



Educational Alignment with UK Paramedic Frameworks

An Overview Across the HCPC Standards, the Royal College of Paramedics Curriculum, and the Paramedic Apprenticeship Standard

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1. Purpose of this document

This overview brings together Paramind's three detailed alignment mappings into a single summary. It demonstrates that the platform has been deliberately considered against, and aligned with, the three principal frameworks that shape UK paramedic education, registration and practice:

- The HCPC Standards of Proficiency — Paramedics (effective 1 September 2023);
- The Royal College of Paramedics Paramedic Curriculum, 6th Edition (April 2024); and
- The Paramedic Apprenticeship Standard (ST0567, version 2.0, Level 6).

Each framework is mapped in full in its own companion document. This overview shows the consistent picture that emerges across all three, so that universities, training providers, ambulance trusts and professional bodies can see at a glance where Paramind supports a learner's development — and, just as transparently, where it does not.

2. How the three frameworks relate

The three frameworks are not independent of one another — they form a coherent set, which is why a single platform can be mapped against all three:

- The HCPC Standards of Proficiency are the threshold standards a person must meet to register as a paramedic, and must continue to meet at every renewal.
- The Royal College's curriculum underpins all UK pre-registration routes (BSc, MSc and MSci) and is itself designed to align with the HCPC Standards of Proficiency.
- The Paramedic Apprenticeship Standard is one of those pre-registration routes and is regulated by the HCPC, so it draws on the same body of knowledge, skills and behaviours.

Because the curriculum aligns to the HCPC standards and the apprenticeship is HCPC-regulated, the three mappings describe the same platform from three complementary angles rather than three separate exercises. The strengths and limitations that appear in one mapping appear, in the same shape, in the others.

3. A consistent, honest approach

The same framing principles run through all three mappings. They reflect Paramind’s settled position on what the platform is, and what it is not:

- Paramind is an educational and continuing professional development (CPD) tool. It complements — it does not replace — approved education, supervised clinical practice, or an employer’s training and governance.
- Paramind does not assess, certify or sign off proficiency or competence against any standard, duty or domain. That remains a matter for the registrant, their approved programme, their End-Point Assessment, or their employer.
- By deliberate policy, Paramind generates no drug names, doses or treatment protocols. Clinical detail is left to JRCALC and local trust guidance, and all clinical content is positioned as revision and learning material.
- The mappings are transparent about scope. Where an element of a framework is developed and assessed in person, or sits outside what a digital tool can do, this is stated plainly rather than over-claimed.

4. Where Paramind aligns most strongly

Three areas come out as a core strength consistently across all three frameworks. These represent the heart of what Paramind does:

The knowledge base

Anatomy and physiology, pathophysiology, and clinical and pharmacological science. This is Paramind’s deepest and broadest area of alignment, supported by Chat with Hollie, A&P Connections, Bone Lab, the interactive ECG tool and the Common Medications revision tool. It maps to Apprenticeship Duty 8, College domain C1.1, and HCPC Standards 12 and 13.

Clinical assessment, reasoning and autonomous decision-making

The realistic patient scenarios, AI Differentials tool, OSCE practice and cardiac arrest simulator place the user in the position of an autonomous practitioner — gathering information, forming a working impression and choosing a care pathway in a safe, consequence-free environment. This maps to Apprenticeship Duty 3, College domains C1.3 and C1.7, and HCPC Standard 4.

Reflection and CPD

The “After the Call” post-shift debrief and the CPD portfolio with certificates are built around structured reflection and the documenting of learning for HCPC renewal. This maps to Apprenticeship Duty 7, HCPC Standard 10, and the personal and professional development strand of College domain C1.6.

Across the remaining elements, Paramind generally provides partial or supporting coverage — building the underpinning knowledge and the communication, record-keeping and self-care behaviours that learners then apply and demonstrate in supervised practice.

