

## Programme Specification for BSc (Hons) Paramedic Science

**This document applies to students who commence the programme in or after September 2017**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	Health and Care Professions Council (HCPC)
4.	<b>Final award or awards</b>	BSc (Hons)
5.	<b>Programme title</b>	Paramedic Science
6.	<b>Pathways available</b>	Single
7.	<b>Mode and/or site of delivery</b>	Full time Theory weeks, with block placement weeks
8.	<b>Mode of attendance</b>	Full-time
9.	<b>UCAS Code</b>	B950
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">HCPC (2014) Paramedic Standards of Proficiency</a>  <a href="#">HCPC (2014) Standards of Education and Training</a>  <a href="#">HCPC (2016) Standards of Conduct, Performance and Ethics</a>  <a href="#">Quality Assurance Agency (QAA 2016) Subject Benchmark Statements: Paramedics</a>
11.	<b>Date of Programme Specification preparation / revision</b>	March 2017, approval May 2017 August 2017 AQU amendments

### 12. Educational aims of the programme

The University has historically delivered high quality Paramedic education. This BSc (Hons) Paramedic Science builds on this experience and has been developed in response to a number of key drivers. These include recommendations by the [College of Paramedics Curriculum Guidance \(2015\)](#), and the [Paramedic Evidence Based Education Project \(PEEP\) \(2013\)](#) that the minimum qualification for Registration with Health and Care Professions Council (HCPC) be increased to BSc (Hons) by 2019.

It acknowledges the rapid expansion in the scope of the Paramedic role, in an increasingly complex pre and out of hospital emergency and urgent care arena. It further acknowledges the [Keogh report \(2013\) High Quality Care for All: Transforming Urgent and Emergency Care Services in England](#) and [Department of Health \(2011\) Taking Healthcare to the Patient 2](#), with its vision for the Paramedic role to meet emerging patients' needs including increasingly public health interventions.

It takes a creative and innovative approach to Paramedic education, while reflecting the requirements of [HCPC \(2014\) Paramedic Standards of Proficiency](#), the [Quality Assurance Agency \(QAA 2016\) Subject Benchmark Statements: Paramedics](#) and the [College of Paramedics Curriculum Guidance \(2015\)](#).

Firmly rooted in the authentic, real world of emergency and frontline care, the programme takes an integrated approach. It recognises the equal relationship between theory and practice to develop a Paramedic who can practice safely and effectively within their scope of practice. Central to this is the acquisition of core theoretical and transferable knowledge, practical, clinical skills and professional attributes. This ensures an autonomous Paramedic professional capable of clinical decision-making to deliver high quality care across the lifespan in a complex, ever-changing healthcare economy.

The programme aims to:

1. Develop Paramedics who are competent, autonomous and compassionate decision makers delivering high quality, evidence-based, safe and effective care in the urgent, emergency, critical and out of hospital arena;
2. Ensure students develop the core knowledge, practical, clinical skills and professional attributes to meet the needs of patients, both individually and in groups across the lifespan within their scope of practice;
3. Provide opportunity through an integrated approach to achieve the [HCPC \(2014\) Paramedic Standards of Proficiency](#), providing eligibility to apply to join the register with the HCPC as a Paramedic;
4. Ensure the public are safeguarded by facilitating the development of independent, autonomous and accountable professionals who are prepared to practice according to the [HCPC \(2016\) Standards of Conduct, Performance and Ethics](#);
5. Promote student's interpersonal communication, team-working and leadership skills, to facilitate multi-professional, integrated working;
6. Promote an ethos of partnership working and collaboration with patients of all ages and their families based on trust and mutual respect;
7. Develop decision-making, problems-solving and evidence-based, clinical, diagnostic reasoning skills to respond to patients with undifferentiated needs across a variety of contexts, ensuring the welfare of the patient is not compromised;
8. Recognise the contribution of Paramedics to service improvement and quality enhancement, and in the promotion of health and well-being across the health-illness continuum;
9. Promote critically reflective and reflexive health professionals, utilising wide-ranging, contemporary knowledge and evidence to underpin their practice, committed to continuing professional development and lifelong learning.

