



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data					
<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				
<b>Faculty responsible for programme</b>	Health and Applied Sciences				
<b>Department responsible for programme</b>	Allied Health Professions				
<b>Modular Scheme Title</b>	N/A				
<b>Professional Statutory or Regulatory Body Links</b>	Health and Care Professions Council				
<b>Highest Award Title</b>	BSc (Hons) Paramedic Science				
<b>Default Award Title</b>	<i>BSc (Hons) Health and Social Care Practice</i>				
<b>Fall-back Award Title</b>	<i>BSc (Hons) Health and Social Care Studies</i>				
<b>Interim Award Titles</b>	<ul style="list-style-type: none"> <li>• Certificate in Higher Education Health and Social Care Practice</li> <li>• Diploma in Higher Education Health and Social Care Practice</li> <li>• BSc Health and Social Care Practice</li> </ul>				
<b>UWE Progression Route</b>	N/A				
<b>Mode(s) of Delivery</b>	FT				
<b>Codes</b>	<table border="0"> <tr> <td><b>UCAS:B950</b></td> <td><b>JACS:</b></td> </tr> <tr> <td><b>ISIS2:B950</b></td> <td><b>HESA:</b></td> </tr> </table>	<b>UCAS:B950</b>	<b>JACS:</b>	<b>ISIS2:B950</b>	<b>HESA:</b>
<b>UCAS:B950</b>	<b>JACS:</b>				
<b>ISIS2:B950</b>	<b>HESA:</b>				
<b>Relevant QAA Subject Benchmark Statements</b>	<ul style="list-style-type: none"> <li>• QAA Paramedic Science Subject Benchmarks (2004)</li> </ul>				
<b>CAP Approval Date</b>					
<b>Valid from</b>	September 2014				
<b>Valid until Date</b>	September 2020				
<b>Version</b>	1				

## Part 2: Educational Aims of the Programme

The overall aims of the programme are:-

1. To equip the student with the knowledge, skills and professional standards required to practice as a paramedic
2. To develop graduates who are eligible to apply for Paramedic registration with the Health and Care Professions Council

In so doing it will develop safe and effective graduate practitioners who:

- Undertake a reflective and evaluative approach to their professional practice
- Have sound knowledge, understanding and skills that are evidence based in order to practice as a graduate paramedic
- Are able to integrate theory with practice using critical analysis, clinical reasoning and problem solving to enhance practice.
- Can work collaboratively with other health care professionals in practice
- Value continual professional development and lifelong learning
- Can undertake comprehensive assessment and examination using a range of diagnostic skills and provide appropriate therapeutic interventions and access to care pathways

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Paramedic Science graduates will be able to demonstrate knowledge of all aspects of pre-hospital emergency care including both urgent care and critical care. They will demonstrate the skills and attitudes necessary to providing effective and holistic care and be aware of the impact of psychological, sociological, anatomical and physiological factors affecting the acutely sick or injured service user.

Graduates will be able to demonstrate clinical reasoning and problem solving skills relating to these factors and to apply their knowledge in practice. In addition, they will have shown that they are able to demonstrate teamwork in multi-professional working. They will be able to apply evidence based practice interventions; they will understand life sciences which underpin practice and the principles and practice of administering emergency medication. They will be able to integrate theory with practice using critical analysis, reasoning and problem solving to enhance practice. They will be able to use autonomous judgment and they will have developed an enquiring and analytical approach to their practice. They will have the ability to critique and review research evidence to underpin practice.

The programme emphasises the importance of interpersonal skills to calm and reassure the service user and their relatives at a time of crisis and high anxiety. They will also have the ability to apply risk assessments in the unpredictable context of pre-hospital emergency care. On completion of the degree, graduates will be able to evaluate their own provision of emergency and urgent care and that of others. They will be able to communicate well with the service user and to where appropriate, consider care alternative pathways to transport. In addition, they will be competent, reflective and reflexive practitioners with an understanding of clinical and key performance indicators in the sector and the challenges which arise from these.

