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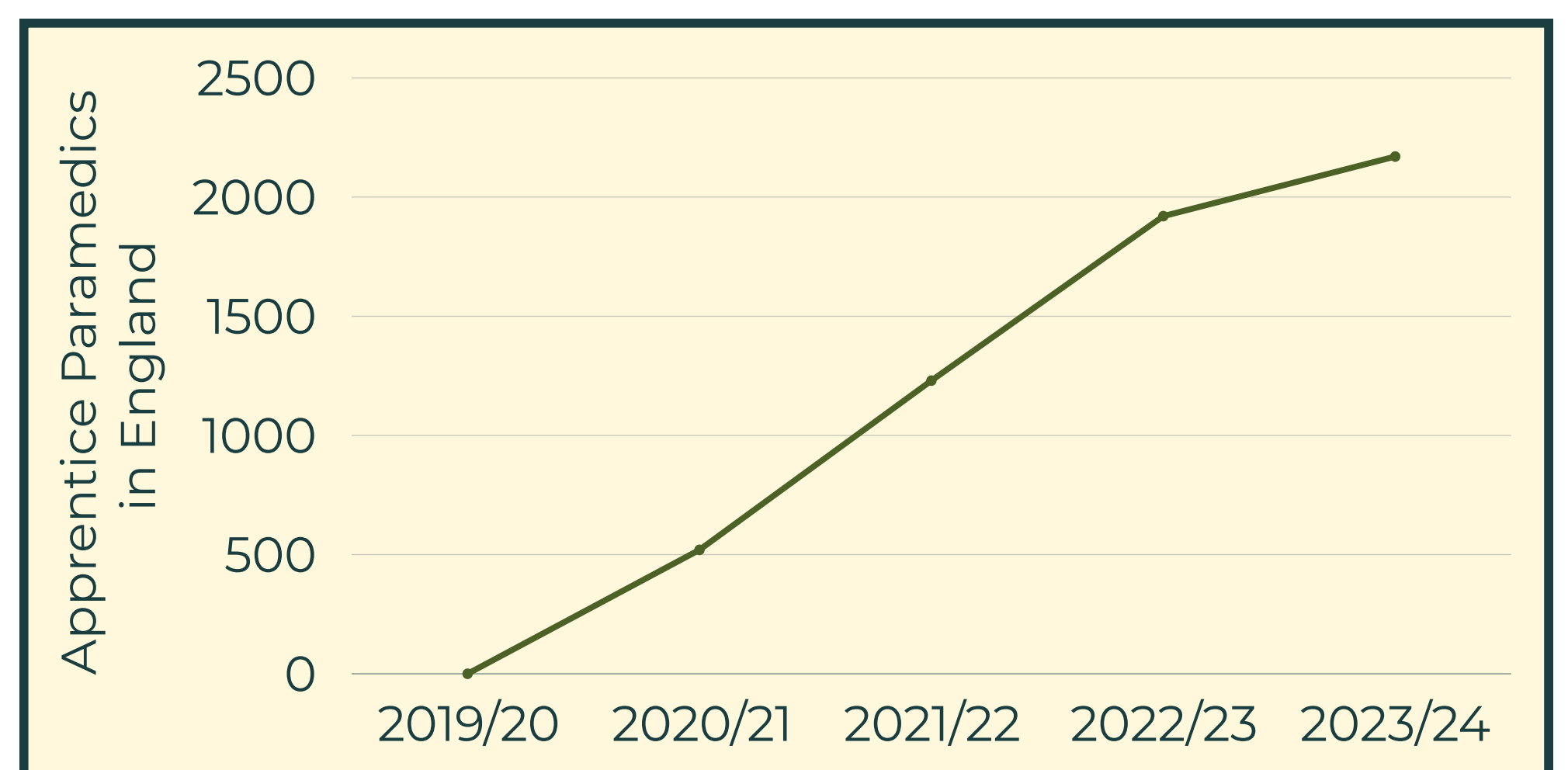
# Ready Or Not?

