POSTQUALIFYING FRAMEWORK
MODULAR PROGRAMME

BSc (Hons) Emergency Care

PROGRAMME SPECIFICATION

Original validation September 2001

University of the West of England
Programme Specification
BSc (Hons) Emergency Care

Section 1: Basic Data

Awarding institution/body
University of the West of England

Teaching institution
University of the West of England

Faculty responsible for programme
Faculty of Health and Life Sciences

Highest award title
BSc (Hons) Emergency Care

Default award title

Interim award title
BSc Emergency Care

Modular Scheme title (if different)
Diploma Emergency Care
Post Qualifying Framework

UCAS code (or other coding system if relevant)

Relevant QAA subject benchmarking group(s)
See section 8

On-going/valid until* (*delete as appropriate/insert end date)
On going

Valid from (insert date if appropriate)
September 2011

Authorised by... Date:...

Version Code 1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications.
Section 2: Educational aims of the programme

- Provide students with the specialist knowledge and skills to contribute to the development of emergency care
- Enable the student to develop critical and analytical skills to examine evidence for practice in emergency care.
- Provide the student with opportunities to develop an understanding of interprofessional working in emergency care
- Enable students to adapt and respond positively to the changes in policy and practice to deliver effective care in the emergency setting

Section 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:

A Knowledge and understanding

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Teaching, Learning and Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Knowledge and understanding of:</strong></td>
<td><strong>Teaching/learning methods and strategies:</strong></td>
</tr>
<tr>
<td>1. Physiological, pathophysiological and pharmacological knowledge required in emergency care;</td>
<td>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the acquisition of 1-8 is gained through the delivery of modules using lectures, seminars and enquiry based learning, case studies, learning contracts and self-directed learning.</td>
</tr>
<tr>
<td>2. Knowledge of the psychological and socio-cultural contexts for care delivery in emergency care;</td>
<td>In addition 2,3 &amp; 4 are developed through work based learning &amp; practice experiences &amp; reflective discussion. 7 underpins the programme and is facilitated and students are supported throughout by self-directed opportunities &amp; tutorials.</td>
</tr>
<tr>
<td>3. Understanding of the developing agenda for emergency care at local and national levels;</td>
<td>Assessment:</td>
</tr>
<tr>
<td>4. Awareness of the ethical and legal implications for emergency practice;</td>
<td>1-8 Through course work, case studies, reflective studies and assessments under exam conditions</td>
</tr>
<tr>
<td>5. Understanding of the management structures and approaches to the management of change;</td>
<td></td>
</tr>
<tr>
<td>6. An understanding of the effects of changes occurring within the Health Service and the impact this has on Service providers and consumers;</td>
<td></td>
</tr>
<tr>
<td>7. An understanding of the development of research/evidence based practice;</td>
<td></td>
</tr>
<tr>
<td>8. Knowledge of the developing interprofessional agenda in emergency care.</td>
<td></td>
</tr>
</tbody>
</table>
B Intellectual Skills

B Intellectual Skills
Students will be able to:

1. apply knowledge and skills to meet the needs of clients in emergency care settings;
2. synthesise information from a range of disciplines and from professional experience in order to gain a coherent understanding of theory and practice;
3. critically evaluate research methods and types and sources of information and evidence to deliver care;
4. reflect critically on their own professional judgements and develop strategies for personal and professional learning.

Teaching/learning methods and strategies

Intellectual skills are developed through facilitated enquiry based learning, interaction and support from peers and tutorials.

Assessment

A variety of assessment methods are utilised 1-4 demonstrated via case study, presentations, and critical reviews of the literature.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills
Students will be able to: …

1. apply specialist knowledge to the assessment, planning, implementation and evaluation of care;
2. provide a safe environment of care
3. demonstrate sound decision making skills within an interprofessional setting;
4. demonstrate reflective and reflexive approaches to care in the emergency setting.