Paramedic graduates will be able to adhere to the professional codes of conduct for their chosen profession. Graduates of the Paramedic course will be able to demonstrate personal leadership and be able to work well as part of a team. They will have shown that they hold patient care in prioritisation of workload and, at the point of qualification, they will be fit to practice as an entry-level paramedic

**Part 3: Learning outcomes of the programme**

**Learning Outcomes:**

**A) Knowledge and understanding of:**

	UZYSV9-15-1	UZYSVG-15-1	UZYSVA-30-1	UZYSVC-15-1	UZYSVJ-15-1	UZYSVM-30-1	UZYSVH-30-2	UZYSV8-15-2	UZYSVF-15-2	UZYSV7-15-2	UZYSVD-30-2	UZYSV3-15-2	UZYSV5-30-3	UZYSV6-15-3	UZYSVB-15-3	UZYSV4-30-3	UZYSVE-30-3
1. The principles of establishing and maintaining a safe practice environment	X	X		X	X	X			X	X	X	X		X			X
2. The key concepts of the biological, physical, social, psychological and clinical sciences that are relevant to practice	X	X	X				X		X			X	X				
3. The structure and function of the human body, together with a knowledge of health, disease, disorder and dysfunction		X	X	X	X				X	X		X	X				
4. The behavioural sciences that aid understanding of the psychological, social and political factors that influence an individual in health and illness	X	X					X								X		
5. The principles and applications of scientific enquiry, including the evaluation of treatment efficacy		X						X				X			X		
6. The clinical reasoning and clinical assessment skills which are the basis for patient assessment and intervention	X	X				X					X	X			X		X
7. The theories and principles of effective one to one and group communication	X														X		
8. The standards of conduct, performance and ethics expected of HCPC registrants		X				X					X						X
9. The role of other professions in health and social care	X											X	X		X		

<b>(B) Intellectual Skills</b>																	
1. Reflect critically on their practice	X					X	X						X		X		X
2. Review and consolidate evidence from a wide range of sources extending their own body of knowledge	X	X						X				X			X	X	
3. Synthesise knowledge and analyse and evaluate evidence to support practice	X	X						X				X			X	X	
4. Reach reasoned conclusions and/or sustained judgements	X					X		X			X	X			X		X
5. Critically reflect upon the legal responsibilities and ethical considerations of professional practice, acknowledging the scope of professional competence		X				X					X	X					X
6. Recognise and analyse problems and plan strategies for their solution						X	X					X			X		X
7. Discuss and debate issues relevant to care with people in a variety of settings and contexts	X	X				X	X								X		X
8. Translate professional principles to practice, selecting and modifying approaches	X					X					X	X			X		X
9. Engage with the process of continuing professional development and lifelong learning		X						X			X						
10. Reflect critically on their practice						X					X		X			X	X
11. Review and consolidate evidence from a wide range of sources extending their own body of knowledge	X	X						X				X	X		X		
<b>(C) Subject/Professional/Practical Skills</b>																	
1. Practice within legal and ethical boundaries that ensures the primacy of patient interest, wellbeing and which respects confidentiality	X	X				X					X	X					X
2. Practice in a fair and non-discriminatory way, acknowledging the different beliefs and cultural practices of individuals or groups	X					X					X	X	X				X
3. Engage in, develop and disengage from therapeutic relationships using appropriate communication and interpersonal skills	X					X					X	X	X		X		X
4. Create and utilise opportunities to promote the health and	X					X						X					

