel expenses for face to face for some students • Technology, books etc... (Dependant on availability from education institute) <p>Tuition fees would have to be considered alongside SFC/SG/SAAS as employees currently earning above tuition fee paid level.</p>
Staffing	<p>Unknown at the time of writing</p> <p>Dependant on framework development phase</p> <p>Potential SAS Education Team co-delivery/input with education institutes</p> <p>Dependant on retention of FutureQuals or whether this content moves to SDS</p>
Funding Options	<ul style="list-style-type: none"> • SDS development and maintaining • Education providers on delivery • SAS to fund backfill. • Tuition fees (to be explored further with SAAS and SG)
Strategic Context	
Political Economic Sociological	<p>Career progression route aligns with National and Board level strategies (See Part 3 of this document)</p> <p>Laid out in Outline Business Case May 2023</p>
SWOT Analysis	
Strengths	<p>Robust</p> <p>Sustainable if criteria met.</p> <p>Adaptable</p> <p>Minimal extraction due to work-based learning.</p> <p>Geared toward employer need</p>
Weaknesses	<p>Back fill funding</p> <p>GA's in Healthcare by SDS an unknown at this point. Lessons to be learned from England Paramedic GAs</p>
Opportunities	<p>Adapt to changing workforce modelling.</p> <p>Potential to align with career frameworks.</p>
Threats	<p>Sustainable numbers threatening viability for Awarding Body and Education Provider.</p> <p>Lack of support from a key agency/body</p>

Option 2

Part Time Traditional Degree

DRAFT

Option 2

Option: Traditional Part Time Degree		
1	Overview	<p><i>(For background information to assist with an understanding of credits, levels and awards see Part 2 section xxx)</i></p> <p>The normal structure of a full-time degree course is:</p> <p>Year 1 - 120 credit points at level 7 on the SCQF. Year 2 - 120 at level 8 Year 3 - 120 at level 9</p> <p>These credits are normally made of modules. To assist with illustration, as an example a hypothetical degree structure might be:</p> <p>Year 1 with 5 modules:</p> <ul style="list-style-type: none">• 2 x 30 credits• 1 x 30 credits• 2 x 15 credits <p>Year 2 with a further 5 modules of similar weighting Year 3 with 3 modules:</p> <ul style="list-style-type: none">• 2 x 30• 1 x 60 (possibly a dissertation for example) <p>Therefore, the student in fulltime education works on all modules over the course of the year. Some modules in year 1 might be pre-requisite modules for a year 2 module therefore a student cannot undertake the second module without having successfully completed the first module. An example of this for a paramedic might be undertaking 'Patient Assessment' at level 7 for 30 credits prior to undertaking 'Advanced Assessment' at level 8.</p> <p>Due to commitments out with study, for example working fulltime as our technicians do, part-time students tend to collect 60 credits per year.</p> <p>For a degree to facilitate part time study, the modules may require re-modelling to suit a day-release/online facilitation as the full-time employee cannot attend in the same way a full-time student might.</p> <p>However, the principle is that the part-time student covers the same content with the same learning outcomes and same</p>

assessment strategy for example a theory exam, written assignment or practical exam such as an OSCE.

Important to any development is the 'Practice Placement' element both on ambulance and 'cross-sector' placements (formerly commonly referred to as non-ambulance placements). A significant portion of time is dedicated to cross sector placement with engagement discussions indicating current full time undergraduate students spend 8-12 weeks in these placements. Engagement discussions indicated that these may be significantly reduced in programme re-design given the potential technician experience.

There is potential for HCPC approval which avoids the need for supernumerary ambulance placements. Similarities can be drawn with the expiring SAS/GCU Dip HE approved with the student paramedic working with a named 'Practice Educator' (formerly referred to as mentor) or another registrant feeding back to the named educator.

The modules can therefore be registered for as standalone modules and gathered over a longer period. A re-work might involve step off awards after a series of modules e.g. after completing year 1 the student might achieve a Cert HE. This would all be considered at the design stage and completion of all modules within a certain timeframe, normally 6 years, would lead to a degree award.

A programme re-work like this would be subject to both internal HEI and HCPC approval processes. HCPC approval being required to provide eligibility to apply for paramedic registration.

It is worth noting that the next period for programme approval for the current HEIs is academic year 2025-26. Therefore, first student intakes subject to any approval would be September 2026. This would see the first part time student following a 4-year study programme emerge in 2030.

The current Technician VQ awarded by FutureQuals and delivered by SAS EPPD sits on the SCQF at level 7 with 147 points.

The learning outcomes achieved on this VQ may map across to those of year 1 of a fulltime degree programme. Therefore, this may be accepted as recognised prior learning allowing application to register for modules in year 2 and the commencement of part time study.

		<p>Any gaps highlighted in such a mapping exercise would have to be addressed. For example, if the HEI found a gap in numeracy and literacy, mental health, child development, or understanding health inequalities.</p> <p>As the curriculum of the current 5 universities delivering a fulltime degree is designed differently this would result uni-lateral development. In turn this would require therefore separate HCPC approval process for each, if any, involved.</p> <p>Such a programme may have to be considered for tendering and may also involve the wider university sector currently not delivering the BSc in Paramedic Science.</p> <p>As well as design and attendance, other main considerations to be worked through would be:</p> <ul style="list-style-type: none"> • Practice placement requirements for a full-time technician employee part-time student • Numbers per year involved and whether these numbers can be accommodated within attrition from current controlled numbers. The numbers involved may dictate the number of universities required. For example, again hypothetically: <ul style="list-style-type: none"> • If there were to be 50 places per year across Scotland, then engagement suggests that numbers of 10 per university may be feasible without impacting on controlled numbers and placement. • Geography and SAS service delivery • Extraction and backfill – logistics and costs. <p>These, and other areas for unpacking, will be covered in the following sections.</p>
2	Structure Outline	<p>The structure outline would be produced at the programme re-modelling phase. This phase would benefit from input from the SAS as the ‘sponsoring’ employer.</p> <p>As mentioned in the overview section, it is expected that a student would gather 60 credits per year over 4 years to gather the 120 at level 8 and the 120 at level 9 required for degree award.</p> <p>Whilst the majority of theory will be online, the student experience must be considered.</p>

Theory is likely to involve a 70/30 split. Therefore, there would be the need to extract for day release. Ideally this day release would involve attendance with fulltime peers however the nature of the part time programme design requirements may not allow for this alignment. This would therefore involve costs to deliver separately to part time students.

More practical modules can have theory delivery on-line however there will be a requirement for attendance at more 'applied' sessions. As per theory delivery may involve some attendance with fulltime peers however again, this may not be possible and separate delivery may be required (possibly from support via SAS honorary contracts).

As per current arrangements for those studying e.g. top up degrees, master's modules, studying toward the module credit is undertaken in the students own time e.g. days off and weekends. Subsequently online learning would be designed to be undertaken in the students own time. Extraction from shift would only involve such as the following:

- Face to face teaching days
- Placement arrangements (see next paragraph)
- Student tutor progress meetings
- Theory exams
- Practical exams such as OSCEs
- Potential study days e.g., 1 per month to support learning.

Placements Arrangements

Supportive exploratory discussions with 2 HEIs currently delivering the F/T BSc suggests a significant portion of extraction would be for 'cross-sector' placements (formerly commonly referred to as non-ambulance placements). From discussions, for fulltime students the timeframes involved range from 8-12 weeks over the 2 years.

Examples of 'cross-sector placements are:

- Emergency Dept and acute services (including Paediatric)
- Critical care
- Mental Health and addition services
- Young person and family services
- Community and Primary Care services

		<ul style="list-style-type: none"> • Obstetrics and Maternity services • Other AHP services <p>Hypothetical exploratory discussions suggest a need for around 50 days extraction per year over 4 years.</p>
3	Owner(s)	HEI Potential for HEI/SAS Collaboration
4	Adaptability	<p>Programme content would be adaptable as per full-time curriculum content review</p> <p>Unclear on specific adaptability to future organisational workforce needs</p>
5	Sustainability	<ul style="list-style-type: none"> • As above • Dictated by numbers
6	Timeframes	<p>Potentially not developed by HEIs until re-approval</p> <p>Once approved 4 year study to achieve</p>
Stakeholder Involvement: roles & responsibilities		
	SAS	<p>As employer and majority placement provider SAS would benefit from working collaboratively on this development. Input may assist with:</p> <ul style="list-style-type: none"> • Module delivery timings • Placement arrangements • Contractual arrangements • Selection and Entry process/criteria • Honorary contracts supporting programme delivery.
	NES	Potentially in any tender process required
	HEI	Education provider and awarding body
	Cross Sector Placements	This would involve the health boards and would be considered in design phase
	HCPC	HCPC involved at a later stage when the qualification is being validated to ensure it is fit for purpose.
	CoP	Curriculum guidance
	SFC/SG	<p>Potential for involvement in:</p> <ul style="list-style-type: none"> • Supporting initial programme development • Amendments within SAAS to assist with tuition fees • Support for SAS to support student extraction