Teaching/learning methods and strategies

A range of learning methods including the following:
…Practice seminars
…Workshops
…Enquiry based practice
…Work based activity

Assessment

Skills 1, 2, 3 and 4 are assessed using assessment framework for practice, portfolio of learning achievement, case study.
### Transferable Skills and other attributes

Students will be able to demonstrate an ability to:

1. communicate effectively using a variety of means;
2. manage change effectively and respond appropriately to changes in personal and professional demands;
3. take responsibility for own learning and demonstrate an open-minded approach to learning in familiar and unfamiliar contexts;
4. reflect on own performance and respond positively to feedback;
5. work collaboratively in teams and with Service users;
6. use information technology to find, communicate and manage information;
7. use numeracy skills in safe professional practice, in management information and in evaluating research.

### Teaching/learning methods and strategies

Skill 1: Facilitated by group work, reflective discussion and seminar presentations.

Skill 2: Promoted by the use of a learning contract, individual tutorials and facilitating shared reflections of and from practice.

Skill 3: Encouraged by self-directed study, individual learning contracts and tutorials, both individual and group.

Skill 4: Facilitated through presentations of case studies that are shared among the group. Implications, barriers and enhancement of learning in a variety of settings are encouraged.

Skill 5: As in 1 & 2 above.

Skill 6: This will be reflected in group discussions, lectures, experiential teaching methods and further facilitated by visiting lecturers in the specialist field.

Skill 7: Opportunities exist to access Faculty I.T. suite and library facilities.

### Assessment

Skills 1, 2 and 7 will be achieved primarily in practice

Skills 1, 3, 4, 5, and 6 will be assessed via module assessments, 1, 2 and 7 will be observed in practice assessment.
Section 4: Programme Structure

BSc (Hons) Emergency Care is offered as a full-time and part-time route. All students register for the BSc (Hons) Emergency Care.

This programme consists of the two major routes as outlined below. In addition, paramedics who have already undertaken the Institute of Health and Care Development (IHCD) training will undertake level 2 study and be eligible to claim the interim award of Diploma in Emergency Care.

The programme structure for BSc (Hons) Emergency Care is as follows:

**BSc (Hons) Emergency Care (Route A)**

<table>
<thead>
<tr>
<th>Compulsory modules</th>
<th>Interim Awards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Principles of Emergency Care UZWR36-20-3</td>
<td><strong>BSc Emergency Care</strong></td>
</tr>
<tr>
<td>• Evidence and Research in Practice UZWR38-20-3*</td>
<td>• Credit requirements</td>
</tr>
<tr>
<td>• Dissertation UZWRG9-40-3</td>
<td>300 credits at level 0 or above, of which not less than 280 credits are at level 1 or above, not less than 60 credits are at level 2 or above and not less than 60 credits are at level 3 or above.</td>
</tr>
<tr>
<td>PLUS</td>
<td>In order to be eligible for this interim award the student must have completed a relevant research module plus a specialist module in negotiation with the programme leader.</td>
</tr>
<tr>
<td>Students in negotiation with the programme leader shall complete their academic profile with remaining credit specific to their area of specialist practice.</td>
<td><strong>Target/Highest award</strong></td>
</tr>
<tr>
<td>*Students who have already completed UZWR38-20-2 Introduction to Evidence and Research in Practice, UZWRFY-20-2 Utilising Evidence Based Care, or Research in a Professional Context and Data Analysis will be exempt from UZWR38-20-3 Evidence and Research in Practice and will be required to undertake a further 20 credits at level 3.</td>
<td><strong>BSc (Hons) Emergency Care</strong></td>
</tr>
<tr>
<td></td>
<td>• Credit requirements</td>
</tr>
<tr>
<td></td>
<td>360 credits at level 0 or above, of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above.</td>
</tr>
</tbody>
</table>
BSc (Hons) Emergency Care (Route B)

This route would be suitable for Practitioners either moving into or already practising as an Autonomous Practitioner with appropriate support from practice.