## A phenomenographic multi-stakeholder analysis of apprentice paramedics' preparedness for practice

*"...there is no system-wide agreed definition of what it means to be a graduate paramedic who is prepared to practice"*  
(Reid et al., 2019, p2)

### Background

Participation in undergraduate paramedicine education by existing unregistered ambulance service staff is increasing exponentially, particularly with the 2018 introduction of the Paramedic Apprenticeship Standard. The primary purpose of undergraduate paramedic programmes of study is to prepare graduates for practice as Health and Care Professions Council registrants. However, there remains limited literature relating to preparedness to practice in the context of paramedic degree apprenticeships.



Department for Education, 2025

### Aims

To surface apprentice paramedics' experiences of 'becoming' a paramedic in the context of a degree apprenticeship

To surface apprentice paramedics' conceptions of how their programme of study has prepared them for practice

To surface key stakeholders' experiences of preparedness for practice in the newly qualified paramedic, apprenticeship graduate population

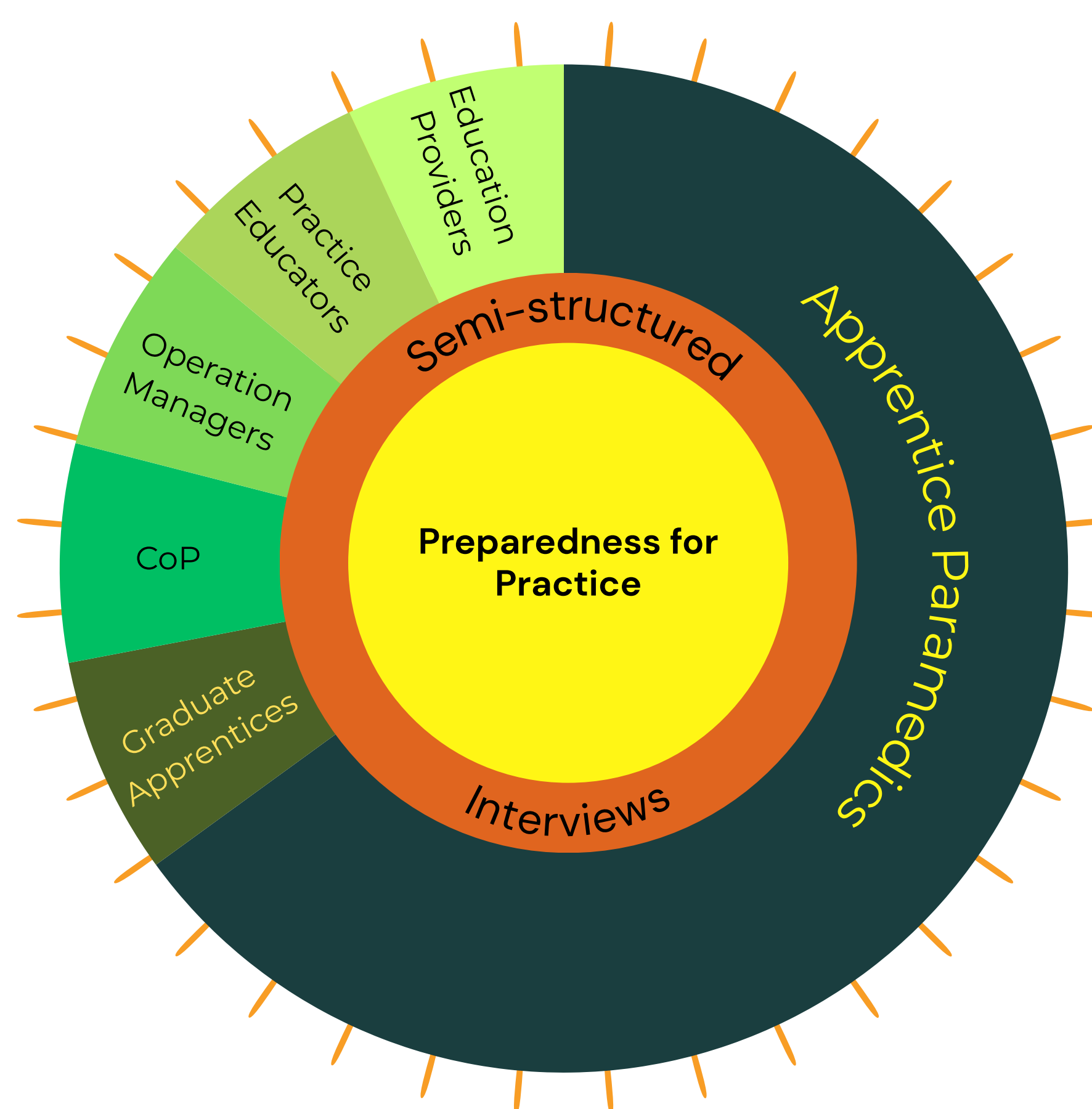
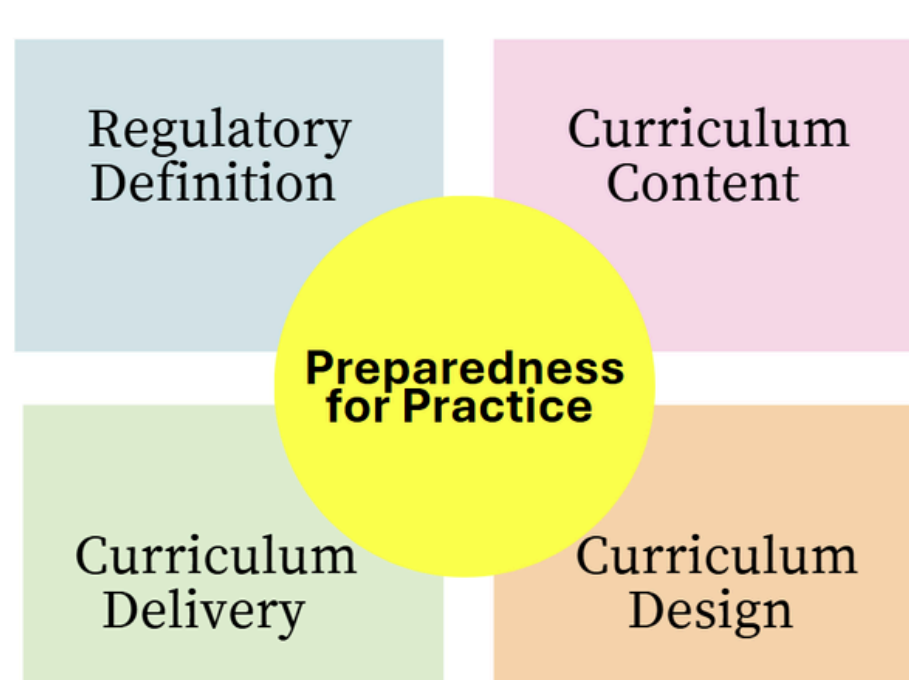


Figure One: Methods

### Methods

A phenomenographic approach will surface how preparedness for practice is experienced in the context of paramedic degree apprenticeships, and conceptions of preparedness for practice. As shown in figure one, emphasis will be placed on the learner voice, while the inclusion of other stakeholders will provide a useful comparative analysis. Data sets will be generated via semi-structured interviews preceded by a spark activity. An iterative data analysis method will facilitate the articulation of an outcome space, illustrating the qualitatively different ways in which paramedic apprentices experience preparedness for practice

### Impact



Surfacing experiences of preparedness for practice will support the development and articulation of a shared, regulatory definition of the term in the context of paramedicine. Findings will also provide valuable insights into how apprentice paramedics experience their programmes of study, including curriculum content, design and delivery.

### Conclusion

This study seeks to surface how apprentice paramedics and key stakeholders experience and conceive of preparedness for practice within the degree apprenticeship pathway. By capturing this range of experiences and conceptions, the research aims to inform the development of paramedic curricula and professional socialisation processes. Insights generated may support efforts to align apprenticeship education more closely with the evolving demands of paramedic practice and may offer transferable learning for other healthcare apprenticeship models.