Impact on Service Delivery	
Demand & Capacity	<ul style="list-style-type: none"> • Backfill for student extraction. • Workforce planning and geographical considerations
HR	<p>Policy and process development:</p> <ul style="list-style-type: none"> • Partnership involvement • Eligibility criteria/process from SAS perspective • Potential workforce planning geographical considerations. • Potential contract development: 'Paramedic Student Contract' possibly involving payment arrangements.
Partnership	<p>Engagement:</p> <ul style="list-style-type: none"> • Options discussion phase • Policy and process development • Potential programme design as stakeholder along with SAS
EPPD Dept	<p><u>Resourcing</u></p> <ul style="list-style-type: none"> • Potential for honorary contracts with HEI e.g. involving staff supporting programme delivery and HEI staff taking on clinical shifts <p>Technician training and education to current level:</p> <ul style="list-style-type: none"> • Continued delivery of FutureQuals VQ programme or • Potential arrangements with SQA and Colleges for delivery of this content with SQA award and SAS delivery collaboration <p><u>Equipment:</u></p> <ul style="list-style-type: none"> • SAS continued involvement in Technician training and education using current equipment • Part time delivery of level 8 and 9 would involve HEI equipment unless arrangements in design phase determine further SAS collaboration from EPPD centres <p><u>Staff Development:</u></p> <p>The development and design phase with the education providers would potentially make considerations around any staff development to appropriate education standards e.g. a PG Cert level qualification in Teaching and Learning in Further/Higher education or potential access to MSc Frameworks.</p> <p><u>Impact:</u></p>

		<ul style="list-style-type: none"> • A positive impact would be the potential alignment of EPPD staff across all levels of paramedic education. • Technician programme moving to SQA framework and college setting creates potential for increased flexible of resource.
Finance		
Development		HEI (potential for SAS/SFC/SG involvement)
Back fill resourcing		Unclear at the point of writing <i>(Bearing in mind the 4-year nature of this part time route with first graduates likely to be 2030 if programme approved over 2025/26 – with no returns until 2030)</i>
Student costs		Dependant on contractual arrangements: <ul style="list-style-type: none"> • Potential accommodation costs • Potential travel expenses • Technology, books etc... (Dependant on availability from education institute) • Tuition fees would have to be considered alongside SFC/SG/SAAS as employees currently earning above tuition fee paid level.
Staffing		Arrangements considered within programme design/business case <ul style="list-style-type: none"> • Potential honorary contract arrangements built into EPPD planning for the year • Continued delivery of either current VQ or supporting delivery of new SQA year 1 provision
Funding Options		Whilst unknown at this point, currently it would appear funding of stages would be: <ul style="list-style-type: none"> • HEI to fund development (potential SG/SFC involvement) • HEI Education Providers to fund delivery (SFC involvement) • SAS to fund backfill. • Tuition fees (to be explored further with HEI/SAAS/SFC/SG)
Strategic Context		
		Aligns political agenda around anchor institutes, career progression and widening access. Funding considerations re SAS extraction costs College/HEI/SAS environment provide relevant technological and environmental requirement to support HCSW to Graduate. Potential requirement for tender process

	Potential legal re-arrangements required by SFC/SG/SAAS for 'exceptions' in tuition fees	
SWOT Analysis		
Strengths	<ul style="list-style-type: none"> • Potentially easiest re-design package for HEIs 	
Weaknesses	<ul style="list-style-type: none"> • 2025-2026 approval date timeframe (first students entering programme Sept 2026) • Timeframes involved in completing (first students out 2030) • Potentially increased costs for SAS in comparison to other options 	
Opportunities	<p>An opportunity to develop a clear progression route from technician to paramedic.</p> <p>Opportunity to attract support funding as a new widening access education solution as per Recommendations within the SG AHP Education Review</p>	
Threats	<ul style="list-style-type: none"> • Sustainable numbers • Lack of support from a key agency/body 	

Option 3

Potential Future Qualls and Quallsafe Provision

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Option 3 (potentially available in the future if satisfying an HCPC approval)

Option: Qualsafe or FutureQuals or other (currently no approval from HCPC) Based on Equivalency No degree award	
Overview	<p>For more detail and understanding of bodies referred to and terms used see sections 2 this document.</p> <p>The Office of Qualifications and Examinations (Ofqual) regulate qualifications and assessments in England. Qualifications sit on the Regulated Qualifications Framework (RQF)</p> <p>The current Technician VQ programme delivered by SAS EPPD is awarded by FutureQuals. FutureQuals is an 'Awarding Organisation' based in Leicestershire in England. They are a private limited company. They offer regulated qualifications to approved colleges and training providers through Ofqual. This qualification is recognised on the SCQF at level 7 with 147 points. The SAS EPPD is FutureQuals approved 'Education Provider'.</p> <p>FutureQuals are currently considering seeking HCPC approval for a non-degree Paramedic award. If this 'degree level' 'Equivalency' was to gain HCPC approval, then a student successful in this would be eligible to apply to the HCPC for paramedic registration. At the time of writing, they currently do not have such a product approved. However, for the purposes of exploring options, this situation will be monitored.</p> <p>Qualsafe are also a private limited company and one of the largest Ofqual Awarding Organisations in the UK. They have a range of awards some of which are included in the RQF.</p> <p>They have a range of 'Pre-Hospital' qualifications. The First Response Emergency Care or 'FREC' range is the brand owned by Qualsafe.</p> <p>The FREC range offers awards through levels 3-5 on the RQF.</p> <p>Until the recent HCPC SET changes taking effect in Sept 2021 (see part 1 section xx) Qualsafe had had a level 6 (RQF) award with HCPC.</p> <p>This was awarded by Qualsafe with 'Medipro' as an approved education provider delivering it.</p> <p><i>'QA Level 6 Diploma in Paramedic Practice (RQF)'</i></p> <p>This no longer meets the HCPC standards for Education and Training.</p>

	<p>‘ALR Training’ is one of Qualsafe’s approved education providers delivering their FREC suite. It is understood from engagement with ALR Training, that themselves and Qualsafe may be about to start working together to develop an updated ‘equivalency’ provision to take to HCPC for approval.</p>
<p>Structure Outline</p>	<p>With a previous level 6 award which no longer satisfies HCPC SET it would be surmised that any development for an approval event would build on this previously approved award.</p> <p>The previous programme structure contained 7 mandatory units:</p> <p>Unit 1: Bioscience for Paramedics Unit 2: Paramedic clinical assessment and treatment skills Unit 3: Advanced trauma life support Unit 4: Obstetrics and gynaecology for Paramedic practice Unit 5: Paramedic practice in relation to patients across the life cycle Unit 6: Understand personal, professional and regulatory requirements in Paramedic practice. Unit 7: Preparing for Paramedic practice.</p> <p>Learners had to complete all assessments in all the units successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 2 years.</p> <p>This content would have to expand to contain the content expected within a level 9 (SCQF) degree level course delivered by an HEI – for example:</p> <ul style="list-style-type: none"> • Evidence based practice • Research consumption • Dissertation • Advanced consultative knowledge and skills • Appropriate cross sector placements <p>As an example</p> <p>Entry requirements included:</p> <ul style="list-style-type: none"> • Be registered on to a HCPC approved Paramedic Programme and have successfully completed Year 1 or overseas equivalent. • Possession a full clean UK manual driver’s licence with C1 entitlement added to their licence.

	<ul style="list-style-type: none"> • Being physically fit and have the strength to lift and carry patients and equipment. • Being able and prepared to undertake shift work e.g. night duty, evenings, religious festivals and weekends <p>If approval for a development was sought this would likely include the current Technician programme or equivalent.</p> <p>Medipro are also exploring an education package based on 'Equivalency'. Engagement with Medipro highlighted that at the time of writing this was being considered by HCPC via related approval processes.</p>
Owner(s)	<p>The awarder</p> <p>If Medipro were to be successful in their HCPC approval endeavours, then they would be the owner with an award from FuturQuals being recognised for this provision by HCPC.</p>
Option Summary	<p>This option is not available at this time however it may become available in the coming months.</p> <p>As the Awarding Bodies, FutureQuals and Qualsafe do not deliver the programme of learning. The learning material development, delivery, assessment and related quality assurance processes would be undertaken by a Qualsafe Approved Education Provider.</p> <p>A college or education provider requires to apply to Qualsafe to become one of their recognised education providers. SAS might apply to be one such centre however a lot would have to be considered and invested in prior to such an application if at all this 'Equivalency' award became available.</p> <p>Education providers must have the appropriate policies, systems and procedures in place along with an appropriate teaching team, equipment and student support and learning resources.</p> <p>If this provision were to be developed and approved, the education provider must also be HCPC approved programme.</p> <p>The SAS EPPD team are currently only resourced to deliver the FutureQuals Technician programme. To continue with this and all other EPPD commitments alongside working toward delivery of a potentially future new Qualsafe product SAS would require:</p> <ul style="list-style-type: none"> • An expansion of the current team to facilitate delivery of this product. • The development of an HCPC approved programme that cross-maps to SoPs and aligns with this award.

