



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	University of the West of England		
Delivery Location	Glenside Campus		
Study abroad / Exchange / Credit recognition	N/A		
Faculty responsible for programme	Health and Applied Sciences.		
Department responsible for programme	Allied Health Professions		
Modular Scheme Title	N/A		
Professional Statutory or Regulatory Body Links	Health and Care Professions Council		
Highest Award Title	Diploma in Higher Education Paramedic Science		
Default Award Title	Diploma in Higher Education Health and Social Studies		
Fall-back Award Title	N/A		
Interim Award Titles	Certificate in Higher Education Health and Social Studies		
UWE Progression Route	N/A		
Mode(s) of Delivery	BL / DL		
Codes	UCAS:	JACS:	
	ISIS2:	HESA:	
Relevant QAA Subject Benchmark Statements	QAA Paramedic Science Subject Benchmarks (2004)		
First CAP Approval Date	19/01/2016	Valid from	April 2016
Revision CAP Approval Date		Revised with effect from	
Version	1		
Review Date	April 2022		

## Part 2: Educational Aims of the Programme

The broad overall aims of the programme are:-

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

In so doing it will develop safe and effective clinicians 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 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 diplomats 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.

Diplomats 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 diploma, diplomats 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 diplomats 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**

<b>Learning Outcomes:</b>	The Essentials of Prehospital Emergency Practice	Communication Skills for Paramedic Science	Applied Anatomy and Physiology for Paramedic Science	Physical Assessment and Clinical Decision Making	Foundations of Paramedic Clinical Practice	Psychosocial Studies for Paramedic Science	Emergency Care of the Older Adult	Prehospital Emergency Care of the Child and Adolescent	Research and Evidence Based Paramedic Practice	Contemporary Paramedic Clinical Practice	Paramedic Clinical Practice
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**A) Knowledge and understanding of:**

1. The principles of establishing and maintaining a safe practice environment	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					
3. The structure and function of the human body, together with a knowledge of health, disease, disorder and dysfunction			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				X	
5. The principles and applications of scientific enquiry, including the evaluation of treatment efficacy	X	X		X	X		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	X				X	X
8. The standards of conduct, performance and ethics expected of HCPC registrants	X	X		X	X	X	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	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	X	X	X	X	X
3. Synthesise knowledge and analyse and evaluate evidence to support practice	X	X	X	X	X	X	X	X	X	X	X
4. Reach reasoned conclusions and/or sustained judgements	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	X	X	X	X	X
6. Recognise and analyse problems and plan strategies for their solution	X			X	X	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	X	X	X
8. Translate professional principles to practice, selecting and modifying approaches	X	X		X	X	X	X	X		X	X
9. Engage with the process of continuing professional development and lifelong learning					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	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	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	X
4. Create and utilise opportunities to promote the health and wellbeing of patients and groups	X	X		X	X	X	X	X		X	X
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	X	X		X	X	X	X	X		X	X

possible, in partnership with patients/carer(s)/significant others within a framework of informed consent											
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
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	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		X	X
2. Investigate contradictory information and analyse reasons for contradictions	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
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					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	X		X	X

## Part 4: Student Learning and Student Support

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

Programme handbooks and module guides 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
- Module guides
- A designated personal tutor
- A designated practice placement educator
- A designated ambulance station clinical placement
- Uniform and personal protective equipment
- A personal intranet portal (myUWE) incorporating e-mail address and access to e-mail
- Access to libraries and computer suites
- Student advisors and study skills advisors
- Student 'one-stop' shop advice

### **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.

Periods of clinical placement work symbiotically with academic studies. 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 (2015) Curriculum Framework, the Quality Assurance Agency's Benchmark Statements for Paramedic Science (2004) and the HCPC Standards of Proficiency for Paramedics (2014).

### **Learning Activities**







## **Description of any Distinctive Features**

This innovative course is designed to enable working ambulance staff to study whilst in employment and achieve eligibility to apply to the Health and Care Professions Council for registration as a paramedic.

With deep roots in practice, the theoretical paramedic curriculum is complemented by practice learning experiences to achieve praxis.

### **Level 1**

In level one, which encompasses 18 months of study time, each student will attend UWE for approximately 20 days. This typically equates to 4 days per module and approximately 120 hours of face-to-face teaching. There are 5 modules at this level. A range of learning and teaching approaches are used to support student learning and these include simulation, seminars, master-classes and clinical skills sessions.

The level one modules have been carefully designed to provide a foundation for paramedic practice through learning the essentials of patient assessment and care; the value of good interpersonal skills; knowledge of the underpinning anatomy and physiology; and an introduction to clinical decision making.

Alongside university attendance for clinical skills, students will be required to undertake approximately 518 hours of independent study for the theoretical components of this level. The theoretical component of the paramedic programme will be delivered utilising the virtual learning environment and an innovative, blended, student-centred, learning approach.