### 13. Intended learning outcomes and learning, teaching and assessment methods

#### Learning Outcomes: Honours Degree Paramedic Science

On successful completion of the named award, students will be able to:	Module code/s	BSc (Hons)
<b>Knowledge and Understanding</b>		
1. Critically examine the structure and function of the human body across the lifespan and review its application to contemporary Paramedic practice;	BSPS2001 BSPS3003 BSPS3005	BSc (Hons)
2. Apply comprehensive knowledge of biological, sociological, psychological, behavioural, physical and clinical sciences to professional practice;	BSPS3004 BSPS3005	BSc (Hons)
3. Apply knowledge, to recognise and respond appropriately to physical and mental health, disease, injury and dysfunction in diverse population groups across the life-cycle;	BSPS3003 BSPS3004 BSPS3005	BSc (Hons)
4. Critically evaluate determinates of health and illness and their application to the role of the Paramedic in public health initiatives, with individuals and groups, recognising and respecting individual differences and limitations;	BSPS2002 BSPS3003 BPSP3004	BSc (Hons)
5. Critically reflect on the contemporary nature of Paramedic practice as part of the multi-disciplinary, inter-professional team;	BSPS3003 BSPS3004	BSc (Hons)
6. Evaluate professional values, legal, ethical and moral frameworks that underpin confident, autonomous, safe and effective Paramedic practice;	BSPS3001	BSc (Hons)
7. Apply knowledge of the theoretical principles of research and enquiry to Paramedic practice.	BSPS3002	BSc (Hons)
<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> <li>• Pre-planned block placements across the programme in a range of pre and out of hospital emergency and urgent care settings;</li> <li>• Opportunities for inter-professional learning and working in the practice setting;</li> <li>• Contributions by service users, carers, clinical experts, the inter-disciplinary and multi-agency team;</li> <li>• The use of structured lecturers, seminars, 'flipped classroom' approach, case studies, directed study, group work, group and individual tutorials, with the additional support of e-learning strategies using the virtual learning environment;</li> <li>• Integration of theory to Paramedic practice;</li> <li>• Opportunity to complete a range of formative and summative assignments including exams, guided projects, reflective essays, reports, case studies, presentations and Objective Structured Clinical Examinations (OSCE), with subsequent formative and summative written and oral feedback;</li> <li>• Opportunity to complete an independent study, focusing on an aspect of Paramedic professional practice;</li> <li>• Opportunity to maintain a reflective portfolio.</li> </ul>		

- Opportunity to engage with service users/carer who will share their 'real life' lived experiences

### Cognitive and Intellectual skills

8. Apply problem-solving, practical and critical, clinical reasoning skills in a range of challenging and unpredictable situations;	BSPS3003 BSPS3004 BSPS3005	BSc (Hons)
9. Apply critical thinking and critical analytical skills to devise and sustain coherent arguments and conclusions;	BSPS3001 BSPS3002 BSPS3005	BSc (Hons)
10. Identify, apply and assimilate new knowledge and evidence into existing conceptual frameworks, while questioning the validity and reliability of information from a range of sources;	BSPS2002 BSPS3004 BSPS3005	BSc (Hons)
11. Apply methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding to initiate and complete an autonomous study, which critically evaluates an aspect of Paramedic practice.	BSPS3002	BSc (Hons)

#### Examples of learning, teaching and assessment methods used:

- Study skills embedded within the programme, especially at level 4 within BSPS1001;
- Supervised learning in a variety of pre and out of hospital urgent and emergency care setting;
- Opportunity to learn alongside a range of other professional groups including midwives in the skills and simulation suite;
- Opportunity to complete a range of key skills for Paramedic practice in the skills and simulation suite to facilitate the development of problem-solving, clinical reasoning and decision-making skills;
- Modules facilitating the development of research skills and the application of evidence to practice;
- Formal lectures, seminars, workshops, e-learning opportunities and directed learning activities;
- Students with a range of diverse needs are supported within the academic setting and practice placements by the disability and dyslexia service, their Personal Academic Tutor and mentors/supervisors;
- Group and individual tutorial support;
- Complete a range of assessment strategies, both formatively and summatively;
- Opportunity to complete an independent study, focusing on an aspect of Paramedic professional practice;
- Opportunity to maintain a portfolio to facilitate critical, analytical, reflective and evaluative skills in relation to clinical placement experiences.

