



**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	Glenside Campus / Blended Learning
<b>Faculty responsible for programme</b>	Health and Life Sciences
<b>Department responsible for programme</b>	Allied Health Professions
<b>Modular Scheme Title</b>	Undergraduate Modular Scheme
<b>Professional Statutory or Regulatory Body Links</b>	N/A
<i>Name of PSRB</i>	
<i>Type of approval</i>	
<b>Dates</b>	
<b>Highest Award Title</b>	BSc(Hons) Applied Paramedic Science
<b>Default Award Title</b>	
<b>Interim Award Titles</b>	BSc Applied Paramedic Science
<b>UWE Progression Route</b>	
<b>Mode(s) of Delivery</b>	Part Time
<b>Codes</b>	<b>UCAS: B781</b> <b>JACS:</b> <b>ISIS2: B781 (PT B78143)</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	QAA Benchmark Paramedic Science
<b>CAP Approval Date</b>	10 October 2012
<b>Valid from</b>	September 2012
<b>Valid until Date</b>	September 2018
<b>Version</b>	1

**Part 2: Educational Aims of the Programme**

Developed for the challenging environment of urgent and emergency out-of-hospital care, the BSc (Hons) Applied Paramedic Science course is designed to provide the advanced patient assessment, examination and management skills required for contemporary paramedic practice. It provides the student with the attributes to deliver effective, high quality care in innovative ways, as well as enhanced knowledge to address contemporary and prospective developments in out-of-hospital, emergency and urgent care. By choosing to study the BSc (Hons) Applied Paramedics Science degree the student will obtain advanced and specialist clinical knowledge and develop characteristics that can be applied in clinical practice.

**Part 2: Educational Aims of the Programme**

Paramedic practice is a continually expanding area of the NHS with roles and responsibilities constantly being developed. Career opportunities for paramedics have expanded with the development of specialist roles, such as the Emergency Care Practitioner/Paramedic Practitioner and the Critical Care Paramedic. Paramedics undertaking these roles need to demonstrate a range of well developed leadership, interpersonal and problem solving skills, in addition to the more specialist clinical elements, which this programme supports.

**Additionally this programme aims to:**

- offer a responsive range of modules which meet the vocational, educational, personal and professional development needs of qualified paramedics;
- provide opportunities for students to develop their knowledge, understanding and skills in a systematic and comprehensive manner in specialist areas of paramedic clinical practice
- further develop the student’s assessment skills, diagnostic reasoning and management of a range of medical and trauma related illness and injury
- enable students to independently evaluate and analyse contemporary and emerging issues in the fields of advanced and specialist paramedic practice as defined by the professional body, the College of Paramedics
- further develop the exploration and application of evidence based practice and the role of research in developing paramedic practice
- enable students to evidence their developing practice related to enhanced patient assessment and management including the use of community care pathways.
- promote an ethos of life-long, self-directed learning and personal development

**Part 3: Learning Outcomes of the Programme**

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
<p>A knowledge and understanding of:</p> <p>On successful completion of the programme the student will have developed ability in and understand:</p> <ul style="list-style-type: none"> <li>• The importance of appropriate community care pathways and collaborative working in achieving holistic patient care.</li> <li>• The pathophysiology that supports the assessment, recognition and management of a range of common illnesses and injuries.</li> <li>• The aetiology and epidemiology of major trauma</li> <li>• The organisation of trauma systems, trauma registry management and trauma scoring systems</li> <li>• The principles of kinematics to enhance the patient assessment and predict the likelihood of injuries based on the patient’s mechanism of impact and injury</li> <li>• Organ and system-specific injuries, their treatments and complications thereof</li> <li>• Emergency, urgent and critical care drug pharmacotherapy and therapeutics.</li> </ul>	<p>Teaching/learning methods and strategies:</p> <ul style="list-style-type: none"> <li>• The programme will be entirely delivered using a blended learning methodology; incorporating technology enhanced learning material, online web content, video presentations, lectures, seminars, enquiry based learning, practical instruction and learning in practice.</li> <li>• To widen participation web-based and distributed support materials are available enabling students to take a blended approach to learning. The student will be encouraged to undertake independent reading to support and consolidate taught aspects.</li> <li>• The iSkillZone is fundamental in supporting student’s learning and gives students access to a range of electronic resources and communication tools. Additional support is available from module leaders, the students’ personal tutor tutors and the module team members.</li> </ul>

**Part 3: Learning Outcomes of the Programme**

- The role of patient group directives and the potential role of specialist paramedic prescribing
- The processes involved in the pharmacodynamics and pharmacokinetics of the range of medications available for administration by paramedics and specialist paramedics
- The anatomical, physiological and gerontological factors, including co-morbidities, which can affect the administration of medication
- Drug actions and apply these principles to paramedic/specialist paramedic practice.