5. Coverage at a glance

The summary tables below reproduce the headline coverage ratings from each companion document. A shared legend applies to all three:

Strong	Partial	Supporting	Out of scope
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5.1 HCPC Standards of Proficiency — Paramedics (2023)

Framework element	Coverage
Standard 1 — Practise safely and effectively within scope of practice	Partial
Standard 2 — Practise within legal and ethical boundaries	Supporting
Standard 3 — Look after their health and wellbeing	Partial
Standard 4 — Practise as an autonomous professional	Strong
Standard 5 — Recognise culture, equality and diversity; practise inclusively	Supporting
Standard 6 — Understand and maintain confidentiality	Supporting
Standard 7 — Communicate effectively	Partial
Standard 8 — Work appropriately with others	Supporting
Standard 9 — Maintain records appropriately	Partial
Standard 10 — Reflect on and review practice	Strong
Standard 11 — Assure the quality of their practice	Supporting
Standard 12 — Understand and apply the knowledge base	Strong
Standard 13 — Draw on knowledge and skills to inform practice	Strong
Standard 14 — Establish and maintain a safe practice environment	Supporting
Standard 15 — Promote health and prevent ill health	Supporting

None of the fifteen standards falls entirely outside Paramind's scope.

5.2 Royal College of Paramedics Curriculum, 6th Edition (2024)

Framework element	Coverage
C1.1 — Physical, Life and Clinical Sciences	Strong
C1.2 — Psychology, Sociology and Safeguarding	Partial
C1.3 — Clinical Assessment and Management	Strong
C1.4 — Ethics and Law	Partial
C1.5 — Public Health and Well-being	Supporting
C1.6 — Personal and Professional Attributes and Development	Partial
C1.7 — Leadership and Non-Technical Skills	Strong
C1.8 — Research and Evidence-Informed Practice	Supporting
P1 — Practice-Based Education and Learning	Supporting

5.3 Paramedic Apprenticeship Standard — ST0567 v2.0 (Level 6)

Framework element	Coverage
Duty 1 — Practise safely and effectively within scope and legal/ethical boundaries	Partial
Duty 2 — Look after own health and wellbeing	Partial
Duty 3 — Practise as an autonomous professional, exercising judgement	Strong
Duty 4 — Practise in a non-discriminatory and inclusive manner	Supporting
Duty 5 — Communicate effectively; maintain confidentiality and records	Partial
Duty 6 — Work with others	Supporting
Duty 7 — Reflect on, review and assure the quality of own practice	Strong
Duty 8 — Draw on the knowledge base relevant to the profession	Strong
Duty 9 — Establish and maintain a safe practice environment	Supporting
Duty 10 — Promote public health and prevent ill health	Supporting
Duty 11 — Drive an ambulance or rapid response vehicle	Out of scope

Duty 11 (emergency driving) is openly out of scope — it is a practical driving competency developed through accredited driver training and supervised on-road practice. It is included for completeness so the mapping is transparent about what Paramind does and does not cover.

6. What Paramind does not cover

For transparency, and consistently across all three mappings, the following are developed and assessed through approved education, supervised practice and the workplace, and are not claimed by Paramind:

- Hands-on psychomotor skills practised and assessed in person — physical examination and procedures, selecting and using PPE, and moving and handling.
- Supervised practice-based education and the recommended practice-based learning hours, delivered and assessed by practice educators.
- Real-world supervised patient contact and the demonstration of behaviours with live patients, carers and colleagues.
- Emergency response driving (Apprenticeship Duty 11).
- Drug-specific and treatment-protocol content — by deliberate policy Paramind defers entirely to JRCALC and local trust guidance.
- Formal assessment, certification, programme endorsement or sign-off of proficiency. Paramind supports learning and CPD; it does not confer or evidence registration-level competence on its own.

7. Conclusion

Viewed across the HCPC Standards of Proficiency, the Royal College of Paramedics Curriculum and the Paramedic Apprenticeship Standard, Paramind presents a single, consistent and honest picture. It aligns strongly with the knowledge base, with clinical assessment, reasoning and autonomous decision-making, and with reflection and CPD. It provides partial or supporting coverage elsewhere by building the underpinning knowledge

and professional behaviours that learners apply in practice, and it is transparent about the in-person, supervised and assessed elements it does not claim.

Used alongside formal education and ongoing practice, Paramind helps students prepare for the standards and the curriculum, helps apprentices arrive at placement and assessment better prepared, and helps registered paramedics maintain and evidence the standards relevant to their scope of practice through documented CPD.

8. The companion document set

This overview sits above three detailed mapping documents, each of which provides the full element-by-element analysis and a feature cross-reference:

- Paramind — HCPC Standards of Proficiency Alignment.
- Paramind — Royal College of Paramedics Curriculum (6th Edition) Alignment.
- Paramind — Paramedic Apprenticeship Standard (ST0567) Alignment.

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