### Skills and capabilities related to employability

12. Demonstrate autonomous, competent and confident professional practice underpinned by the <a href="#">HCPC (2014)</a>	BSPS3004	BSc (Hons)
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<a href="#">Paramedic Standards of Proficiency, HCPC (2016) Standards of Conduct, Performance and Ethics;</a>		
13. Use a diverse range of interpersonal and communication skills to develop effective collaboration with patients, their families, colleagues and the wider multi-disciplinary and inter-professional team;	BSPS3004	BSc (Hons)
14. Respect the rights, dignity and autonomy of service users, acknowledging the impact of culture and beliefs to promote anti-discriminatory practice;	BSPS3004	BSc (Hons)
15. Practice safely and effectively, within their own scope of practice in a wider range of pre and out of hospital urgent and emergency care setting, and within the wider primary care arena;	BSPS3003 BSPS3004	BSc (Hons)
16. Demonstrate and effectively document, comprehensive, systematic and holistic assessment skills involving individuals of all ages, across the health-illness continuum, to facilitate diagnosis, care planning and wide-ranging interventions including medications management within a framework of informed consent;	BSPS3003 BSPS3004	BSc (Hons)
17. Demonstrate comprehensive evidence-based, practical and technical Paramedic skills, to ensure the provision of person-centred care, evaluating and documenting outcomes;	BSPS3003 BSPS3004	BSc (Hons)
18. Apply clinical leadership skills to support Paramedic practice, to promote service improvement and quality enhancement, facilitating a safe working environment.	BSPS3004	BSc (Hons)

Examples of learning, teaching and assessment methods used:

- Pre-planned block placements across the programme equating to 750 hours each year;
- Placement experiences include the ambulance service, NHS placements such as A&E, paediatrics, maternity care, palliative care, mental health, residential/nursing homes and primary care setting;
- Practice placement hours attached to a Paramedic Professional Practice module that runs across each academic year (BSPS1004, BSPS2004, BSPS3004), with competency assessed via the Practice Assessment Document;
- Supported and supervised on placement by an appropriately qualified clinical mentor, who helps to identify learning opportunities, with additional support from a University-based Lecturer/Practitioner;
- Clinical placements provide opportunity to meet [HCPC \(2014\) Paramedic Standards of Proficiency](#);
- Demonstrate professional Paramedic practice underpinned [HCPC \(2016\) Standards of Conduct, Performance and Ethics](#)
- Opportunity to maintain a portfolio, providing evidence to integrate theory with Paramedic practice learning;
- Complimenting practice placements, skills for Paramedic practice are attached to a Paramedic skills module that runs across each academic year (BSPS1003, BSPS2003, BSPS3003), providing opportunity to practice essential Paramedic skills in a safe, supportive environment in the clinical skills suite, with feedback on performance provided;
- Opportunity to complete intermediate and advanced life support;
- Pharmacology exam;
- Formative and summative OSCE's and the use of case studies;

- Reflective essays, reports and presentations, allowing students to use practice learning experiences in theoretical assessments;
- Involvement of service users and carers in the delivery of the programme as appropriate;
- Opportunity to engage with service users/carers who will share their 'real life' lived experiences
- Opportunities to work as part of the multi-disciplinary and inter-professional team in the practice setting;
- During simulated practice, students have also had the opportunity to work with a range of professionals from midwives to other emergency service personnel;
- Opportunity to evaluate practice placements.

### Transferable/key skills

19. Recognise personal values, principles and assumptions and develop self-awareness and resilience to learn in a range of contexts;	BSPS3001	BSc (Hons)
20. Develop critically reflective and reflexive skills that foster a commitment to continuing professional development and active lifelong learning;	BSPS3001 BSPS3004	BSc (Hons)
21. Exercise autonomy and personal responsibility for own professional practice and learning;	BSPS3001 BSPS3002 BSPS3003 BSPS3004	BSc (Hons)
22. Develop accurate documentation skills and apply numeracy and information technology to support Paramedic practice;	BSPS3003 BSPS3004	BSc (Hons)
23. Critically appraise and utilise a full range of strategies to communicate information, ideas, problems and solutions to wide-ranging audiences.	BSPS3001 BSPS3004 BSPS3005	BSc (Hons)

### Examples of learning, teaching and assessment methods used:

- Supervised learning in a variety of pre and out of hospital urgent and emergency care setting;
- Demonstrate professional Paramedic practice underpinned by [HCPC \(2014\) Paramedic Standards of Proficiency](#) and [HCPC \(2016\) Standards of Conduct, Performance and Ethics](#)
- Across academic and practice learning there are opportunities for a range of written and oral communication to be used and assessed including group work, presentations, inter-professional and multi-disciplinary team-working;
- Engagement with a wide range of patients and their families in the emergency and urgent care arena;
- Personal Academic Tutorial support fostering personal, professional and academic development;
- Maintaining a reflective portfolio;
- Involvement of service users/carers in the delivery of the programme;
- Engagement in self-assessment of learning needs and professional Paramedic development;
- Feedback provided verbally or in writing on all formative, summative and practice assessments;



- Reflective assignments and the opportunity to produce a learning plan and identify own learning needs in the practice setting;
- Group and individual tutorial support;
- Use of skills and simulation suite with opportunities for formative feedback on performance;
- Use of information technology to support learning and assessment in academic modules;
- Self-management skills via the meeting of academic and practice-related deadlines and working flexible shift patterns to meet placement requirements, including 24 hour, 7 day care.