wellbeing of patients and groups																		
5. Undertake and document a comprehensive, systematic and accurate assessment of the physical, psychological and social needs of service users; formulating a plan of care, where possible, in partnership with patients/carer(s)/significant others within a framework of informed consent	X	X		X	X	X				X	X	X	X	X				X
6. Demonstrate a full range of essential paramedic skills to meet individuals' needs, evaluating and documenting the outcomes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Contribute to public protection by creating a safe environment of care using quality assurance and dynamic risk management strategies						X					X		X		X		X	
<b>(D) Transferable skills and other attributes</b>																		
1. Use sound clinical judgement across a range of differing professional and care delivery contexts	X	X				X						X	X					X
2. Investigate contradictory information and analyse reasons for contradictions	X			X	X	X							X	X		X	X	
3. Structure and communicate ideas effectively to a variety of personnel in different environments using verbal, written and IT skills	X				X	X						X	X			X		X
4. Maintain and disseminate a philosophy of life-long learning, enhancing the professional development and safe practice of others through peer support, leadership, supervision and teaching	X					X								X				
5. Problem-solve, extending to situations where clinical decision-making has to be made on the basis of limited information	X	X				X						X	X	X		X		X
6. Use knowledge of effective inter-professional working practices that respect and utilise the contributions of members of the health and social care workforce	X	X				X						X	X					X

## **Part 4: Student Learning and Student Support**

### **Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**

#### **Transition to HE and Student Support**

Students starting the BSc (Hons) Paramedic Science Programme have the opportunity to attend a series of induction events at the start of level 1, which includes an introduction to the programme, modular structure, teaching strategies, the library, the virtual learning environment (VLE) platform, learning outcomes, support systems (e.g. Drop-ins, Peer Assisted Learning (PAL)) and their personal tutor. Additionally students have an opportunity to explore the specialist paramedic and clinical learning facilities.

Students are allocated a personal tutor and become part of a tutor group (typically < 8 tutees). Students are supported during their time at UWE by a personal tutor, student advisors and module leaders. Guidance on year issues is overseen by the Programme Manager, who is supported by the Teaching Team and Associate Head of Department.

For all students, access to academic staff and the student advisors is via e-mail or by personal access, with most staff offering an office-hours policy facilitating the booking of appointments. The central University counselling and support services provide assistance and guidance for students with special needs. The programme welcomes mature students and students with disabilities. When possible, and following individual consultation, adjustments are made to practical and field work to allow all student to achieve the learning outcomes of the programme.

Programme handbooks are made available on the Virtual Learning Environment on the Blackboard Paramedic Programme page along with a range of useful information (e.g., modules, tutors, student reps, research resources, study resources, futures/employability, etc.). Module handbooks are also provided through the VLE at the start of each academic module.

The Faculty and programme team are committed to providing high quality education along with robust academic and personal support structures. They recognise the need to ensure that students have access to comprehensive information on the availability of resources and sources of help. The following processes and structures are in place to underpin this commitment:-

- A University induction programme
- Programme and module student handbooks
- A designated personal tutor
- A designated practice placement educator
- A designated ambulance station
- Uniform and personal protective equipment
- Programme web-site with electronic access to course materials
- A personal e-mail address and access to e-mail
- Access to libraries and computer suites
- Student advisors and study skills advisors
- Student 'one-stop' shop

#### **Preparation for Practice**

The philosophy that underpins the Paramedic Science curriculum not only recognises the importance of a programme of preparation that is practice centred, but also acknowledges the need to promote the integration of theory and practice for the achievement of professional competence.

## Part 4: Student Learning and Student Support

Periods of clinical placement are preceded by practice at the University utilising lectures, workshops, simulation and role-play. These strengthen the integration of learned theory with practice and expand the opportunities for the student to develop independence and autonomy. It is acknowledged that the nature of emergency care means that exposure to specific clinical conditions is highly unpredictable. Recreating medical and traumatic conditions through simulation enables the student to experience the full scope of clinical practice.

Importantly, the 999 emergency call environment is not the place for students to first practise critical care. We therefore focus on simulation and the students' ability to first demonstrate competence within applied theory and practical skills sessions at the University.

The programme has been designed to ensure the student develops the knowledge, skills and professional traits of the paramedic and upon completion, meet the requirements to enable registration as a paramedic with the Health and Care Professions Council (HCPC) and subsequent employment. It incorporates the guidance of the College of Paramedics (2013) Curriculum Framework, the Quality Assurance Agency's Benchmark Statements for Paramedic Science (2006) and the HCPC Standards of Proficiency for Paramedics (2014).