	<ul style="list-style-type: none">• Delivery venues/estates with appropriate floor space and break out rooms• FutureQuals or Qualsafe approval• FutureQuals or Qualsafe costs <p>If this is to be considered as an option, then substantial funding would be required to support and sustain this venture.</p> <p>This may be revisited in the future.</p>
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Option 4

SQA new provision with 4 potential pathways.

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SQA New Provision: 4 Potential Routes

Introduction

This option has 4 potential routes and uses terms such as credits, levels, degree awards and the notion of 'equivalency'. The awarding body FutureQuals and The Health and Care Profession Council (HCPC) also feature significantly. Therefore, this introduction will very briefly re-cover some of this related foundation information to assist the reader considering the routes, provided within the option.

The Health and Care Profession Council (HCPC) regulate the 'Paramedic' profession. They set the Standards of Proficiency expected and the Standards of Education and Training. Anyone applying to register, has to have been through a programme of study that has been gone through the HCPC approval process and been approved. It is the successful completion of such programmes that provides the eligibility to apply for registration (see [Section 2.29](#)).

This option has 4 potential routes to explore. It is worth noting at this point that any route will require HCPC approval. From engagement discussions, the HCPC are prepared to consider a framework of qualifications leading to an 'award' that is **not a degree** but demonstrates '**equivalency**' in terms of study level.

This will be explored more within the specific options however, this may be a significant contributing factor in determining which route within this option, might be pursued.

In order to award a degree, an institution must have legislative 'Degree Awarding Powers'. In Scotland, degrees can only be awarded by universities. The normal structure of a full-time ordinary degree course is:

Year 1 - 120 credit points at level 7 on the SCQF.

Year 2 - 120 at level 8

Year 3 - 120 at level 9

(For information: In Scotland, an 'Honours Degree' would normally involve a further year of study for a further 120 credits with at least 90 at level 10)

The Scottish Qualifications Authority have a suite of qualifications on the SCQF. These fall into four broad types across levels 1-12. These are:

- National Qualifications (NQ)
- Higher National Qualifications (HN)
- Vocational Qualifications (VQ)
- Specialised Awards

Professional Development Awards (PDA)s are awards designed for those already in a career or vocation and they are aimed at broadening or enhancing skills. They are normally related

to or linked with occupational standards. They can also be embedded within another SQA qualification such as a Higher National Certificate or Diploma. They sit across levels 6-12 of the SCQF.

Finally, prior to listing the routes within this option, there is FutureQuals to re-cap on. FutureQuals is an 'Awarding' organisation (see 2.22, 2.27). They own the award 'Diploma for Ambulance Technicians'. The 'Diploma for Ambulance Technicians' is a nationally recognised provision on the SCQF at level 7 with 146 credit points.

The Scottish Ambulance Service is a FutureQuals 'Approved Centre'. SAS is approved to deliver this FutureQuals qualification. This is currently delivered by the Scottish Ambulance Service (SAS) Education and Professional Development (EPPD) team. It is a yearlong vocational programme. The first 10 weeks are delivered at SAS education centres. Thereafter, the student takes up their position as a student technician within their allocated region completing a portfolio for the remainder of the year.

It is hoped that this whistle stop tour will assist when digesting the 4 routes within this potential 'SQA New Provision' option. These routes are:

- 4.1 SQA without FutureQuals and with Degree Award
- 4.2 SQA without FutureQuals with 'Equivalency' (No Degree Award)
- 4.3 SQA with FutureQuals and with a Degree Award
- 4.4 SQA with FutureQuals and with 'Equivalency' (No Degree Award)

Option 4.1: SQA National Provision Without FutureQuals and with Degree Award

Option: SQA National Provision Without FutureQuals and with Degree Award

For background information to assist with an understanding see the introduction to this option.

For further information on the Scottish Qualifications Authority (SQA) and the Scottish Credit and Qualifications Framework (SCQF) see section 2.

1	Overview	<p>SAS would submit a request to SQA Awarding body to create a work-based National Qualification benchmarked against the SCQF, Quality Assured and Certificated by SQA.</p> <p>SQA opportunity appraisal team would carry out research with SAS, Professional Bodies, Colleges, HEI's, NES to establish demand and potential content based on current standards.</p> <p><i>A lot of this is already known within the engagement at the 'Meeting of Minds' workshop events (see Section 5.4-5.7), SQA waiting to proceed if option chosen.</i></p> <p>Following the research, a business case (BC) will be submitted to SQA internal management group to seek approval to move into Qualification Development.</p> <p><i>Engagement with SQA has led to the start of a BC by SQA, awaiting a decision from this report before proceeding further.</i></p> <p>The approval group meet the last week of each month therefore an approval request can be made relatively quickly. Likewise, if the BC was not approved a decision would be timely.</p>
2	Structure Outline	<p>If the BC was approved a Qualifications Design Team would be established and project managed by SQA's Qualification Manager. It is during the design phase where qualification content, assessment methodologies, staff expertise, delivery requirements the framework, entry and exit points are agreed and created.</p> <p>The programme would require mapping across to HCPC SoPs and would be subject to an HCPC approval process.</p> <p>Development of the qualification (s) would be funded by SQA. A contribution of funding support for this from another body would assist this e.g., SAS, SG or SFC</p>

		<p>The education providers would be considered within the BC and established at the programme design phase. The provision would not be developed without evidence of an appetite demonstrated within the research and BC development phases.</p> <p>This particular model was floated at the second 'Meeting of Minds' event for consideration. The provision would be a work-based learning model with recognised entry exit points with associated awards or certificates recognised by the employer for specific roles/skills.</p> <p>Initial exploratory discussions during the event indicate Education Providers are likely to be 'Scotland's Colleges' for levels 7 and possibly 8 and HEIs(s) for level 9 (possibly 8).</p> <p>These level 7 and 8 units would sit in the SQA portfolio with the education provider being Scotland's Colleges in collaboration with SAS. The education provider in this option for Level 9 (and possibly level 8 depending on development phase negotiations) would be an HEI(s) with degree awarding authority.</p> <p>In the programme design phase SQA would work with the involved educational institutes to develop clear pathways to progress through to 'wraparound' degree award.</p> <p>The design phase would consider the relevant articulation arrangements required between the college and university settings to ensure integrity of a programme framework for HCPC consideration and approval.</p> <p>In engagement with the HCPC whilst they are willing to consider 'equivalency' they require a clear and recognisable framework with associated exit award for their approval process to consider.</p> <p>The student would therefore be a SAS employee and also be student at that colleges/university with all the associated student support services and learning facilities provided by such institutions and required for HCPC approval.</p> <p>SAS currently deliver a level 7 programme as an approved education centre for awarding body FutureQuals i.e., The Diploma for Ambulance Technicians.</p> <p>SQA as the owner, developer and maintainer of this new provision have intimated during initial engagement that their preference</p>
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would be to develop awards for this content across their portfolio to create a more unified coherent and consistent learning product.

This would allow step on step off entry and exit points across the provision that align with and are adaptable to current and future SAS workforce development needs.

It is anticipated that arrangements for delivery of levels 7 (possibly 8) with 'Scotland's Colleges' would involve collaboration arrangements with SAS EPPD for some content delivery across the programme.

This would be considered during development however may possibly take the form of an 'annex' arrangement on behalf of the education provider (the college). These arrangements may have potential to continue onto the level 9 (and possibly 8) arrangements with HEI (s). This would allow for key alignment of the organisation, education and profession moving forward.

As a work-based learning pedagogy the vast majority of the student experience, activity and learning would take place 'on shift' with nominated Paramedic overseeing progress and development. Depending on programme design, extraction is likely to take the form of day/block release to College or EPPD setting depending on subject content.

During programme design the units/awards/modules will be benchmarked with SCQF.

At design stage it is hoped awards would be cross matched to current and/or potential future new roles. Therefore, not rendering an award as unrecognised in terms of employment and career frameworks.

There is also the potential to develop a framework that allows for the development of individual units that align to specific skills that might support future roles within SAS or assist SAS to support wider healthcare delivery e.g. in remote and rural settings.

Without FutureQuals:

As mentioned, SQA would map current content into 'units' for a new programme design across level 7 with a potential for a Higher National Certificate (HNC) award either replacing or in parallel to the FutureQuals arrangements.