## Learning, teaching and assessment

At the heart of the BSc (Hons) Paramedic Science programme is the real world of pre and out of hospital urgent and emergency care. Learning, teaching and assessment acknowledges the equal relationship between theory and practice and takes an integrated approach to student learning. In-line with recommendations by the CoP (2015) it provides a minimum of 750 clinical hours each academic year. With students achieving 2250 hours of clinical practice in pre and out of hospital emergency and urgent care setting across the 3 years of the programme. These hours are predominately achieved within the West Midlands Ambulance Service NHS Foundation Trust, but are complimented by experiences in a range of other settings. These include; residential/nursing homes, primary care and NHS (A&E, maternity, mental health, paediatrics, palliative care) placements. The inclusion of Paramedic skills modules each year, acknowledges the CoP (2015) confirmation that a maximum of 5% of the minimum placement hours can be achieved in the simulated environment.

A student focused, inclusive practical and skills based approach guides student learning. Each academic year students complete a combination of academic, Paramedic skills and Paramedic Professional Practice modules. Bi-directional learning is a key element of the student experience. With student's theoretical knowledge underpinning their practice in frontline care settings and these challenging care experiences form the basis of critical and reflective learning in theory modules. This supports the development of clinical reasoning skills.

The BSc (Hons) Paramedic Science is a 3-year, full-time programme. It timetabled for 42 weeks per year to facilitate theory weeks and block clinical placements. Students are allocated 10 weeks pre-planned holiday each year.

## Theory and practice hours

Level	Theory	Practice	Practice hours
Four	21 weeks	21 weeks' full time across the academic year 37.5 hours/week	787.5 (min 750)
Five	21 weeks	21 weeks' full time across the academic year 37.5 hours/week	787.5 (min 750)
Six	21 weeks	21 weeks' full time across the academic year 37.5 hours/week	787.5 (min 750)
<b>Totals</b>	63 weeks	63 weeks	2,362.5 min 2,250

A range of traditional and creative learning, teaching and assessment strategies are utilised. This includes a Practice Assessment Document developed in partnership with West Midlands Ambulance Service NHS Foundation Trust, which formatively and summatively supports learning and assessment in the practice arena. Students maintain a reflective portfolio of evidence, demonstrating their developing clinical competence. Formal lectures and seminars are

complimented by a 'flipped classroom' approach, a blended learning strategy that reverses traditional learning.

It is an active learning approach that requires students to complete a range of pre-reading of key information provided via Blackboard, prior to attending lectures, which then forms the basis of in-class discussion, activities and projects. Students are provided with a range of assessment strategies to enable them to demonstrate their learning including exams, presentations, guided projects and reflective essays.

Learning in the practice environment is complimented by practical and technical skill development in the skills and simulation suite, which includes a home setting and an ambulance. Students are supported to achieve the required level of competency, moving from basic skills acquisition to advanced skills requiring complex clinical reasoning. Assessment of clinical skills is facilitated by the use of Objective Structured Clinical Examinations (OSCE), developmentally across the programme.

Valuable learning opportunities are provided by the use of service users/carers and other professionals in both teaching and assessment strategies. With opportunities for inter-professional learning both within the university setting and the clinical practice setting, including during simulated practice where students have opportunity to work with a range of professionals from midwives to other emergency service personnel.

The programme integrates the professional requirements, core subject knowledge, practical skills and attributes to promote the development of knowledgeable, safe and competent practitioners. The following themes have been used to structure student learning. They are reflected across the programme in theoretical, skills based and Paramedic practice modules:

1. Professional values and attributes;
2. Evidence-based practice, research and continuing professional development;
3. Communication, team-working, leadership;
4. Paramedic subject knowledge – bioscience, pathophysiology and psychosocial issues in illness and injury;
5. Skills to support Paramedic practice;
6. Paramedic practice.

This blended, inclusive approach creates a challenging, but exciting learning experience. It fosters the development of students who take responsibility for their own learning, becoming increasingly independent and autonomous as they progress through their studies. This helps promote a professional, lifelong approach to learning.

