



## **Programme Specification**

### **Paramedic Science [Glenside]**

Version: 2024-25, v2.0, Validated

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## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** Paramedic Science [Glenside]

**Highest award:** BSc (Hons) Paramedic Science

**Default award:** BSc (Hons) Health and Social Studies

**Interim award:** BSc Health and Social Studies

**Interim award:** DipHE Health and Social Studies

**Interim award:** CertHE Health and Social Studies

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Health and Social Wellbeing, College of Health, Science & Society

**Professional, statutory or regulatory bodies:**

College of Paramedics (CoP)

Health and Care Professions Council (HCPC)

**Modes of delivery:** Full-time

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2022

**Programme code:** B95000

## Section 2: Programme Overview, Aims and Learning Outcomes

### Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** The BSc (Hons) Paramedic Science programme provides students the opportunity to develop into competent paramedics that possess a detailed knowledge of all aspects of paramedic practice, including both urgent and emergency care, and be able to demonstrate the skills and attitudes necessary to provide effective and holistic care. Graduates will have a detailed knowledge of the impact of psychological, sociological, anatomical and physiological factors affecting the acutely sick or injured service user and be able to apply clinical reasoning and problem-solving skills to make safe, patient-centred clinical decisions. They will be well-prepared for clinical practice, working autonomously and as part of a team, but will also be equipped with leadership skills, professional behaviours and values to further develop their knowledge and skills and support the development of others.

The curriculum is spiralled, enabling students to scaffold their learning so that basic understanding can be achieved before covering more complex aspects. Year 1 focuses upon building strong foundations that are advanced upon in subsequent years, covering; communication skills, anatomy and physiology, medical conditions, principles of care and basic skills. Students also cover electrocardiograms in detail in the first year of the course, enabling acquisition of a comprehensive understanding with the ability to harness this skill within professional placements throughout all years of the programme. Year 2 builds upon this foundational knowledge and skills, focusing upon specialist areas of practice and advanced paramedic skills, such as care of the child, mother and older adult, psychosocial aspects and advanced life support. Development of critical thinking is also central to year 2, encouraged by exploration of evidence-based practice and how to engage critically with research to inform practice. Year 3 brings these concepts together to develop confident decision-makers who are ready and well-prepared for autonomous professional practice and leadership. Within their final year, students cover advanced systems assessment, primary and urgent care, referral pathways, pharmacology, law, ethics and

leadership, and their research project.

Students experience a range of learning opportunities to support development of knowledge, problem-solving and decision-making skills and that enable students to continually link theory to professional practice, including lectures, online learning, case reviews and problem-based learning. Peer-led learning and support are provided within our Peer Assisted Learning (PAL) scheme, whereby second year students support students throughout their first year of study, and our pre-hospital simulation society, who have full access to our facilities and equipment to create and deliver peer-led simulation learning. There is a strong focus upon practical skills sessions and simulation throughout the programme and students will participate in a wide variety of simulation activities including; a large-scale, multi-professional simulated major incident exercise, trauma related simulation including road traffic collision extrication, mental health, paediatric and obstetrics simulation scenarios. These opportunities enable competence and confidence to be developed in immersive, challenging environments that are safe and supportive, before practising these skills within practice-based education areas.

Within each year, students are provided with specialist professional practice placements in a range of environments to further strengthen professional behaviours, knowledge and skills and build professional identity. This leads to students achieving a minimum of 1,500 placement hours during the course, with the majority of these placed within an NHS ambulance service.

Our strong focus upon development and demonstration of professional behaviour, skills and knowledge is reflected within our assessment strategy, where we maintain an emphasis on practical assessments and reflective practice. Our strategy is programmatic in design, providing opportunities for mastery of assessment methods and development of student confidence. Also, student choice within module assessments is present where appropriate to encourage an inclusive approach to assessment.

**Features of the programme:**

**Educational Aims:** The educational aims of this programme are to develop graduates who:

Develop excellent interpersonal skills and can work collaboratively with other health and social care professionals in practice.

Can apply a reflective and evaluative approach to their professional paramedic practice.

Approach assessment, examination and treatment as critical thinkers who are able to analyse, evaluate and apply evidence based practice.

Are able to integrate evidence based practice with values based practice to become confident decision makers who act in the best interests of their patients.