Assessment:

- Testing of knowledge and understanding is through a combination of unseen examinations, portfolio presentation, Objective Structure Clinical Examination (OSCE) and in-course assessments, essay assignments or case presentations.

**B Intellectual Skills**

**B Intellectual Skills**

On successful completion of the programme the student will have developed the ability to:

- Apply evidence based practice as part of a comprehensive approach to patient assessment and management and in complex and unpredictable contexts.
- Evaluate a comprehensive range of individual patient conditions, apply clinical reasoning, decision making and treatment to nationally agreed evidence-based practice standards.
- Evaluate the concepts of clinical reasoning, uncertainty and risk within the limits of professional practice.
- Use appropriate methods of enquiry to solve problems associated with practice within an unpredictable context.
- Critically evaluate a body of evidence and current issues associated with a specific element of practice.
- Critically evaluate findings and their applicability and implications for developing paramedic practice.
- Articulate a coherent argument and an ability to defend that line of reasoning.
- Critically evaluate the principles and relevant theory of pre-hospital major trauma management in relation to resuscitation, critical care and immediate life-saving intervention
- Examine the evolution of trauma care, and forecast possible perspectives on future development
- Develop an understanding of the core clinical skills for the critical care paramedic
- Safely and effectively apply clinical reasoning to decisions about drug selection and administration

Teaching/learning methods and strategies:

- Profession specific intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Analysis, problem solving and clinical decision making skills are further developed through tutorial work, laboratory work and the use of simulation.
- Throughout, the learner is encouraged to further develop intellectual skills by independent study. Students are introduced to reflective practice in Level five and this is enhanced within the programme of study, students are expected to reflect upon their practice throughout the programme, this is incorporated within the individual portfolio of evidence.

Assessment:

- Learning outcomes are assessed by a variety of assessment tools including:- analytical case studies, reflective essays, OSCEs, individual portfolio of evidence, in-course exercises and self and peer assessment.
- Throughout, the learner is encouraged to further develop intellectual skills by independent study.

**Part 3: Learning Outcomes of the Programme**

- Demonstrate learner autonomy and self-appraisal, and the ability to synthesise theory with practice through critical reflection

**C Subject, Professional and Practical Skills**

**C Subject, Professional and Practical Skills**

On successful completion of the programme the student will have developed the ability to:

- Demonstrate a level of subject understanding that facilitates the ability to work at practitioner standards specified by the relevant national bodies
- Use knowledge and understanding of the subjects underpinning paramedic practice to provide creative solutions to a comprehensive range of health care situations
- Evidence an ability to deploy accurately established techniques of analysis and enquiry within the limits of practice
- Systematically apply effective comprehensive history taking for a range of conditions, within an unpredictable context
- Make independent informed clinical decisions using relevant diagnostic tools.
- Systematically apply physical assessment for a range of conditions, within an unpredictable context.
- Identify and explicitly define problems arising from professional practice
- Critically review the skills to coordinate and, where appropriate, deliver or lead the management of the trauma patient from the point of injury through to definitive care
- Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with injury through major trauma
- Practice within a framework of professional accountability and responsibility
- Evidence the learning ability needed to undertake appropriate further training of a professional or equivalent nature through portfolio building.

Teaching/learning methods and strategies:

- Practical skills are developed throughout the programme by the methods and strategies outlined in section A, above.
- These are facilitated through the scenario-based approach to learning and teaching, simulation, small group discussions, seminars and tutorials.

Assessment:

- Practical skills are assessed using a combination of the following methods. Practical skills are assessed by interactive OSCEs, analytical case study reports, reflective writing relating to practice

**D Transferable Skills and other attributes**

**D Transferable Skills and other attributes**

On successful completion of the programme the student will have the ability to

- Apply a consistent ethical approach to

Teaching/learning methods and strategies:



- Transferable skills are developed throughout the programme by the methods and strategies outlined in section A, above.
- Certain parts of the programme specifically emphasise the development of one or more

### Part 3: Learning Outcomes of the Programme

<p>patient care, with a clear appreciation of the relevant legal framework and the diverse world in which we live and work.</p> <ul style="list-style-type: none"> <li>• Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. (Communication and Documentation)</li> <li>• Learn independently and demonstrate a capacity for continuing professional development.</li> </ul>	<p>of these transferable skills through their overt incorporation in a particular scenario.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Transferable skills are assessed through a variety assessments built into the programme for example: - written assignments, examinations, OSCEs and portfolio of evidence.</li> </ul>
--	---

### Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY	Year 3	Compulsory Modules	Optional Modules	Interim Awards
		<ul style="list-style-type: none"> <li>• <i>UZYSLS-30-3 Advanced Pre-Hospital Trauma Management</i></li> <li>• <i>UZYSLP-30-3 Contemporary Paramedic Practice in Urgent Care</i></li> <li>• <i>UZYSV4-30-3 Advancing Paramedic Practice</i></li> <li>• <i>UZYSLR-15-3 Applied Paramedic Pharmacology</i></li> <li>• <i>UZYSLQ-15-3 Evidencing Contemporary Paramedic Practice</i></li> </ul>	N/A	<p>BSc Applied Paramedic Science</p> <p><b>Target Award</b> BSc (Hons) Applied Paramedic Science</p>

### Part 5: Entry Requirements

Applicants whose first language is not English must have a minimum IELTS score of 7.0 overall with 6.5 in each section.

For students seeking the Award and who wish to enter the programme at level 3:

1. Must have experience of, or be working in an area that enables students to meet the learning outcomes of the programme
2. Must have 240 credits (of which not less than 100 credits are at level 2 or above) in a related area or equivalent through the faculty A(E)L processes. Paramedics who qualified with a recognised Foundation Degree or Diploma will automatically be given 240 credits.

#### Accelerated route to enter at level 3:

Registered paramedics who are seeking the award and who wish to study the programme without appropriate academic experience must successfully complete the Accelerated Learning for Professionals module UZTS76-20-2.

Through individual application to the programme leader, practitioners will be acknowledged equivalence of 240 credits once the above criteria have been achieved in addition to providing evidence of their registration with the Health and Care Professions Council.

In addition, individuals must have experience of, or be working in an area that enables students to meet the learning outcomes of the programme. . It should also be noted here that levels 1,2,3 equate to Framework for Higher Education Qualifications levels 4,5 and 6

**Part 6: Assessment**

Approved to University Regulations and Procedures

**Assessment Map**

The programme encompasses a range of **assessment methods** including; portfolios, objective, structured clinical examinations, case studies, exams and a dissertation. These are detailed in the following assessment map:

**Assessment Map for BSc. (Hons) Paramedic Science**

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Compulsory Modules Level 3</b>	Contemporary Paramedic Practice in Urgent Care					B (Pass / Fail)		A (100)			
	Advancing Paramedic Practice									A (100)	
	Evidencing Contemporary Paramedic Practice										A (100)
	Applied Paramedic Pharmacology	A (100)				B (Pass / Fail)					
	Advanced Pre-Hospital Trauma Management	A (50)						B (50)			

\*Assessment should be shown in terms of **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

**Part 7: Student Learning**

**Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated**

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.



## Part 7: Student Learning

On the BSc (Hons) Applied Paramedic Science programme teaching methods include a mix of scheduled, independent and work based learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning; and supervised time in simulation. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

**Placement learning:** Students are in employment as HCPC registered Paramedics; this employment provides the basis for students to develop skills as part of the work-based learning aspect of the programme. Students will be encouraged to facilitate a tripartite approach between themselves, a named UWE academic, and a mentor in practice. Mentorship will be discussed at the point of entry to the programme to assist students in identifying and developing appropriate support networks.

Clear placement learning objectives will be encouraged through the development and provision of agreed learning outcomes for students through discussions with the named UWE academic and mentor in practice e.g. in the form of a learning contract with identified criteria and timescales. Students will be required to maintain an ongoing record of their placement learning/experiences through the completion of a portfolio, self-audit, and reflection as detailed in the module 'Evidencing Contemporary Paramedic Practice'.

In addition competency in professional and practical skills is demonstrated using a combination of the following methods; interactive OSCEs, analytical case study reports and reflective writing relating to practice which are undertaken through theory and assessment in a simulated environment at UWE.

Learning	Hours
Scheduled Learning	252
Independent Learning	948
<b>TOTAL:</b>	<b>1200</b>

## Description of Distinctive Features and Support

It is recognised that according to QAA Code of practice: section 2 collaborative provision and flexible and distributed learning (including e-learning) amplified version 2010; study materials, whether delivered through staff of a programme presenter or through web-based or other distribution channels, will meet specified expectations of UWE in respect of the quality of teaching and learning-support material.

The programme is set to utilize Technology Enhanced Learning, using appropriate technologies to demonstrate enhanced value and improve the student experience. Examples of technologies with proven pedagogical value that would suit this programme include; virtual patients for problem based learning and Wikis for collaborative learning.