The programme will introduce the student to the appropriate and effective use of social media. The course will help the students gain a digital identity which is both professional and appropriate. During their studies the student will have the opportunity to effectively use social media to help inform their practice (where appropriate) and develop their knowledge in terms of its use. The course team will also develop the student use of Applications on their smart devices to help support learning.

#### **14. Assessment strategy**

Assessment is planned across the programme and is designed to provide students with the opportunity to demonstrate their core subject knowledge, complex technical skills and professional attributes across the practice and academic arena. It enables students to identify their progression and achievements towards becoming a competent, autonomous Paramedic professional, providing safe, effective and evidence-based care. It incorporates both formative (informal and developmental) and summative (formal) assessment strategies.

All summative assessments are constructively aligned to the modular learning outcomes, reflecting the level of study. A student-focused range of assessment strategies are used to



facilitate the integration of theory with Paramedic practice. This promotes the development of employment, transferable and clinical reasoning skills.

A key feature of the assessment strategy is the opportunity to practice similar assessment strategies across the programme. Assessment includes: exams, guided projects, reflective essays, case studies, reports and presentations.

The Paramedic skills modules (BSPS1003, BSPS2003, BSPS3003) incorporate OSCE's and a reflective, evidence-based portfolio developmentally across the programme. Each element of assessment of BSPS1003, BSPS2003 and BSPS3003 are non-compensatory.

The developmental nature of the assessment strategies enables students to move from dependence to autonomy, culminating in the completion of an independent study focused on professional Paramedic practice.

For all assessment activities, both formative and summative, assignment guidance is provided. For summative assessments a comprehensive assignment guide is provided containing explicit assessment criteria, aligned to the modular learning outcomes clearly indicating what students need to do to successfully complete the assessment.

Formative assessment plays a key role in student learning and achievement. Students are strongly advised to engage with all formative activities in order to receive regular feedback on their progress, allowing them to develop the ability to self-assess their progress and achievement, promoting independence in learning to support active, lifelong learning strategies. Formative assessment aligns to summative assessment, helping to increase student confidence in the assessment process. Students will receive formative feedback from a number of sources including teaching staff, their Personal Academic Tutor, clinical practitioners and other students. Formative strategies include: in-class tests, directed activities and quizzes, OSCE, individual and group tutorial support and practice presentations.

### **Assessment of practice learning**

The assessment of clinical practice is aligned to one 30 credit Paramedic Professional Practice module, that run across each of the academic years (BSPS1004, BSPS2004, BSPS3004). The assessment of these modules is via a competency based Practice Assessment Document, that incorporates both formative and summative documentation of achievement in the practice setting. This is supported by a reflective portfolio of evidence.

Students are supported in their achievement of the required level of clinical competence via the allocation of an appropriately trained mentor/supervisor in each placement area. The assessment process involves initial and mid-point interviews and a summative final assessment. Where necessary students are provided with a focused action plan to support their achievement in the practice setting. Summative assessment of practice occurs at the end of each academic year and during year one and two is pass/fail only. During year three, the reflective portfolio of evidence is submitted to provide a grade for the Paramedic Professional Practice module. An integral part of the assessment of practice is the achievement of 750 hours during each academic year. These clinical hours are confirmed and signed by the student's mentor. Students are required to evidence all practice placement hours. Sickness and absence must be reported and may need to be 'made up'

It is recognised that using experiences from clinical practice in learning and assessment strategies can raise ethical issues, such as confidentiality, questioning of work practices. Given the nature of reflective practice and placement learning, the Institute of Health and Society has specific guidance regarding confidentiality (available in course handbook).

*Mapping of assessment strategies to modules can be found in the course handbook.*

## 15. Programme structures and requirements

### Award Map for Single Honours

#### Course Title: BSc (Hons) Paramedic Science

LEVEL 4					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)	Co-requisites/ exclusions and other notes*
BSPS1001	Professional Values and Academic Skills	15	M	None	None
BSPS1002	Biosciences for Paramedic Practitioners 1	15	M	None	None
BSPS1003	Fundamental Skills for Paramedic Practice	30	M	None	None
BSPS1004	Paramedic Professional Practice 1	30	M	None	None
BSPS1005	Biosciences for Paramedic Practitioners 2	15	M	None	None
BSPS1006	An Introduction to Pathophysiology of Illness and Injury	15	M	None	None

#### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules.

LEVEL 5					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)	Co-requisites/ exclusions and other notes*
BSPS2001	Biosciences for Paramedic Practitioners 3	15	M	None	None
BSPS2002	Clinical and Psychosocial Aspects of Complex Illness and Injury	30	M	None	None
BSPS2003	Essential Skills for the Developing Paramedic	30	M	None	None
BSPS2004	Paramedic Professional Practice 2	30	M	None	None
BSPS2005	Applying Research and Evidence to Paramedic Practice	15	M	None	None

#### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules.