In the final year of the programme, a number of activities are included to prepare students for post-graduation employment as a paramedic; these include mock interviews, talks from alumni and CV writing workshops.

### Learning Activities

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.

On the BSc (Hons) Paramedic Science programme teaching is a mix of scheduled, independent and placement learning with a high level of contact time.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; external visits; work based learning; supervised time in simulation. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, reflection, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

### Placement Learning

Practice based learning forms an indispensable and integral part of the learning process. Learning gained in practice settings is vital to the student's educational and professional development and to the fulfilment of the elements of practice. Students are therefore required to undertake approximately 50% of the programme within the practice environment.

Practice learning is linked with three practice modules: one in each year. Clinical placements are primarily with the Ambulance Trust. Other placement areas include; the operating theatre; emergency department; children's unit; central delivery suite and cardiac unit.

During placements with the ambulance service, learning is facilitated by appropriately qualified Practice Placement Educators. The practice modules require the student to undertake a

#### Part 4: Student Learning and Student Support

minimum of 750 hours of placement in each year (2250 in total). The placement areas provide the student with opportunities to develop their clinical practice. The placement educator will assess the student both formatively and summatively against the 'elements of paramedic practice'.

#### Description of any Distinctive Features

A strength of the UWE Bristol Paramedic programme is the interprofessional learning elements it has included in years 2 and 3; our students engage in learning alongside:

- The Fire and Rescue Service: Road traffic collision extrication training.
- The Hazardous Area Rescue Teams (HART): Special Operations Response Team (SORT) training and participation in a Major Incident Exercise
- The Adult Nursing programme: Simulated emergency calls and a mock Emergency Department

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

There is no aegrotat ward with registration is available

The programme will have at least one external examiner appointed who is appropriately experienced and qualified and is from the relevant part of the HCPC register.

#### Assessment Strategy

*"There are good reasons why forms of assessment vary widely. These include the need to ensure that types of assessment, including re-assessment, test the intended learning outcomes accurately and fairly, and are appropriate to the subject being studied, the mode of learning, and to the students taking the module or programme"* **QAA Section 6 Assessment**

A range of assessment methods are employed to monitor student attainment of the full range of Learning Outcomes. Assessment incorporates the QAA Code of Practice on Assessment of Students. The principles, procedures and processes of assessment for each module are described in each module handbook, which is provided to each student (online) at the start of the module.

#### Assessment Map

The programme encompasses a range of **assessment methods** including; essays, posters, presentations, written and electronic examinations, OSCEs These are detailed in the following assessment map:

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



### Assessment Map for BSc 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
<p><b>Instructions:</b> Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)</p> <p>Add further columns as necessary*</p>										
<b>Compulsory Modules Level 1</b>	UZYSV9-15-1						A (100)			
	UZYSVG-15-1	A (100)								
	UZYSVA-30-1	A (50)				B (50)				
	UZYSVC-15-1	A (100)								
	UZYSVJ-15-1					A (100)				
	UZYSVM-30-1				A Pass/ Fail					B (100)
<b>Compulsory Modules Level 2</b>	UZYSVH-30-2					A (40)	B (60)			
	UZYSV8-15-2						A (100)			
	UZYSVF-15-2							A (100)		
	UZYSV7-15-2						A (100)			
	UZYSVD-30-2				A Pass/ Fail					B (100)

<b>Compulsory Modules Level 3</b>	UZYSV3-15-2					A (100)					
	UZYSV5-30-3						A (50)	B (50)			
	UZYSV6-15-3	A (100)									
	UZYSVP-15-3						A (100)				
	UZYSV4-30-3									A (100)	
	UZYSVE-30-3					A Pass/ Fail					B (100)