## Part 8: Reference Points and Benchmarks

The following describes how the following reference points and benchmarks have been used in the design of the programme:

1. The College of Paramedics (2008) Curriculum Guidance and Competency Framework provides benchmark descriptors for the role of specialist paramedic and the programme has incorporated these into the design of the programme:-
  - A specialist paramedic will have a full understanding of a wider body of knowledge achieved through education at academic level 6, some of which will be at the boundaries of paramedic practice.
  - Staff at this level will be proficient, co-ordinated, confident and clinically sound in the delivery of care, when working alone or when leading a team.
  - They will be able to examine and assess patient's acute and chronic conditions and be able to record and evaluate an individual's full medical, social and familial history.
  - In applying their own professional judgement and specialist clinical experience to make appropriate decisions to best suit the individual's needs they will be fully accountable and accept, explain and justify these decisions when challenged.
  - At this advanced level they will be expected to undertake clinical leadership role in both small and large incidents. These decisions will be subject to further scrutiny and discussion as part of case conference in a wider health care team.
  - With their specialist knowledge and skills they will be able to suggest and instigate a care plan that may be an alternative to the traditional route of hospital admission where that is inappropriate and therefore best meet the patient's needs.
  - Be able to critically review evidence, argument and assumption; they will be in a position to advise patients and care teams on health care issues, health promotion and injury prevention and will be able to reach sound clinical decisions and develop care plans with a greater degree of independence.
  - Through reflective practice, mentorship and review, they will be able to continually evaluate their own performance and recognise their personal strengths and areas for further development; demonstrating a commitment to lifelong learning. They will also desire to evaluate the performance of aspiring specialist paramedics by embracing the role of supervisor, mentor and placement educator.
  - As an experienced specialist paramedic, they will also be expected to undertake an educationalist role with appropriate [personal development into teaching and learning theories and application into clinical practice.
2. All relevant professional and regulatory body guidance is, and will be taken into account within the programme structure.
3. The 'paramedic practitioner' role with advanced assessment and decision making skills focuses on the needs of patients with undifferentiated primary care requirements. They are sometimes called 'Emergency Care Practitioners' (ECPs) which was a term used by the former Modernisation Agency, although the job titles vary around the country. 'Specialist Paramedic' is the term used in the NHS Allied Health Professions Career Framework and this is considered the correct description by the College of Paramedics, the Professional Body for Paramedics, as it provides greater clarity for the public as to which profession is providing treatment. Perhaps most importantly, the title is also preferred by the UK statutory regulator, the Health and Care Professions Council (HCPC), which prefers to see those with an extended scope of practice continue to use a designation which contains the professional title that is protected by law.

The Competence and Curriculum Framework for the Emergency Care Practitioner (2007) outlined the core nationally agreed education and training requirements of the Emergency Care Practitioner. It focused on the following statement on scope of practice and these have been considered in the design of the BSc programme:-

  - Work across current and future organisational and professional boundaries
  - Deliver care that is patient focused
  - Deliver the most appropriate care in the most appropriate place and/or ensure that the patient is referred to the most appropriate health and social care professional



**Part 8: Reference Points and Benchmarks (Cont)**

- Provide an alternative pathways for the provision of urgent care
  - Provide appropriate healthcare advice to both their patients and other relevant groups and individuals
  - Empower patients to take responsibility for managing their own care and treatment where safe and appropriate to do so
  - Undertake physical examinations based on a whole systems approach, taking a full and appropriate patient history using the medical model
  - Assess the social and mental status of a patient
  - Treat less serious illness and injury in pre-hospital, primary care and acute settings
  - Play a defined role at major incidents
  - Request appropriate investigations, including pathological investigations and diagnostic imaging, in accordance with established procedures
  - Ensure fewer inter-professional transfers for patients by enhanced communication networks and cross boundary working
  - Administer and supply medication in line with local Patient Group Directions
4. The programme supports the integrative approach to the application of theory and practice outlined in the Paramedic Science Benchmark statement (QAA 2008) and together with the FdSc. Paramedic Science satisfies the QAA Subject Benchmark Statement (Paramedic Science) for an honours degree. This benchmark statement describes the nature and standards of programmes of study in paramedic science, which leads to awards made by higher education institutions (HEIs) in the United Kingdom (UK), in the subject. The statement sets out a general framework under three main headings:
- Expectations of the health professional in providing patient/client services
  - The application of practice in securing, maintaining or improving health and well-being
  - The knowledge, understanding and skills that underpin the education and training of health care professionals