LEVEL 6					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)	Co-requisites/exclusions and other notes*
BSPS3001	Professionalism and the Paramedic	15	M	None	None
BSPS3002	Independent Study	30	M	None	None
BSPS3003	Complex Skills for the Competent Paramedic	30	M	None	None
BSPS3004	Paramedic Professional Practice 3	30	M	None	None
BSPS3005	Advanced Clinical Science for Paramedics	15	M	None	None

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules.

Students are required to complete and pass a 'lifting' assessment prior to attending their first practice placement.

West Midlands Ambulance Service NHS Foundation Trust covers a large geographical area and students will be required to travel to and from practice placements at their own expense.

### 16. QAA and professional academic standards and quality

The award is located at level 6 of the FHEQ and is constructed to enable students to demonstrate core knowledge, understanding and skills as detailed in [QAA \(2016\) Subject Benchmark Statements: Paramedics](#).

The following key documents have informed the development of this programme:

- [HCPC \(2014\) Paramedic Standards of Proficiency](#);
- [HCPC \(2014\) Standards of Education and Training](#);
- [HCPC \(2016\) Standards of Conduct, Performance and Ethics](#);
- [QAA \(2016\) Subject Benchmark Statements: Paramedics](#).

In addition, the programme has taken account of a number of national policy drivers including [College of Paramedics \(2015\) Curriculum Guidance](#), the [Paramedic Evidence Based Education Project \(PEEP\) \(2013\)](#), [Keogh report \(2013\) High Quality Care for All: Transforming Urgent and Emergency Care Services in England](#) and [Department of Health \(2011\) Taking Healthcare to the Patient 2](#).

### 17. Support for students

Student support is a central component of the Paramedic programme and is available from within the Department of Allied Health and Social Sciences, the Institute of Health and Society and from the wider University. Examples of wider University support are [Student Services](#) and the [Disability and Dyslexia Service](#).

## **Pre-programme**

Students are invited to attend a welcome/briefing day. This day focuses on introducing the students to the University and to the Paramedic programme. New students are provided with opportunity to meet fellow and current students, familiarise themselves with the University and gain helpful information. In addition, students are measured for their uniforms and have the opportunity to speak with book publishers and companies who may provide useful equipment to aid in their studies.

## **Induction**

There is a comprehensive induction programme for both theory and practice. The induction provides the student with opportunity to meet other students, the teaching team and their Personal Academic Tutor. Students are introduced to the principles of learning and teaching in Higher Education, including sessions from the student union, student services, information and learning systems such as the library resources. Practice induction focuses on preparing students for their first practice experience and is linked to the first Paramedic skills module (BSPS1003). Students will complete mandatory training including basic life support (BLS), infection control, conflict resolution, moving and handling and a lifting assessment prior to starting their first placement. Students also attend an induction session at an ambulance hub where they meet mentors and trust staff who will help them through their clinical place.

## **Personal Academic Tutors**

At the heart of supporting students personally, professionally and academically is the Personal Academic Tutor. The Paramedic teaching team believe the Personal Academic Tutoring system is fundamental to student success. All students are allocated a Personal Academic Tutor from within the Paramedic team of lecturers. Students will be required to attend a Personal Academic Tutorial four times each year. These may be as part of a group tutorial or as an individual tutorial, and will provide opportunity for sharing experiences and the provision of general professional and academic support.

Personal Academic Tutors act as the first point of contact for students experiencing problems or concerns arising while at University, offering signposting to wider University support services. They promote the academic and professional development of their tutees and provide the official University reference for their tutees.

Students are advised to maintain regular contact with their academic tutor, with email being the communication tool of choice. All tutorial contact is recorded electronically.

## **Progression and achievement**

The Paramedic Programme Lead, in partnership with Personal Academic Tutors, carefully monitors student progression and achievement across the programme. This helps with the identification of students who are struggling to adapt to Higher Education, either academically, practically or personally. This ensures they can facilitate early intervention strategies to support students to develop the confidence, skills and resilience to successfully progress across the programme and apply to Register with the HCPC as a Paramedic.

## **Independent study support**

All students complete a level 6 independent study. Students are supported in this via the module leader and an independent study supervisor.