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

## Part 6: Programme Structure

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

ENTRY

	Compulsory Modules	Interim Awards
Year 1	UZYSV9-15-1 Interpersonal skills for Paramedic	<b>Cert HE Health and Social Care Practice</b>  Credit Requirements 120 credits at level 0 or above of which not less than 100 are at level 1 or above
	UZYSVG-15-1 Principles of Prehospital Emergency Care	
	UZYSVA-30-1 Life Sciences for Paramedics	
	UZYSVC-15-1 Medical Conditions Emergency Care	
	UZYSVJ-15-1 Trauma Emergency Care	
	UZYSVM-30-1	
	Foundations of Paramedic Practice	

	Compulsory Modules	Interim Awards
Year 2	UZYSVH-30-2 Psycho-Social Aspects of Paramedic Practice	<b>Dip HE Health and Social Care Practice</b>  Credit requirements 240 credits at level 0 or above of which not less than 220 are at level 1 or above and not less than 100 are at level 2 or above
	UZYSV8-15-2 Evidence Based Paramedic Practice	
	UZYSVF-15-2 Pre-hospital Emergency Care of the Child	
	UZYSV7-15-2 Emergency Care of the Elderly	
	UZYSVD-30-2 Paramedic Practice 1	
	UZYSV3-15-2	
	Advanced Life Support Skills	

	Compulsory Modules	Interim Awards
Year 3	UZYSV5-30-3 Contemporary Paramedic Practice	<b>BSc Health and Social Care Practice</b> Credit requirements 300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 60 are at level 2 or above and not less than 60 are at level 3 or above  <b>Target/Highest Award:</b> <b>BSc (Hons) Paramedic Science</b> <b>Credit requirements</b> 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above.  In order to be eligible to apply for HCPC Registration a student must graduate with a BSc (Hons) Paramedic Science award.
	UZYSVE-30-3 Paramedic Practice 2	
	UZYSVP-15-3 Major Incident Clinical Care	
	UZYSV6-15-3 Applied Paramedic Pharmacology	
	UZYSV4-30-3 Advancing Paramedic Practice Dissertation	

GRADUATION

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:-

- Please refer to the UWE Bristol internet pages for Paramedic Science
- Applicants whose first language is not English must have a minimum IELTS score of 7 overall with a minimum of 6.5 in any section, (or equivalent)
- Health checks and Disclosure and Barring checks will be undertaken on all candidates in accordance with university, faculty and programme policies.

## Part 8: Reference Points and Benchmarks

At its core, the programme's learning outcomes are built on the curriculum set by the College of Paramedics which comprehensively details the requirements for the education and training of paramedics in the UK. This is further supported by the Health and Care Professions Council's Standards of Proficiency for Paramedics; Standards of Education and Training and their Guidance on Student Conduct and Ethics.

The UWE strategic framework is embedded at all levels of study with particular reference to providing a strong student focus, ensuring the best experience both academically and socially; to ensuring open and responsive communications and showing full commitment to equity, fairness and inclusivity.

The design of the BSc (Hons) Paramedic Science programme at all levels is based on the reference points and benchmarks set out by the:

- College of Paramedics (2014) Curriculum Guidance and Competence Framework COP: Bridgewater
- Health and Care Professions Council (2011) Standards of Education and Training HPC: London
- Health and Care Professions Council (2011) Guidance on Conduct and Ethics for Students HPC: London
- Health and Care Professions Council (2011) Standards of Proficiency: Paramedics HPC: London
- Quality Assurance Agency (2006) Paramedic Science Benchmark Statements QAA: London
- University of the West of England (2014) Strategic Framework. Bristol: UWE

**Quality Processes:** The Paramedic Programme at UWE Bristol is built upon a high level of expertise and experience within the lecturing team; supplemented by feedback provided by current and previous cohorts of student paramedics. The programme has also been enhanced by engagement and partnership with the NHS Ambulance Services.

The methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback measures (student representatives, module feedback questionnaires and focus groups), standard university monitoring methods, reviews and consultation with external stakeholders and external examiners.

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, available on the [University's website](#).

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