		There is potential to include the current Ambulance Care Assistant (ACA) provision with a step on/off arrangement of Level 6 National Certificate (NC) or National Professional Award (NPA) for this role, or future role.
3	Owner(s)	<p>SQA would own the qualifications for levels 7 and 8, but it would be made available to the relevant 'Education Providers' for delivery. HEIs would own the degree award.</p> <p>These 'education providers' are likely to be those involved in the SQA research and the qualification design phase i.e., Scotland's Colleges, HEIs, (SAS in collaboration).</p> <p>Whilst there may be the need for a tender process, any applicant institution would require demonstrating that they have the resource and expertise to deliver the provision. Therefore, in terms of HEIs, this is likely to narrow institutions down to those with a current provision and relationship with the employer.</p>
4	Adaptability	Through ongoing review, Quality Assurance, and delivery feedback SQA can quickly and subject to agreement from the sector, update and amend qualifications to ensure they remain fit for purpose.
5	Sustainability	As above.
6	Timeframes	<p>Timescales will need to be considered but given there is existing content this would reduce the development time significantly. From engagement with SQA likely timeframes would be:</p> <ul style="list-style-type: none"> • Note of interest – considered via the engagement process. However, formal approval would be subject to SAS approval to proceed. • Research phase – partly done through engagement meeting and the 'Meeting of Minds' events. This would be completed prior to BC submission. • BC development has started prior to formal approach. It is anticipated that this would be submitted in the last week of May 2023 to SQA internal management group to seek approval to move into Qualification Development. • If approved, (which is currently anticipated), work can start on the development phase with relevant stakeholders. • Development phase: engagement with SQA suggests that this is very likely to be under a year. <p>It has been suggested that this is likely to proceed at the speed of stakeholder involvement and content build. This therefore may be dependent on resource allocated to this initial development to speed this up.</p>

		<p><i>Whilst an unknown at this point, it might be that it would be possible that SAS resource support the colleges and HEIs with the content and programme design to meet an accelerated timeframe.</i></p> <ul style="list-style-type: none"> • HCPC would be invited to be involved from outset to ensure earliest possible approval process involvement (approval should take no longer than 6 months) • For education providers, a new provision would ‘normally’ require to be ready for April time for purposes of timetabling for the following academic year. SQA suggest potential for delivery from Aug/Sept 2024 is realistic (again dependant on speed and resourcing committed to design phase and HCPC approval – SQA Qualifications Manager is currently scoping out resource allocation from SQA).
Stakeholder Involvement: roles & responsibilities		
7	All Stakeholders below would be involved in the initial research	
8	SAS	Involved during all parts of the qualification development process and be a member of the Qualifications Design Team.
9	NES	As above
10	HEI	<p>Qualification programme design and development phase and in the articulation arrangements.</p> <p>Awarding wraparound degree</p> <p>During the engagement process, HEI’s involved in the second ‘Meeting of Minds’ event suggested a ‘co-faculty’ collaboration/design and award.</p>
11	Colleges	College Reps will be involved in initial research to establish their interest in delivering proposed qualification, resources, and staff expertise. College reps will also be members of the Qualifications Design Team.
	Cross Sector Placements	This would involve the health boards and would be considered in design phase
12	HCPC	HCPC communicated with throughout. A representative can be member of the Design Team or can be involved at the later stage when the qualification is prepared for submission for approval and validated to ensure it is fit for purpose.
13	CoP	As above – involved from design phase and with CoP endorsement there is the potential for the CoP logo to be printed on the learner’s SQA certificate/award.

14	SDS	SDS would not be involved however, they may in the future consider content becoming part of an apprentice programme.
15	SQA	Project Manage the development of the qualification and any assessment material.
16	SCQF	All SQA qualifications are benchmarked to the SCQF.
17	SFC	SQA would inform SFC when the qualification is available, but SQA does not have any involvement in funding negotiations or availability of funding.
Impact on Service Delivery		
18	Demand & Capacity	<ul style="list-style-type: none"> • Backfill for student extraction. • Workforce planning and geographical considerations
19	HR	<p>Policy and process development:</p> <ul style="list-style-type: none"> • Partnership involvement • Eligibility criteria from SAS perspective as well as any education and training eligibility considerations • Potential workforce planning geographical considerations. • Potential contract development: 'Paramedic Student Contract' arrangements
20	Partnership	<p>Engagement:</p> <ul style="list-style-type: none"> • development phase • policy and process development
21	EPPD Dept	<p><u>Resourcing</u></p> <p>Students, as SAS employees in a 'work-based learning' model would spend majority of time 'on-shift'.</p> <p>Colleges have provision for some content generic to all AHPs that the students would engage with for example:</p> <ul style="list-style-type: none"> • anatomy and physiology, • numeracy and literacy, • moving and handling, • law and ethics, • Healthcare and patient centred ness, • decision making, • introduction to research etc.... <p>A member of EPPD may attend college to be involved in this generic teaching or to 'add-on' more role specific knowledge and understanding for example drugs associated with certain pathophysiology e.g., in exacerbation of a chronic long-term condition.</p>

EPPD may be involved in supporting some of the less generic day/block release for example:

EPPD staff and centres would potentially be involved in subject areas more related to the student role within SAS e.g., role specific skills, assessment and equipment use (such as trauma) with competency-based assessment whilst on shift.

Such an arrangement may utilise similar EPPD resourcing across the full student journey to paramedic (for example honorary contracts with HEIs)

As the employer in a work-based learning model this would provide close collaboration in terms of profession, education and organisational needs.

The programme development and design phase would have to take all of this into consideration allowing planning of other EPPD activities to be made alongside this.

Equipment:

This would have to be assessed during the programme design phase based on numbers potentially attending EPPD centres for some programme delivery.

Colleges are unlikely to have any specialised equipment.

HEIs currently delivering the Paramedic undergraduate programme have some equipment however this may require to be reviewed in the programme design phase depending on day/block release attendance against current provision.

Staff Development:

Potential for investment in current staff in order that the education department might harness this potential to support the education of staff effectively across all years, including AP frameworks.

The education sector normally requires teaching staff to have at least a degree and (or be working toward) e.g., a PGCert in Learning and Teaching in Higher Education or similar.

The development and design phase with the education providers would potentially make considerations around any SAS staff

		<p>development to appropriate education standards and potential access to MSc Frameworks to further support students.</p> <p><u>Impact:</u></p> <p>Very little can be ascertained until the programme design. This would then allow yearly planning to take account of any collaboration commitments against other departmental responsibilities.</p> <p>A positive impact would be the alignment of EPPD staff across all levels of paramedic education.</p> <p>Potential for increased flexibility of resourcing over a yearly cycle without the intense block bulk resources repeatedly committed to the current FutureQuals ‘Diploma for Ambulance Technicians’.</p> <p>Potential future alignment to master’s frameworks for EPPD to support the AP agenda.</p>
Finance Financial assumptions are contained within internal SAS Outline Business Case		
Strategic Context See section 3 of this report for strategic context		
SWOT Analysis		
27	Strengths	<ul style="list-style-type: none"> ● Expertise in SQA Qualification Development staff to develop work-based qualifications. ● Established process in place to develop, review and QA proposed qualification (s) ● Initial Meetings indicate buy in from Colleges and HEIs on this proposal. ● Availability of existing content that can be re-packaged and updated to reduce timescales. ● SQA has a number of work-based qualifications across Allied Health Sectors, and this could widen access to other areas. ● Better alignment between Organisation, education and profession across all levels ● Improved and more flexible use of EPPD staff ● Potential for future ‘add-ons’ supporting adaptability to meet developing organisational educational needs e.g. <ul style="list-style-type: none"> ○ Potential for pathways from other SAS depts ○ Initial recruitment

		<ul style="list-style-type: none"> • Less resourcing taken up around QA processes as a Future Qualls education provider. • No bulk resource dedicated to a year 1 level 7 programme with potential involvement spread across the 3 years • Costs to FutureQualls • Potentially reduced costs in accommodation and expenses • Progressive, innovative and lending its structure to greater widening access agenda • Colleges are the experts in widening access and preparing students to take on Higher Education study – rounded, supportive education for staff. • Student support services, for example: <ul style="list-style-type: none"> ○ disability services, ○ learning development services ○ Library services ○ Well-being services ○ Social services and facilities • A work-based learning model allows the current employee to apply experience and develop within their current role. <p>Further to this a degree award would address concerns raised with HEIs related to professional identity, academic characteristics, advanced frameworks alignment and the maintenance of the ‘professionalisation’ journey of the profession and its staff.</p>
28	Weaknesses	<ul style="list-style-type: none"> • Until numbers involved/required are known and the programme negotiations and design stage are implemented, it is difficult to weight up funding implications. • Practice education support for the student. Whilst the student is likely to have the ability to have their learning ‘signed off’ by paramedic colleagues, they are likely to require a named dedicated Paramedic educator. This may be their current shift partner however, whoever it is, will have to have undertaken any relevant practice education support packages required to support the student effectively.
29	Opportunities	<p>An opportunity to develop a clear progression route from service entry through ACA to Tech to Para with meaningful entry and exit points.</p> <p>Opportunity to include potential future skill mix roles.</p>

		<p>Adaptability and flexibility in the future</p> <p>Opportunity to attract support funding as a new widening access education solution as per recommendations within the SG AHP Education Review</p> <p>Opportunity to support the wider Health and Social Care widening access and career progression agenda e.g. future AHP framework development, feed into apprenticeship agenda.</p> <p>Simultaneous organisational transformation, planning and alignment.</p>
30	Threats	<ul style="list-style-type: none"> • Sustainable numbers threatening viability for Awarding Body and Education Provider. • Lack of support from a key agency/body • Lack of support from SAS/SAAS/SFC/SG re tuition fees for learners

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Option 4.2: SQA National Provision Without FutureQuals and with Equivalency

Option: SQA National Provision Without FutureQuals and with Equivalency

For background information to assist with an understanding see the introduction to this option.

For further information on the Scottish Qualifications Authority (SQA) and the Scottish Credit and Qualifications Framework (SCQF) see section 2.