## **Practice placement support**

Prior to commencing their first practice placement students will have a practice induction, which includes professional responsibilities and expected conduct, introduction to practice learning and assessment including an introduction to the Practice Assessment Document and Trust policy and guidance. Students are provided with a WMAS handbook. Additional practice inductions will occur dependant on the placement activity.

Students are supernumerary and supervised during practice placement experiences, with the mentor having primary responsibility for supporting and supervising learning experiences, either directly or indirectly.

The practice learning and assessment process is further supported by:

- Lecturer/Practitioners
- Paramedic Professional Practice module leads
- Personal Academic Tutors
- Work Based Learning Support Team
- Simulated learning opportunities

*Further details related to practice placement learning support and assessment are available in the Course Handbook and Practice Assessment Document.*

## **18. Admissions**

### **Admissions policy**

The University aims to provide fair and equal access to a University education to all those who have the potential to succeed or benefit from it, through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

The University is committed to widening participation to candidates from diverse backgrounds and therefore welcomes applications from young people leaving school or college, and also from those entering through less traditional routes. Applicants from mature applicants, particularly those with experience in health and care are encouraged.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and qualifications to the value of 48 UCAS tariff points from minimum of 2 A Levels (or equivalent Level 3 qualifications) and a maximum of 3 A levels.

The current UCAS Tariff requirements for entry to BSc (Hons) Paramedic Science are published in the prospectus and on the University website: <http://www.worcester.ac.uk/courses/paramedic-science-bsc-hons.html>

### **Paramedic specific requirements:**

- GCSE English and Maths at grade C or above (or a suitable equivalent);
- A level applicants are required to have their UCAS points from 3 A levels including 1 science, general studies will not be accepted;
- Satisfactory occupational health clearance;
- Satisfactory enhanced Disclosure and Barring Service (DBS) check;
- Students whose first language is not English must have a minimum standard of English at IELTS level 7, with no element below level 6.5.

## Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

## Admissions procedures

Full-time applicants apply through UCAS: Code B950

All applications received are scrutinised and shortlisted against set criteria, which include both educational and professional requirements. Shortlisting criteria are mapped to the values of [The NHS Constitution \(DH 2015\)](#):

- Applicant meets/working towards academic entry requirements;
- Personal statement demonstrates that the applicant has experience of working with members of the public, ideally (but not mandatory) in an adult care setting: this may be on a paid or voluntary basis and should comprise of approximately; 6 months full-time or 12 months part-time relevant work experience and has some understanding of the role of a Paramedic;
- Coherent and logical personal statement.

All shortlisted applicants will be required to attend a values based selection event.

## Admissions/selection criteria

Selection days involve the academic team, practice partners and service users/carers who have attended training in the principles of selection, anti-discriminatory practice and equal opportunities through the University or practice partners employing institution.

The values based election event consists of a group exercise and an individual interview.

- The group exercise facilitated by a practitioner/academic and a service user allows the applicant to demonstrate their attitudes and behaviours in relation to the values of [The NHS Constitution \(DH 2015\)](#) and [6C's\\* \(Compassion in Practice, DH 2012\)](#)
- The interview involves a series of set questions including knowledge of the profession and motivation behind their application. The interviews take place with the same team who observed the morning's group exercise. The candidate will then be marked using criteria based on the values of [The NHS Constitution and the 6C's](#).

Both stations are focused on ensuring applicants with right values to support effective team working in delivering excellent patient care and experience are selected.

All places are conditional upon an Occupational Health Clearance which is to be paid for by the university.

Students will be required to complete a Declaration of Offences form at the selection event and will have an Enhanced Disclosure and Barring Service (DBS) check. Students are required to pay for their DBS check.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

An integrated range of strategies are used by the Paramedic team to monitor, evaluate and improve the quality and standards of learning and teaching:

- Annual monitoring/audit by the HCPC;
- Health Education England (West Midlands) Education Commissioning for Quality Monitoring (ECQ);
- Regular contract review meetings with partner ambulance Trust; WMAS.
- Periodic Review in 2017;
- External Examiner reports;
- Annual Evaluation Report, with an enhancement plan;
- Student evaluation of modules;
- Student evaluation of practice placement experiences;
- Individual placements with positive feedback from evaluations receive a postcard from the programme team;
- Students can nominate their mentor for 'mentor of the year', with mentor awards held annually by the University in partnership with their practice partners;
- Student evaluation through UW Course Experience Survey and National Student Survey (NSS);
- Course Management Committees;
- Each cohort allocates a StAR (Student Academic Representative);
- Institute of Health and Society student forum;
- Academic team engagement with the University's peer supported review of teaching scheme;
- Post examination board moderation providing opportunity to reflect on assessment activities, process and assessment marks of individual modules;
- Practice Panel, convened by the course team, with an independent chair, will moderate a selection of Practice Assessment Documents each year and reviews all practice placement fails to ensure practice learning and assessment principles have been applied;
- The University and Institute of Health and Society Learning and Teaching Committees, together with the Educational Development Unit (EDU) promote learning and teaching through the provision of support and personal development opportunities for staff. This includes a programme of staff development seminars and when requested facilitates institute departmental staff development;
- Several members of the Paramedic programme team are external examiners;
- Lecturer/Practitioners in collaboration with WMAS practice placement manager complete Learning Environment Profiles (LEPS) of each ambulance hub on a bi-annual basis. These profiles are held centrally by the ambulance trust as they are also used by neighbouring Universities;
- All other practice environments have a current LEP, incorporating risk assessment and confirmation of health and safety requirements, held by the University.