Blended learning describes learning delivered via a number of methods, using a combination of both physical interactions between staff and students and distance learning. As part of this approach, distance learning is delivered through the use of technology to students who are not physically located at the University. This type of learning allows students to learn at a time convenient to them from the comfort of their own home or workplace while staying in regular contact with tutors and other students through the virtual learning environment.

Typically, a student will commence with access to an electronic module guide which directs them through a range of timed, technology enhanced learning (TEL) activities. TEL adheres to the general tenets of face-to-face teaching, e.g. clear aims, specific learning outcomes, valid and reliable evaluation and assessment but with additional flexibility provided through the use of technology.

Examples of technology enhanced learning activities include; video-lecture captures and online interactive lectures, problem-based scenarios and case-based learning, directed reading, including electronic journals and e-books, with follow-up quizzes and interactive PDF documents. The table of learning resources above includes a summary of the technology enhanced learning platforms utilised by the programme.

TEL activities will precede attendance at the university for brief seminar reviews, followed by practical skills learning and simulation. In turn, university days will be succeeded by further TEL activities which encourage reflective practice through the use of blogs, online, discussion groups and wikis. Such activities encourage collaborative learning and this will be enhanced by local study groups, known as learning pods or L-pods. L-pods are small groups of geographically convenient students who can meet to share resources, support, teach and encourage each other.

Level one student placements are grounded in the NHS Ambulance Service; responding to emergency calls in the community setting. Strong Practice Placement Educator support for this approach is based on the perception and observation that student paramedics will benefit from exposure to autonomous paramedic practice early on and will develop confidence and experiential learning through exposure to a range of urgent and emergency care situations.

Students are required to complete a minimum of 750 hours of supervised practice placement in each year of the programme.

## **Level 2**

In level two, which encompasses 18 months of study time, each student will attend UWE for approximately 25 days. This typically equates to 5 days per module and approximately 150 hours of face-to-face teaching. There are 6 modules at this level.

Alongside university attendance for clinical skills, students will be required to undertake approximately 521 hours of independent study for the theoretical components of level two. Independent study is again supported by the virtual learning environment which is detailed above.

Level two modules have been designed to build on the foundations from level one and focus on clinical reasoning skills; advanced patient assessment; clinical care pathways; advanced life support skills, using the same blended learning approach as level 1.

When students progress into level two, they continue to be exposed to the full range of medical and traumatic conditions resulting from the 999 system. Alongside this, to guarantee exposure to specialist clinical conditions, students will undertake additional clinical placements in acute hospital settings to gain experience of; airway management; assessment and management of injury and illness affecting adults, children and young people; childbirth and the complications of childbirth. Hospital placements include one week in each of the following areas: the Children's Emergency Department or Acute Assessment Unit; the Central Delivery Suite or Birthing Unit; the Adult Emergency Department and the Operating Theatre or Operating Department.

In addition to enquiry based learning, the programme employs a spiral approach. Themes visited iteratively, in an increasingly complex manner, facilitate the development and progression of higher cognitive skills, an increasing appreciation of the impact of context and environment upon practice and the importance of professional identity when providing patient centred care.

Another strength of the programme is the interprofessional learning elements it has included; 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](#)

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

*“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 Department's assessment strategy and The QAA Code of Practice on Assessment of Students. The principles, procedures and process of assessment for each module are described in each module handbook, which is provided to each student (online) at the start of each module.

In level one, a range of assessment strategies provide opportunities for the student paramedic to demonstrate knowledge and understanding of the principles and foundations for paramedic practice. Students are introduced to reflective models and assignment based assessments are incorporated to encourage reflective practice in interpersonal skills and clinical decision making, as well as early reflections on practice in basic patient assessment skills. Unseen examination assessments are limited to knowledge and understanding of anatomy and physiology. Elements of paramedic clinical practice and achievement of learning outcomes are assessed and recorded in a practice placement portfolio which the student takes with them into placement.

In level two, assessment incorporates critical thinking and clinical reasoning skills through a varied range of assignment related assessments. Students are encouraged to think about their future role as a paramedic mentor and role model for others through production of teaching packs for level one students. Advanced clinical interventions, such as needle chest decompression, endotracheal intubation and advanced life support are assessed through objective structured clinical exams.

## Assessment Map

The programme encompasses a range of assessment methods including; assignments, poster presentations, exams, portfolios etc.

### Assessment Map for Diploma (HE) in 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 1</b>	Foundations of Paramedic Clinical Practice					B (P/F)					A (100)
	The Essentials of Prehospital Emergency Practice							A (100)			
	Communication Skills for Paramedic Science							A (100)			
	Applied Anatomy and Physiology for Paramedic Science	A (50)					B (50)				
	Physical Assessment and Clinical Decision Making							A (100)			
<b>Compulsory Modules Level 2</b>	Paramedic Clinical Practice					B (P/F)					A (100)
	Contemporary Paramedic Clinical Practice						B (50)	A (50)			
	Psychosocial Studies for Paramedic Science							A (100)			
	Emergency Care of the Older Adult							A (100)			
	Prehospital Emergency Care of the Child and Adolescent								A (100)		
	Research and Evidence Based Paramedic Practice							A (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 student, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules.