1	Overview	<p>SAS would submit a request to SQA Awarding body to create a work-based National Qualification benchmarked against the SCQF, Quality Assured and Certificated by SQA.</p> <p>SQA opportunity appraisal team would carry out research with SAS, Professional Bodies, Colleges, HEI's, NES to establish demand and potential content based on current standards.</p> <p><i>A lot of this is already known within the engagement at the 'Meeting of Minds' events (see xxx), SQA waiting to proceed if option chosen.</i></p> <p>Following the research, a business case (BC) will be submitted to SQA internal management group to seek approval to move into Qualification Development.</p> <p><i>Engagement with SQA has led to the start of a BC by SQA, awaiting a decision from this report before proceeding further.</i></p> <p>The approval group meet the last week of each month therefore an approval request can be made relatively quickly. Likewise, if the BC was not approved a decision would be timely.</p> <p>This route does not involve a wraparound degree from an HEI.</p> <p>This provision would involve SQA awards across levels 7 and 8 with PDA(s) award from SQA for level 9 content. This award owned by SQA may be delivered by Scotland's Colleges or by a university.</p> <p>HCPC approval would be required therefore this provision would require to be in a recognisable framework with a wraparound award (not a degree).</p>
2	Structure Outline	<p>If the BC was approved a Qualifications Design Team would be established and project managed by SQA's Qualification Manager. It is during the design phase where qualification content,</p>

		<p>assessment methodologies, staff expertise, delivery requirements the framework, entry and exit points are agreed and created.</p> <p>The programme would require mapping across to HCPC SoPs and would be subject to an HCPC approval process.</p> <p>Development of the qualification (s) would be funded by SQA. A contribution of funding support for this from another body would assist this e.g., SAS, SG or SFC</p> <p>The education provider(s) would be considered within the BC and established at the programme design phase. The provision would not be developed without evidence of an appetite demonstrated within the research and BC development phases.</p> <p>The provision would be a work-based learning model with recognised entry exit points with associated awards or certificates recognised by the employer for specific roles/skills.</p> <p>A cross-mapping exercise for the current FutureQuals provision to a new level 7 SQA provision would be required. This is likely to result in an HNC ward if stepping off the programme at this point. There is also potential for a NC award at an early step on step off point.</p> <p>Initial exploratory discussions during the ‘Meeting of Minds’ events within the ‘Engagement’ phase (see part 3 section xx) of this options appraisal indicate Education Providers are likely to be ‘Scotland’s Colleges’ for levels 7 and possibly 8.</p> <p>Without the degree award then Scotland’s Colleges may also be the provider of the level 9 PDA(s), or this may be delivered by an HEI(s) with the SQA award the end point award.</p> <p>These level 7 and 8 awards and units, as well as the level 9 PDA(s), would sit in the SQA portfolio.</p> <p>The design phase would consider the relevant articulation arrangements required between the college and university settings to ensure integrity of a programme framework for HCPC consideration and approval.</p> <p>The student would therefore be a SAS employee and also be student of that colleges/university with all the associated student support services and learning facilities provided by such institutions and required for HCPC approval.</p>
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It is anticipated that arrangements for delivery of levels 7 (possibly 8) with 'Scotland's Colleges' would involve collaboration arrangements with SAS EPPD for some content delivery across the programme. This may possibly take the form of an 'annex' arrangement on behalf of the education provider (the college). These arrangements may also be involved in the level 9 PDA(s) delivery.

As a work-based learning pedagogy the vast majority of the student experience, activity and learning would take place 'on shift' with nominated Paramedic overseeing progress and development. Depending on programme design, extraction is likely to take the form of day/block release to College or EPPD setting depending on subject content.

During programme design the units/awards/modules will be benchmarked with SCQF.

Without FutureQuals:

As mentioned, SQA would map current content into 'units' for a new programme design with a potential for a Higher National Certificate (HNC) award replacing the FutureQuals arrangements.

There is potential to include the current Ambulance Care Assistant (ACA) provision within this with a step on/off arrangement of National Certificate (NC) for this role, or future role.

At design stage awards would be cross matched to current and/or potential future new roles. Therefore, not rendering award as unrecognised in terms of employment and career frameworks.

The SWOT analysis section 24 suggests that involvement of the HEIs and a wraparound degree award would be the more favourable option. This would lend itself more readily to a recognised framework and HCPC approval. In engagement, the HCPC intimated their preference for such a recognised 'tidy' framework.

Further to this a degree award would address concerns raised with HEIs related to professional identity, academia, advanced frameworks and the 'professionalisation' journey.

3	Owner(s)	<p>SQA would own the qualification, but it would be made available to the relevant bodies for delivery.</p> <p>These ‘education providers’ are likely to be those involved in the SQA research and the qualification design phase i.e., Scotland’s Colleges, HEIs, (SAS in collaboration).</p> <p>Whilst there may be the need for a tender process, any applicant institution would require demonstrating that they have the resource and expertise to deliver the provision. Therefore, in terms of HEIs, this is likely to narrow institutions down to those with a current provision and relationship with the employer.</p>
4	Adaptability	<p>Through ongoing review, Quality Assurance, and delivery feedback SQA can quickly and subject to agreement from the sector, update and amend qualifications to ensure they remain fit for purpose.</p>
5	Sustainability	<p>As above.</p>
6	Timeframes	<p>Timescales will need to be considered but given there is existing content this would reduce the development time significantly. From engagement with SQA likely timeframes would be:</p> <ul style="list-style-type: none"> • Note of interest – considered via the engagement process. However, formal approval would be subject to SAS approval to proceed. • Research phase – partly done through engagement meeting and the ‘Meeting of Minds’ events. This would be completed prior to BC submission. • BC development has started prior to formal approach. It is anticipated that this would be submitted in the last week of May 2023 to SQA internal management group to seek approval to move into Qualification Development. • If approved, (which is currently anticipated), work can start on the development phase with relevant stakeholders. • Development phase: engagement with SQA suggests that this is very likely to be under a year. <p>It has been suggested that this is likely to proceed at the speed of stakeholder involvement and content build. This therefore may be dependent on resource allocated to this initial development to speed this up.</p> <p><i>Whilst an unknown at this point, it might be that it would be possible that SAS resource support the colleges and HEIs with the content and programme design to meet an accelerated timeframe.</i></p>

		<ul style="list-style-type: none"> • HCPC would be invited to be involved from outset to ensure earliest possible approval process involvement (approval should take no longer than 6 months) • For education providers, a new provision would ‘normally’ require to be ready for April time for purposes of timetabling for the following academic year. SQA suggest potential for delivery from Aug/Sept 2024 is realistic (again dependant on speed and resourcing committed to design phase and HCPC approval – SQA Qualifications Manager is currently scoping out resource allocation from SQA).
Stakeholder Involvement: roles & responsibilities		
7	All Stakeholders below would be involved in the initial research	
8	SAS	Involved during all parts of the qualification development process and be a member of the Qualifications Design Team.
9	NES	As above
10	HEI	<p>An HEI may deliver the SQA level 9 provision though the appetite for this is unknown at this point.</p> <p>HEIs involved in the ‘Meeting of Minds’ events have indicated a preference for involvement in a degree award rather than a more micro-credentialled equivalency route.</p>
11	Colleges	<p>College Reps will be involved in initial research to establish their interest in delivering proposed qualification, resources, and staff expertise. College reps will also be members of the Qualifications Design Team.</p> <p>For such an SQA provision Scotland’s Colleges are likely to be the main education provider, and possibly being sole provider if no appetite from HEI for this particular route.</p>
	Cross Sector Placements	<p>This would involve the health boards and would be considered in design phase.</p> <p>Currently, the HEIs delivering the paramedic undergraduate programmes have relationships and networks formed with related placement providers.</p>
12	HCPC	HCPC can be member of the Design Team or can be involved at a later stage when the qualification is being validated to ensure it is fit for purpose.

		Through the engagement process, the HCPC has made it clear that provision would require a clear framework with a wraparound award to meet approval for equivalency.
13	CoP	As above – There is the potential for the CoP logo to be printed on the learner’s certificate.
14	SDS	SDS would not be involved however, they may in the future consider content becoming part of an apprentice programme.
15	SQA	Project Manage the development of the qualification and any assessment material.
16	SCQF	All SQA qualifications are benchmarked to the SCQF.
17	SFC	SQA would inform SFC when the qualification is available, but SQA does not have any involved in funding negotiations or availability of funding.
Impact on Service Delivery		
18	Demand & Capacity	<ul style="list-style-type: none"> • Backfill for student extraction. • Workforce planning and geographical considerations
19	HR	<p>Policy and process development:</p> <ul style="list-style-type: none"> • Partnership involvement • Eligibility criteria from SAS perspective as well as any education and training eligibility considerations • Potential workforce planning geographical considerations. • Potential contract development: ‘Paramedic Student Contract’ arrangements
20	Partnership	<p>Engagement:</p> <ul style="list-style-type: none"> • development phase • policy and process development
21	EPPD Dept	<p>Resourcing</p> <p>Students, as SAS employees in a ‘work-based learning’ model would spend majority of time ‘on-shift’.</p> <p>Colleges have provision for some content generic to all AHPs that the students would engage with for example:</p> <ul style="list-style-type: none"> • anatomy and physiology, • numeracy and literacy, • moving and handling, • law and ethics, • Healthcare and patient centred ness, • decision making, • introduction to research etc.... <p>A member of EPPD may attend college to be involved in this generic teaching or to ‘add-on’ more role specific knowledge and</p>

understanding for example drugs associated with certain pathophysiology e.g., in exacerbation of a chronic long-term condition.