<table>
<thead>
<tr>
<th>Compulsory modules</th>
<th>Interim Awards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clinical Examination in Emergency Care UZWRGJ-20-3</td>
<td><strong>BSc Emergency Care</strong></td>
</tr>
<tr>
<td>• Practice: Emergency Practitioner UZWRGK-20-3</td>
<td>• Credit requirements</td>
</tr>
<tr>
<td>• Decision Making and Clinical Reasoning in Emergency Care UZWR3C-20-3</td>
<td>300 credits at level 0 or above, of which not less than 280 credits are at level 1 or above, not less than 60 credits are at level 2 or above and not less than 60 credits are at level 3 or above.</td>
</tr>
<tr>
<td>• Evidence and Research in Practice UZWR38-20-3*</td>
<td>In order to be eligible for this interim award the student must have completed a relevant research module plus a specialist module in negotiation with the programme leader.</td>
</tr>
<tr>
<td>• Dissertation UZWRG9-40-3</td>
<td><strong>Target/Highest award</strong></td>
</tr>
<tr>
<td>PLUS</td>
<td><strong>BSc (Hons) Emergency Care</strong></td>
</tr>
<tr>
<td>Students in negotiation with the programme leader shall complete their academic profile with remaining credit specific to their area of specialist practice.</td>
<td>• Credit requirements</td>
</tr>
<tr>
<td>*Students who have already completed UZWR38-20-2 Introduction to Evidence and Research in Practice, UZWRFY-20-2 Utilising Evidence Based Care, or Research in a Professional Context and Data Analysis will be exempt from UZWR38-20-3 Evidence and Research in Practice and will be required to undertake a further 20 credits at level 3.</td>
<td>360 credits at level 0 or above, of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above.</td>
</tr>
</tbody>
</table>
Diploma Emergency Care

For paramedics who have completed IHCD training and fulfilled the relevant entry criteria.

<table>
<thead>
<tr>
<th>Compulsory modules</th>
<th>Interim Awards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical assessment and Clinical Reasoning</td>
<td>Diploma Emergency Care</td>
</tr>
<tr>
<td>UZWS5F-20-3</td>
<td></td>
</tr>
<tr>
<td>• Contemporary Paramedic Practice</td>
<td></td>
</tr>
<tr>
<td>UZYSH9-20-2</td>
<td></td>
</tr>
<tr>
<td>• Evidencing Contemporary Paramedic Practice</td>
<td></td>
</tr>
<tr>
<td>UZYSK4-20-2</td>
<td></td>
</tr>
<tr>
<td>• Evidence Based Paramedic Practice</td>
<td></td>
</tr>
<tr>
<td>UZYSK3-20-2</td>
<td></td>
</tr>
</tbody>
</table>
Section 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.

Paramedic students seeking the Award and who wish to enter the programme at level 2 will have completed and achieved the IHCD Paramedic training award and have met the learning outcomes or have successfully completed the Accelerating Learning for Professional modules UZTS75-20-1 or UZTS76-20-2 will be acknowledged with the equivalence of 120 level 1 credit and 40 level 2 credits.

Accelerated route to enter at level 3:

Registered nurses or Midwives who are seeking the award and who wish to enter the programme at level 3 using the accelerated route must have successfully completed 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 first level registration.

In addition, individuals must be registered on the relevant part of the register and have experience of, or be working in an area that enables students to meet the learning outcomes of the programme.

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.

Health and Social Care professionals who qualified with a recognised Dip HE will automatically be given 240 credits.

Section 6: Assessment Regulations

Wholly in accordance with Academic Regulations and Procedures
Section 7: Student learning: distinctive features and support

The programme team is committed to adult learning approaches that include the development of learning contracts and critical and independent enquiry. These approaches are complemented by a variety of teaching methods that include seminar groups, enquiry/scenario based learning, student led reflective sessions, practice workshops and lectures from Faculty academics and visiting specialists.

Some of the modules are delivered by a blended learning approach consisting of practical workshops and a range of interactive online packages around all aspects of Emergency care.

Support for studying within the University is provided by the module teams, programme leader. Students will identify a mentor from practice to guide and support.

Section 8 Reference points/benchmarks

- Benchmarking statements for Nursing
  - Department for Education and Skills (2005) Common Core of Skills and Knowledge for the Children’s Workforce
  - DOH Modernisation agency (2003) Essence of care; patient – focused benchmarks for clinical governance NHS
  - QAA Health Studies (Public Health)
  - A&E Clinical Quality Indicators DH (2011)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.