Value continual professional development and lifelong learning.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Communicate information, ideas, problems and solutions effectively to service users, carers and other health and social care professionals as part of a multi-professional/disciplinary team.
- PO2. Demonstrate a detailed, critical understanding of the theoretical knowledge, concepts and scientific basis of paramedic science including the physical, environmental, psychological and social factors that influence health, wellbeing and functional changes.
- PO3. Competently and safely apply a wide range of practical skills, ranging from basic to advanced techniques to assess, plan, deliver and evaluate care and health promotion.
- PO4. Assess, treat, monitor and manage a service user's condition through application of critical problem-solving and decision-making skills, evidence-based and values-based practice.

- PO5. Practise safely and autonomously within legal and ethical boundaries, consistent with the HCPC standards of proficiency, standards of conduct, performance and ethics, and the College of Paramedics curriculum guidance.
- PO6. Critically evaluate and reflect upon arguments, assumptions, concepts and data to make judgements, frame questions, find solutions to problems and meet the changing needs of service users.
- PO7. Employ effective leadership to contribute towards excellent patient care, development of others, a culture of transparency and change management.
- PO8. Evaluate the roles and responsibilities of the paramedic to identify limitations of knowledge and the need to maintain currency of knowledge and skills through continuing professional development.

**Assessment strategy:** A programmatic approach to assessment design has been adopted that prioritises programme-level curriculum and pedagogic design. This ensures that our assessment approaches align with and complement the design philosophy of the programme, and are properly integrated into its learning process.

Programmatic assessment considers the holistic set of competencies, knowledge and attributes that a successful learner will have acquired by completing the programme, and creates a clear pathway to becoming a paramedic linked to the learning experiences that take place in modules and individual components. In this way, a programmatic approach to assessment ensures that all students are able to experience assessment as learning, and benefit from the assessment and feedback opportunities that a programme offers. Consultation with key internal and external stakeholders during the assessment design process enabled team-based dialogue and formed an important part of the design phase.

A variety of assessment methods are included within the assessment strategy, including:

- Reflective pieces
- Written assignments
- Written exams
- Structured Oral and Practical Examinations (SOPEs)
- Prescribed professional competencies within practice based education

- Objective Structured Clinical Examinations (OSCEs)
- Presentations
- Dissertation

These assessment methods provide the opportunity to analyse the student's ability within a different production context, evaluating the professional behaviours, knowledge and skills that students must demonstrate and master as paramedics. This creates meaningful, authentic assessments within the programme that connect subject matter, learning, teaching and assessment and practice-based education into an integrated whole and encourages students to think as a professional, linking assessment tasks with the real world of practice. Authentic assessment drives student engagement and helps learners to develop their ability to appreciate the process, manage affect, make judgement, and take action in response to feedback. This provides an accurate evidence base to make robust decisions about student performance; leading to more robust quality assurance.

This assessment strategy therefore enables learners to achieve deep, transformational learning within assessment and to see assessment as part of the learning process, enabling a system of constructive alignment where the student constructs meaning through targeted, deliberate assessment activities that scaffold learning towards achievement of the programme learning outcomes.

Inclusion of a variety of assessments methods aids student engagement and enhances the inclusivity of the learning experience, as it will cater for different needs and preferences. Student choice of assessment type is also included where appropriate, allowing the learner to demonstrate the depth and breadth of their knowledge in a way that works for them, while maintaining academic rigor and integrity.

**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 4, 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. Students are introduced to the HCPC standards and expectations regarding personal health and wellbeing through case study review and knowledge and understanding of these aspects are scaffolded within levels 5 and 6.

Additionally, students have an opportunity to explore the specialist paramedic and clinical learning facilities.

Students are allocated an academic personal tutor within induction week. Students are supported during their time at UWE by an academic personal tutor (APT), module leaders, year leads and the programme leader. Academic support from the personal tutor includes one to one online and face to face support with professional and academic development, including assignments and all written work. Guidance on year issues is overseen by the year leads and programme leader, who are supported by the Teaching Team and the Professional Community Lead.

The programme handbook is 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 academic personal tutor

Practice placement coordinators

A designated practice placement educator

Uniform and personal protective equipment

Programme website 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

In the final level 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.

During ambulance placement blocks, students can access support via their Practice Educators, the management team (including operations officers), placement coordinators and their academic personal tutor. In addition to the UWE Wellbeing services, students can also access support through the SWASFT Staying Well service if they experience challenging incidents during their placement. Further, operations officers inform the practice coordinators and the University programme leader of any students that have experienced such incidents, following which, academic personal tutors contact their tutees to offer support.