EPPD may be involved in supporting some of the less generic day/block release for example:

EPPD staff and centres would potentially be involved in subject areas more related to the student role within SAS e.g., role specific skills, assessment and equipment use (such as trauma) with competency-based assessment whilst on shift.

Such an arrangement may utilise similar EPPD resourcing across the full student journey to paramedic (for example honorary contracts).

As the employer in a work-based learning model this would provide close collaboration in terms of profession, education and organisational needs.

The programme development and design phase would have to take all of this into consideration allowing planning of other EPPD activities to be made alongside this.

Equipment:

This would have to be assessed during the programme design phase based on numbers potentially attending EPPD centres for some programme delivery.

Colleges are unlikely to have any specialised equipment.

If involved, the HEIs currently delivering the Paramedic undergraduate programme have some equipment.

Staff Development:

Potential for investment in current staff in order that the education department might harness this potential to support the education of staff effectively across all levels. Including AP frameworks if HEIs involved.

The education sector normally requires teaching staff to have at least a degree and (or be working toward) e.g., the Teaching Qualification in Further Education (TQFE) for college sector or a

		<p>PGCert in Learning and Teaching in Higher Education or similar for the HEI sector.</p> <p>The development and design phase with the education providers would potentially make considerations around any SAS staff development to appropriate education standards. Depending on HEI involvement potential access to MSc Frameworks to further support SAS students.</p> <p><u>Impact:</u></p> <p>Very little can be ascertained until the programme design. This would then allow yearly planning to take account of any collaboration commitments against other departmental responsibilities.</p> <p>A positive impact would be the alignment of EPPD staff across all levels of paramedic education.</p> <p>Potential for increased flexibility of resourcing over a yearly cycle without the intense block bulk resources repeatedly committed to the current FutureQuals ‘Diploma for Ambulance Technicians’.</p> <p>Potential future alignment to master’s frameworks for EPPD to support the AP agenda if HEI involvement.</p>
Finance Financial assumptions are contained within internal SAS Outline Business Case		
Strategic Context See section 3 of this report for strategic context		
SWOT Analysis		
27	Strengths	<ul style="list-style-type: none"> ● Expertise in SQA Qualification Development staff to develop work-based qualifications. ● Established process in place to develop, review and QA proposed qualification (s) ● Initial Meetings indicate buy in from colleges and universities. ● Availability of existing content that can be re-packaged and updated to reduce timescales. ● SQA has a number of work-based qualifications across Allied Health Sectors, and this could widen access to other areas. ● Further pipeline route for ACA and Techs

		<ul style="list-style-type: none"> ● Potential for expansion to grass roots recruitment and to wider organisational depts. ● Potential expansion into a wider SAS and NES framework ● Better alignment across levels 7, 8 and 9 between Organisation, education and profession ● Improved and potential for more flexible use of EPPD staff across levels 7, 8 and 9 ● Potential for future add-ons and adaptability to meet organisational educational needs across levels 7, 8 and 9 ● Improved and more flexible use of EPPD staff ● Less resourcing taken up around QA processes as a Future Qualls education provider ● No bulk resource dedicated to a year 1 level 7 programme ● Costs to FutureQualls ● Potentially reduced costs in accommodation and expenses ● Progressive, innovative and lending its structure to greater widening access agenda ● Colleges are the experts in widening access and preparing students to take on Higher Education study – rounded, supportive education. ● Student support services, for example: <ul style="list-style-type: none"> ○ disability services, ○ learning development services ○ Library services ○ Well-being services ○ Social services and facilities ● A work-based learning model allows the current employee to apply experience and develop within their current role.
28	Weaknesses	<ul style="list-style-type: none"> ● Until numbers involved/required and the programme negotiations and design stage it is difficult to weight up funding implications. ● HEIs were not keen on an equivalency route. Concerns raised around: <ul style="list-style-type: none"> ○ Professionalisation journey ○ Professional attributes ○ Professional identity ○ Advanced/Master Frameworks ● HCPC would prefer a tidy recognisable framework ● Practice education support for the student. Whilst the student is likely to have the ability to have their learning ‘signed off ‘by paramedic colleagues, they are likely to require a named dedicated Paramedic educator. This may be their current shift partner however, whoever it is, will have to have undertaken any relevant practice education

		<p>support packages required to support the student effectively.</p> <ul style="list-style-type: none"> • Cross sector practice placement arrangements may require development if HEIs not involved.
29	Opportunities	<ul style="list-style-type: none"> • An opportunity to develop a clear progression route from service entry through ACA to Tech to Para with meaningful entry and exit points. • Opportunity to include potential future skill mix roles. • Adaptability and flexibility in the future • Opportunity to attract support funding as a new widening access education solution as per Recommendations within the SG AHP Education Review • Opportunity to lead the way in the wider Health and Social Care widening access and career progression agenda. • Simultaneous organisational transformation, planning and alignment.
30	Threats	<ul style="list-style-type: none"> • Sustainable numbers threatening viability for Awarding Body and Education Provider. • Lack of support from a key agency/body • Professional identity perception • Lack of support from SAS/SAAS/SFC/SG re tuition fees for learners

Option 4.3: SQA National Provision With FutureQuals and with Degree Award

Option: SQA National Provision With FutureQuals and with Degree Award		
<p><i>For background information to assist with an understanding see the introduction to this option.</i></p> <p><i>For further information on the Scottish Qualifications Authority (SQA) and the Scottish Credit and Qualifications Framework (SCQF) see section 2.</i></p>		
1	Overview	<p><i>From the outset it might be noted that, from engagement, the SQA would prefer to take on the FutureQuals content within their new provision. This would enable:</i></p> <ul style="list-style-type: none"> • <i>SQA to provide an award(s) across this level 7-year content.</i> • <i>SQA to develop related units of education above, below and to the side of this year.</i> • <i>Colleges with their expertise in supporting students and the widening agenda, to deliver this content.</i> <p>SAS would submit a request to SQA Awarding body to create a work-based National Qualification benchmarked against the SCQF, Quality Assured and Certificated by SQA.</p> <p>SQA opportunity appraisal team would carry out research with SAS, Professional Bodies, Colleges, HEI's, NES to establish demand and potential content based on current standards.</p> <p><i>A lot of this is already known within the engagement at the 'Meeting of Minds' events (see xxx), SQA waiting to proceed if option chosen.</i></p> <p>Following the research, a business case (BC) will be submitted to SQA internal management group to seek approval to move into Qualification Development.</p> <p><i>Engagement with SQA has led to the start of a BC by SQA, awaiting a decision from this report before proceeding further.</i></p> <p>The approval group meet the last week of each month therefore an approval request can be made relatively quickly. Likewise, if the BC was not approved a decision would be timely.</p>
2	Structure Outline	<p>If the BC was approved a Qualifications Design Team would be established and project managed by SQA's Qualification Manager. It is during the design phase where qualification content, assessment methodologies, staff expertise, delivery requirements the framework, entry and exit points are agreed and created.</p>