Condonement and excused credit are not permitted.

No aegrotat award with registration is available.

**ENTRY**

	Year 1	Compulsory Modules	Interim Awards	
		UZYRUN-30-1 Applied Anatomy and Physiology for Paramedic Science		
		UZYRN4-15-1 The Essentials of Prehospital Emergency Practice		
		UZYRMX-15-1 Communication Skills for Paramedic Science		
			UZYRMY-30-1 Foundations of Paramedic Clinical Practice (Note: Module concludes in year 2)	
	Year 2	Compulsory Modules	Interim Awards	
		UZYRN3-30-1 Physical Assessment and Clinical Decision Making	<b>Cert HE Health &amp; Social Studies</b>	
		UZYRS7-15-2 Psychosocial Studies for Paramedic Science	<b><i>Credit requirements:</i></b> 120 credits at level 0 or above of which not less than 100 are at level 1 or above	
		UZYRR8-15-2 Emergency Care of the Older Adult		
			UZYRRW-30-2 Paramedic Clinical Practice (Note: Module concludes in year 3)	
	Year 3	Compulsory Modules	Interim Awards	
		UZYRRX-15-2 Prehospital Emergency Care of the Child and Adolescent	<b>Target Award:</b> <b>Diploma (HE) Paramedic Science</b>	
UZYRQN-30-2 Contemporary Paramedic Clinical Practice		<b><i>Credit requirements:</i></b> 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.		
UZYRUP-15-2 Research and Evidence Based Paramedic Practice		In order to be eligible to apply for HCPC registration a student must successfully graduate with the Dip HE Paramedic Science award.		

**GRADUATION**

## Part 7: Entry Requirements

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

1. Applicants must have GCSE in Maths and English (Grades A – C) or an equivalent functional skills award.
2. Applicants must be employed in the emergency ambulance service in a role which requires them to attend to the acutely sick and injured.

In addition to the above, applicants employed by the Ambulance Service for more than one year can gain entry on to the programme through one of the following two routes:-

1. Applicants who have completed and achieved the Emergency Care Assistant award or the IHCD/Edexcel Ambulance Technician award and have a minimum of three years experiential learning in that role will receive accreditation for prior certificated and experiential learning for the level 1 modules:

UZYRN4-15-1 The Essentials of Prehospital Emergency Practice  
UZYRMW-30-1 Applied Anatomy and Physiology for Paramedic Science  
UZYRMX-15-1 Communication Skills for Paramedic Science  
UZYRMY-30-1 Foundations of Paramedic Clinical Practice

Applicants must also have successfully achieved the learning outcomes of the Accelerated Learning for Professionals module UZTS75-20-1 or equivalent learning deemed appropriate by agreement with the programme leader.

2. Applicants who have completed and achieved the Emergency Care Assistant award or the IHCD/Edexcel Ambulance Technician Award and have a minimum of one year experiential learning in that role will receive accreditation for prior certificated and experiential learning for the level 1 module:

UZYRN4-15-1 The Essentials of Prehospital Emergency Practice

Applicants must also have successfully achieved the learning outcomes of the Accelerated Learning for Professionals module UZTS75-20-1 or equivalent learning deemed appropriate by agreement with the programme leader.

Additional selection criteria:

- Confirmation from employer that **Occupational Health and Disclosure and Barring Service status is satisfactory** (where this cannot be confirmed checking must be undertaken)
- **Interview** - shortlisted applicants will be invited to attend an interview.
- **Prior Certificated Learning Students** wishing to transfer from other institutions will be considered on an individual basis if they meet the course requirements and there is capacity available within the programme.
- **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).

The core values of the NHS Constitution are embedded throughout the programme and within its recruitment process.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

At its core, the programme's learning outcomes are built on 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. This is further supported by the curriculum set by the College of Paramedics which comprehensively details the requirements for the education and training of paramedics in the UK.

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 Dip HE Paramedic Science programme at both levels is based on the reference points and benchmarks set out by the:-

- College of Paramedics (2015) Curriculum Guidance and Competence Framework 3<sup>rd</sup> Edn (revised 2015) COP: Bridgewater
- Department of Health Allied Health Solutions Project Team (2013) Paramedic Evidence Based Education Project. DOH: London
- Health and Care Professions Council (2014) Standards of Proficiency: Paramedics HCPC: London
- Health and Care Professions Council (2014) Standards of Education and Training HCPC: London
- Health and Care Professions Council (2011) Guidance on Conduct and Ethics for Students HCPC: London
- Quality Assurance Agency (2004) Paramedic Science Benchmark Statements QAA: London
- University of the West of England (2014) Strategic Framework.

**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](#).