Additional support for students on this programme includes:

Practice Support Line – for sickness reporting, cancelled placement activity and placement coordinator support details

Library support with study skills including problems finding information and referencing available online, via telephone 24/7, or face to face.

Student Support Advisors offer support for more complex study issues such as for students wishing to suspend or withdraw from the programme, student finance issues, support around pregnancy and maternity.

Disability Service for reasonable adjustments and impact statement, advice regarding funding for support and equipment.

Wellbeing Services for acute mental health or emotional crises.

Faith and Spirituality Prayer worship and meditation including Faith networks and communities. Support with religion, beliefs and ethics. Spiritual direction and pastoral care.

Peer Assisted Learning – Support for level 4 students from fellow students in level 5 of the programme. This is supported by the programme academic team however the content is derived from student feedback.

Financial support (Hardship fund) for cases of eviction, no money for food or no money for housing.

Careers/Volunteering/Student Enterprise/Placements Career coaching including Job application master classes, CV checks, Graduate jobs, Internships, Overseas opportunities, Further study, Networking with employers and UWE Bristol Futures Award

International student support, including Visa and English language assistance.

## **Part B: Programme Structure**

### **Year 1**

The student must take 120 credits from the modules in Year 1.

Normally, a student is expected to achieve a pass in the professional practice placement of a specific level in order to be allowed to commence any of the professional practice placements of the next level.

### **Year 1 Compulsory Modules**

The student must take 120 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZYGGQ-15-1	Electrocardiogram (ECG) Interpretation for Paramedic Practice 2024-25	15

UZYSV9-15-1	Interpersonal Skills for Paramedic Practice 2024-25	15
UZYSVA-30-1	Life Sciences for Paramedic Practice 2024-25	30
UZYSVC-15-1	Medical Conditions Emergency Care 2024-25	15
UZYSVM-30-1	Paramedic Practice 1 2024-25	30
UZYSVG-15-1	Principles of Prehospital Emergency Care 2024-25	15

## Year 2

The student must take 120 credits from the modules in Year 2.

Normally, a student is expected to achieve a pass in the professional practice placement of a specific level in order to be allowed to commence any of the professional practice placements of the next level.

## Year 2 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYITN-30-2	Advanced Life Support Skills 2025-26	30
UZYITM-15-2	Paramedic Practice 2 2025-26	15
UZYSVF-15-2	Emergency Care of the Child 2025-26	15
UZYSV7-15-2	Emergency Care of the Older Adult 2025-26	15
UZYSV8-15-2	Evidence Based Paramedic Practice 2025-26	15
UZYIGR-15-2	Psychosocial Aspects of Paramedic Practice 2025-26	15
UZYIGS-15-2	Trauma and Mass Casualty Management 2025-26	15

**Year 3**

The student must take 120 credits from the modules in Year 3.

**Year 3 Compulsory Modules**

The student must take 120 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZYSV6-15-3	Applied Paramedic Pharmacology 2026-27	15
UZYSV4-30-3	Evolving Paramedic Practice 2026-27	30
UZY YGT-15-3	Law, Ethics and Leadership in Paramedic Practice 2026-27	15
UZYSVE-30-3	Paramedic Practice 3 2026-27	30
UZYSV5-30-3	Primary and Urgent Care within Paramedic Practice 2026-27	30

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

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. In addition, they will have shown that they are able to demonstrate teamwork and leadership in multi-professional working. They will be able to apply evidence-based practice interventions and be able to integrate theory with practice using critical analysis, reasoning and problem solving to enhance practice. They will be able to communicate well with the service user and to where appropriate, consider care alternative pathways.

**Part D: External 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 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. Further, the UWE enhancement framework is embedded at all levels of study.

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 (2019) Paramedic Curriculum Guidance 5th ed. College of Paramedics: Bridgewater.

Health and Care Professions Council (2017) Standards of Education and Training HCPC: London

Health and Care Professions Council (2016) Guidance on Conduct and Ethics for Students HCPC: London

Health and Care Professions Council (2014) Standards of Proficiency: Paramedics HCPC: London

The Quality Assurance Agency for Higher Education (QAA) (2019, 2018, 2016, 2004)

UWE Enhancement Framework 2020

## **Part E: Regulations**

Approved to University Regulations and Procedures

There is no aegrotat award with registration available.

Condonement and excused credit are not permitted for modules contributing to the award of BSc (Hons) Paramedic Science to ensure that all professional standards, competencies, skills and learning outcomes are achieved.

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.