		<p>The programme would require mapping across to HCPC SoPs and would be subject to an HCPC approval process.</p> <p>Development of the qualification (s) would be funded by SQA. A contribution of funding support for this from another body would assist this e.g., SAS, SG or SFC</p> <p>The education providers would be considered within the BC and established at the programme design phase. The provision would not be developed without evidence of an appetite demonstrated within the research and BC development phases.</p> <p>Initial exploratory discussions during the ‘Meeting of Minds’ events within the ‘Engagement’ phase (see part 3 section xx) of this options appraisal indicate Education Providers are likely to be ‘Scotland’s Colleges’ for levels 8 and HEIs for level 9 (for info on credits and levels see part 2 section xx)</p> <p>These level 8 units would sit in the SQA portfolio. Level 9 within the university portfolio. (Level 7 would be awarded by FutureQuals with the current arrangements with SAS)</p> <p>The design phase would consider the relevant articulation arrangements required between FutureQuals content and the college level 8 content, and also the university articulation arrangements to ensure integrity of a programme framework for HCPC consideration and approval.</p> <p>The student would therefore be a SAS employee for year 1, and also be student at the college or university for levels 8 and 9 respectively. As a student at the college or university, access would be gained to all associated student support services and learning facilities provided by such institutions and required for HCPC approval.</p> <p><i>As above, SQA as the owner, developer and maintainer intimated during engagement that whilst this is articulation with the FutureQuals award is possible, their preference would be to develop awards for this content across their portfolio to create a more unified coherent and consistent learning product. This would allow step on step off awards that might align and be adaptable with future SAS workforce development needs.</i></p> <p>It is anticipated that arrangements for delivery of level 8 with ‘Scotland’s Colleges’ would involve collaboration arrangements</p>
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		<p>with SAS EPPD for some content delivery across the programme. This may possibly take the form of an ‘annex’ arrangement on behalf of the education provider (the college). These arrangements may be involved in the level 9 arrangements with HEI (s).</p> <p>As a work-based learning pedagogy the vast majority of the student experience, activity and learning would take place ‘on shift’ with nominated Paramedic overseeing progress and development.</p> <p>Depending on programme design, extraction is likely to take the form of day/block release to College or SAS EPPD setting depending on subject content.</p> <p>During programme design the units/awards/modules will be benchmarked with SCQF.</p> <p>Only universities can award a degree in Scotland therefore a wraparound degree award would have to involve collaboration with HEIs.</p> <p><i>The SWOT analysis section 24 suggests that involvement of the HEIs and a wraparound degree award would be the more favourable option. This would lend itself more readily to a recognised framework and HCPC approval. In engagement, the HCPC intimated their preference for such a recognised tidy framework.</i></p> <p><i>Further to this a degree award would address concerns raised with HEIs related to professional credibility and identity, academia, advanced frameworks and the ‘professionalisation’ journey.</i></p>
3	Owner(s)	<p>SQA would own the qualification, but it would be made available to the relevant bodies for delivery.</p> <p>These ‘education providers’ are likely to be those involved in the SQA research and the qualification design phase i.e., FutureQuals (represented by SAS EPPD), Scotland’s Colleges, HEIs, (SAS in collaboration).</p>
4	Adaptability	Through ongoing review, Quality Assurance, and delivery feedback SQA can quickly and subject to agreement form the sector, update and amend qualifications to ensure they remain fit for purpose.
5	Sustainability	As above.
6	Timeframes	As per option 4.1
Stakeholder Involvement: roles & responsibilities		

7	All Stakeholders below would be involved in the initial research	
8	SAS	Involved during all parts of the qualification development process and be a member of the Qualifications Design Team.
9	NES	As above
10	HEI	A HEI representative will be involved in the qualification development process to ensure articulation into level 9.
11	Colleges	College Reps will be involved in initial research to establish their interest in delivering proposed qualification, resources, and staff expertise. College reps will also be members of the Qualifications Design Team.
	Cross Sector Placements	This would involve the health boards and would be considered in design phase
12	HCPC	HCPC can be member of the Design Team or can be involved at a later stage when the qualification is being validated to ensure it is fit for purpose.
13	CoP	As above – There is the potential for the CoP logo to be printed on the learner’s certificate.
14	SDS	SDS would not be involved however, they may in the future consider content becoming part of an apprentice programme.
15	SQA	Project Manage the development of the qualification and any assessment material.
16	SCQF	All SQA qualifications are benchmarked to the SCQF.
17	SFC	SQA would inform SFC when the qualification is available, but SQA does not have any involved in funding negotiations or availability of funding.
Impact on Service Delivery		
18	Demand & Capacity	<ul style="list-style-type: none"> • Backfill for student extraction. • Workforce planning and geographical considerations
19	HR	<p>Policy and process development:</p> <ul style="list-style-type: none"> • Partnership involvement • Eligibility criteria from SAS perspective as well as any education and training eligibility considerations • Potential workforce planning geographical considerations. • Potential contract development: ‘Paramedic Student Contract’ arrangements
20	Partnership	<p>Engagement:</p> <ul style="list-style-type: none"> • development phase • policy and process development
21	EPPD Dept	<p><u>Resourcing</u></p> <p>Arrangements for a collaborative delivery would be established at the programme design phase. However, current FutureQuals arrangements may limit the opportunity for collaboration over the</p>

3-year provision due to the bulk resource intense delivery of the teaching phase of this programme.

1. Potential involvement whilst retaining FutureQuals arrangements.

The EPPD currently deliver this 10-week fulltime programme which, depending on numbers over a year can run back-to-back or with breaks between cohorts.

Commitment to numbers per year would require to be a consideration as this may impact on any collaboration on level 8 and 9 within this option if this block intensity of delivery is to be maintained alongside a future T-P route.

EPPD staff and centres would potentially be involved in subject areas more related to the student role within SAS e.g., role specific skills, assessment and equipment use (such as trauma) with competency-based assessment whilst on shift. If continuing to deliver FutureQuals then resourcing and estates may be a factor in such an arrangement.

Equipment:

This would have to be assessed during the programme design phase based on numbers potentially attending EPPD centres for some programme delivery whilst maintaining the delivery of FutureQuals product.

Staff Development:

The development and design phase with the education providers would potentially make considerations around any staff development to appropriate education standards e.g., a PG Cert level qualification in Teaching and Learning in Further/Higher education or potential access to MSc Frameworks.

Impact:

Very little can be ascertained at this point. It may be considered that with the retention of FutureQuals then there may need to be a review of cohort numbers to enable resource availability across the T-P levels

		A positive impact would be the potential alignment of EPPD staff across all levels 8 and 9 of paramedic education.
Finance		
Financial assumptions are contained within internal SAS Outline Business Case		
Strategic Context		
See section 3 of this report for strategic context		
SWOT Analysis		
27	Strengths	<ul style="list-style-type: none"> • Expertise in SQA Qualification Development staff to develop work-based qualifications. • Established process in place to develop, review and QA proposed qualification (s) • Initial Meetings indicate buy in from Colleges and HEIs on this proposal (though preference is with SQA replacing FutureQuals and developing year 1 award(s)) • Availability of existing content that can be re-packaged and updated to reduce timescales. • SQA has a number of work-based qualifications across Allied Health Sectors, and this could widen access to other areas. <p>With FutureQuals included alongside (provided a reduction in resources related to this VQ programme to allow implementation)</p> <ul style="list-style-type: none"> • Further pipeline route for ACA and Techs • Better alignment across levels 8 and 9 between Organisation, education and profession • Improved and potential for more flexible use of EPPD staff across levels 8 and 9 • Potential for future add-ons and adaptability to meet organisational educational needs across levels 8 and 9
28	Weaknesses	Until numbers involved/required and the programme negotiations and design stage it is difficult to weight up funding implications and how this measure currently with EPPD resourcing of FutureQuals programme, accommodation and expenses and other duties along with involved.
29	Opportunities	<p>An opportunity to develop a clear progression Tech to Para route.</p> <p>Some opportunity to include potential future skill mix roles</p>

		Opportunity to attract support funding as a new widening access education solution as per Recommendations within the SG AHP Education Review
30	Threats	<ul style="list-style-type: none"> • Sustainable numbers threatening viability for Awarding Body and Education Provider. • Lack of support from a key agency/body

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Option 4.4: SQA National Provision with FutureQuals and with Degree Award

Option: SQA National Provision With FutureQuals and with Equivalency

For background information to assist with an understanding see the introduction to this option.

For further information on the Scottish Qualifications Authority (SQA) and the Scottish Credit and Qualifications Framework (SCQF) see section 2.

	<p>Overview</p>	<p><i>From the outset it might be noted that, from engagement, the SQA would prefer to take on the FutureQuals content within their new provision. This would enable:</i></p> <ul style="list-style-type: none"> • <i>SQA to provide an award(s) across this level 7-year content.</i> • <i>SQA to develop related units of education above, below and to the side of this year.</i> • <i>Colleges with their expertise in supporting students and the widening agenda, to deliver this content.</i> • <i>This would allow for a more unified coherent and consistent learning product. This would allow step on step off awards that might align and be adaptable with future SAS workforce development needs.</i> <p><i>Also, HEIs would prefer to be involved in a wraparound degree award.</i></p> <p>SAS would submit a request to SQA Awarding body to create a work-based National Qualification benchmarked against the SCQF, Quality Assured and Certificated by SQA.</p> <p>SQA opportunity appraisal team would carry out research with SAS, Professional Bodies, Colleges, HEI's, NES to establish demand and potential content based on current standards.</p> <p>Following the research, a business case (BC) will be submitted to SQA internal management group to seek approval to move into Qualification Development.</p> <p>The approval group meet the last week of each month therefore an approval request can be made relatively quickly. Likewise, if the BC was not approved a decision would be timely.</p>
	<p>Structure Outline</p>	<p>If the BC was approved a Qualifications Design Team would be established and project managed by SQA's Qualification Manager. It is during the design phase where qualification content,</p>

		<p>assessment methodologies, staff expertise, delivery requirements the framework, entry and exit points are agreed and created.</p> <p>The programme would require mapping across to HCPC SoPs and would be subject to an HCPC approval process.</p> <p>Development of the qualification (s) would be funded by SQA. A contribution of funding support for this from another body would assist this e.g., SAS, SG or SFC</p> <p>The education providers would be considered within the BC and established at the programme design phase. The provision would not be developed without evidence of an appetite demonstrated within the research and BC development phases.</p> <p>Initial exploratory discussions during the ‘Meeting of Minds’ events within the ‘Engagement’ phase (section xx) of this options appraisal indicate Education Providers are likely to be ‘Scotland’s Colleges’ for 8 and if SQA develop a level 9 equivalency then potentially delivered by ‘Scotland’s Colleges’ – appetite for HEI to deliver SQA level 9 equivalency provision is unclear at time of writing</p> <p>These level 8 and 9 units would sit in the SQA portfolio.</p> <p>The design phase would consider the relevant articulation arrangements required between FutureQuals and the SQA provision and any potential HEI arrangements for delivery.</p> <p>There would have to be a clear progressive framework for HCPC consideration and approval.</p> <p>The student would therefore be a SAS employee and also be student of that colleges for level 8 with all the associated student support services and learning facilities provided by such institutions and required for HCPC approval. This would be likewise for the education provider delivering level 9.</p> <p>It is anticipated that arrangements for delivery would involve collaboration arrangements with SAS EPPD for some content delivery across the programme. This may possibly take the form of an ‘annex’ arrangement on behalf of the education provider.</p> <p>As a work-based learning pedagogy the vast majority of the student experience, activity and learning would take place ‘on shift’ with nominated Paramedic overseeing progress and</p>
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		<p>development. Depending on programme design, extraction is likely to take the form of day/block release to College or EPPD setting depending on subject content.</p> <p>During programme design the units/awards/modules will be benchmarked with SCQF.</p> <p>No degree award but recognition by HCPC of 'equivalency'</p> <p><i>The SWOT analysis section suggests that involvement of the HEIs and a wraparound degree award would be the more favourable option. This would lend itself more readily to a recognised framework and HCPC approval. In engagement, the HCPC intimated their preference for such a recognised 'tidy' framework.</i></p> <p><i>Further to this a degree award would address concerns raised with HEIs related to professional identity, academia, advanced frameworks and the 'professionalisation' journey.</i></p>
	Owner(s)	<p>SQA would own the level 8 and 9 units of qualification, but it would be made available to the relevant bodies for delivery.</p> <p>These 'education providers' are likely to be those involved in the SQA research and the qualification design</p>
	Adaptability	<p>Through ongoing review, Quality Assurance, and delivery feedback SQA can quickly and subject to agreement from the sector, update and amend qualifications to ensure they remain fit for purpose. This option would involve taking cognisance of the level 7 awarder FutureQuals to ensure adequate cross mapping and articulation.</p>
	Sustainability	As above.
	Timeframes	<p>Timescales will need to be considered but given there is existing content this would reduce the development time significantly. The initial BC would be presented no later than two months following the initial request being made.</p>
Stakeholder Involvement: roles & responsibilities		
All Stakeholders below would be involved in the initial research		
	SAS	Involved during all parts of the qualification development process and be a member of the Qualifications Design Team.
	NES	As above
	HEI	A HEI representative will be involved in the qualification development process to ensure articulation into relevant degree programmes.
	Colleges	College Reps will be involved in initial research to establish their interest in delivering proposed qualification, resources, and staff

		expertise. College reps will also be members of the Qualifications Design Team.
	Cross Sector Placements	This would involve the health boards and would be considered in design phase. This may be more problematic without the HEIs backing
	HCPC	HCPC can be member of the Design Team or can be involved at a later stage when the qualification is being validated to ensure it is fit for purpose.
	CoP	Invited to participate
	SDS	SDS would not be involved however, they may in the future consider content becoming part of an apprentice programme.
	SQA	Project Manage the development of the qualification and any assessment material.
	SCQF	All SQA qualifications are benchmarked to the SCQF.
	SFC	SQA would inform SFC when the qualification is available, but SQA does not have any involved in funding negotiations or availability of funding.
Impact on Service Delivery		
	Demand & Capacity	<ul style="list-style-type: none"> • Backfill for student extraction. • Workforce planning and geographical considerations
	HR	<p>Policy and process development:</p> <ul style="list-style-type: none"> • Partnership involvement • Eligibility criteria from SAS perspective as well as any education and training eligibility considerations • Potential workforce planning geographical considerations. • Potential contract development: 'Paramedic Student Contract' arrangements
	Partnership	<p>Engagement:</p> <ul style="list-style-type: none"> • development phase • policy and process development
	EPPD Dept	<p><u>Resourcing</u></p> <p>Arrangements for a collaborative delivery would be established at the programme design phase. However, potential arrangements may involve the following dependant on whether FutureQuals arrangements are retained or not.</p> <p>2. Potential involvement whilst retaining FutureQuals arrangements.</p>

		<p>The EPPD currently deliver this 10-week fulltime programme which, depending on numbers over a year can run back-to-back or with breaks between cohorts.</p> <p>Commitment to numbers per year would require to be a consideration as this may impact on any collaboration on level 8 and 9 within this option if this block intensity of delivery is to be maintained alongside a future T-P route.</p> <p><u>Equipment:</u></p> <p>Unknown until option established with or without FutureQuals is established.</p> <p><u>Staff Development:</u></p> <p>The development and design phase with the education providers would potentially make considerations around any staff development to appropriate education standards e.g. a PGCert level qualification in Teaching and Learning in Further/Higher education</p> <p><u>Impact:</u></p> <p>Very little can be ascertained at this point. It may be considered that with the retention of FutureQuals then there may need to be a review of cohort numbers to enable resource availability across levels 8 and 9.</p> <p>A positive impact would be the alignment of EPPD staff across all levels of paramedic education.</p>
	<p>Finance</p> <p>Financial assumptions are contained within internal SAS Outline Business Case</p>	
	<p>Strategic Context</p> <p>See section 3 of this report for strategic context.</p>	
	<p>SWOT Analysis</p>	
	<p>Strengths</p>	<ul style="list-style-type: none"> • Expertise in SQA Qualification Development staff to develop work-based qualifications. • Established process in place to develop, review and QA proposed qualification (s) • Initial meetings indicate buy in from Colleges

		<ul style="list-style-type: none"> • Availability of existing content that can be re-packaged and updated to reduce timescales.
	Weaknesses	<p>Until numbers involved/required and the programme negotiations and design stage it is difficult to weight up funding implications and how this measure currently with EPPD resourcing of the FutureQuals programme, accommodation and expenses and other duties along with involved.</p>
	Opportunities	<p>An opportunity to develop a Tech to Para route provided HCPC approve such a collection of programmes and awards.</p> <p>Opportunity to attract support funding as a new widening access education solution as per Recommendations within the SG AHP Education Review</p>
	Threats	<ul style="list-style-type: none"> • Sustainable numbers threatening viability for Awarding Body and Education Provider. • Lack of support from a key agency/body

GLOSSARY

AAG	Apprenticeship Approval Group
ACA	Ambulance Care Assistant
AHP	Allied Health Professional
AP	Advanced Practitioner
BPA	British Paramedic Association
CCA	
CERT HE	Certificate in Higher Education
CNOD	Chief Nursing Officer Directorate
CoP	College of Paramedics
COWA	Commission on Widening Access
CPSM	Council of Professions Supplementary to Medicine
CRB	Credit Rating Body
CQFW	Credit and Qualifications Framework for Wales
DIP HE	Diploma in Higher Education
EPPD	Education and Professional Development Department
EQIA	Equality Impact Assessment
ESFA	Education and Skills Funding Agency
FA	Foundation Apprenticeship
FREC	First Response Emergency Care
FWDF	Flexible Working Development Fund
GA	Graduate Apprenticeship
GCU	Glasgow Caledonian University
HCSW	Health Care Support Worker
HCP	Health Professions Council
HCPC	Health and Care Professions Council
HEE	Health Education England
HEI	Higher Education Institute
HNC	Higher National Certificate
HND	Higher National Diploma
IATE	Institute for Apprenticeship and Technical Education
IHCD	Institute of Health and Care Development
MA	Modern Apprenticeship
MoU	Memorandum of Understanding
NES	NHS Education Scotland
NEAS	Northeast Ambulance Service
NMAPH	Nursing Midwifery and Allied Health Professions
NOS	National Occupation Standards
NQP	Newly Qualified Paramedic
NSET	National Strategy for Economic Transformation
OFQUAL	Office of Qualifications and Examinations Regulation
OSCE	Objectively Structured Clinical Examination
OUIS	Open University in Scotland
QAM	Quality Assurance Model

QAT	Qualified Ambulance Technician
QDG	Qualification Design Group
QMU	Queen Margaret University
PDA	Professional Development Award
PEEP	Paramedic Evidence Based Education Project
PNMSB	Paramedic, Nursing and Midwifery Student Bursary
PTS	Patient Transport Service
RGU	Robert Gordon University
RQF	Regulated Qualification Framework
SAAB	Scottish Apprenticeship Advisory Board
SAAS	Student Awards Agency Scotland
SAS	Scottish Ambulance Service
SCoPE	Scottish Collaboration of Paramedic Education
SCQF	Scottish Credit and Qualifications Framework
SCQFP	Scottish Credit and Qualifications Framework Partnership
SDS	Skills Development Scotland
SET	Standards of Education and Training
SFC	Scottish Funding Council
SFT	Standards and framework Team
SG	Scottish Government
SGHD	Scottish Government Health and Social Care Directorate
SOP	Standards of Proficiency
SVQ	Scottish Vocational Qualification
TEG	Technical Experts Group
TW	Technical Writer
UoS	University of Stirling
UWS	University of West of Scotland
WBL	Work Based Learning