## **20. Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#)

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.



- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Attendance is mandatory at moving and handling, conflict resolution, Manual handling, basic, Intermediate and advanced life support and any trust induction. With BSPS1004, BSPS2004 and BSPS3004 each requiring students to complete 750 hours in the practice setting to pass the module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- Where a practice module (BSPS1004, BSPS2004 and BSPS3004) is failed students will be offered only one reassessment opportunity for each module.
- Failure in the original and reassessment opportunity of a practice module will result in discontinuation from the programme.

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 120 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 120 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Emergency Care	In order to be eligible for the exit award of Certificate in Higher Education in Emergency Care, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Emergency Care	In order to be eligible for the exit award of Diploma in Higher Education in Emergency Care, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours) BSc Emergency Care	Passed a minimum of 300 credits with at least 120 credits at Level 5 or higher and a minimum of 60 credits at Level 6 (but not the Independent Study module (BSPS3002), as specified on the award map.
Degree with honours BSc (Hons) Paramedic Science	Passed a minimum of 360 credits with at least 120 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

## Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

The BSc (Hons) Paramedic Science meets the requirements of [HCPC \(2014\) Paramedic Standards of Proficiency](#), and [HCPC \(2014\) Standards of Education and Training](#). The professional title of Paramedic is linked to successful achievement of the BSc (Hons) Paramedic Science. Only graduates with this award title will be eligible to apply for Registration with the HCPC as a Paramedic. Only those Registered with the HCPC are entitled to call themselves Paramedics and practice in the UK.

**Aegrotat awards-** Aegrotat awards are not made in relation to BSc (Hons) Paramedic Science. For further information, see section 15.2 of the [Taught Courses Regulatory Framework](#)

## 21. Indicators of quality and standards

The Paramedic programme is supported by a dedicated Paramedic academic team, including a Programme Lead. This team is supported by a range of sessional lecturers and other experts in their field who deliver course specific sessions enabling the students to learn from other professional groups.

Successful Periodic Review in February 2017 congratulated the team on their responsiveness, passion and exceptional hard work in supporting Paramedic students in both academic and pastoral matters. It also commended rigorous and robust values based recruitment and the excellent links and communication between the University and Employer based teams to enhance the student experience.

West Midlands Ambulance Service NHS Foundation Trust (WMAS) contribute to the value-based recruitment of students, open days and the mentorship of students.

Collaboration with WMAS, to complete a project on the recruitment of Black and Minority Ethnic (BAME) applicants which has led to an overall increase in BAME recruitment.

Successful application for Students as Academic Partner's Projects funded through the University's Academic and Practice Development Unit;

High levels of completion on the FdSc Paramedic Science: 2015/2016 - 89.2%, 2014/2015 - 86.9%, 2013/2014 - 87.5%.

While NSS results in 2015/16 were disappointing, in 2014/2015, the FdSc Paramedic Science achieved 100% student satisfaction in the NSS.

FdSc Paramedic Science has 87.5% of its modules with a satisfaction rating of above 80%.

Annual monitoring by the HCPC in 2016, confirmed that the Paramedic Science programme continues to meet the [HCPC \(2014\) Standards for Education and Training](#) and that students who successfully complete the course are eligible to apply for Registration with the HCPC.

A dedicated member of the work based learning support team provides support for the Paramedic programme.

Skills and simulation suite, with dedicated Paramedic teaching facilities including a training ambulance and a team of skills technicians.

University of Worcester, service users/carer group, IMPACT who support curriculum development, values-based recruitment processes, teaching and assessment across the programme.

Mentor/supervisors in practice placements are appropriately prepared by WMAS in conjunction with Lecturer/Practitioners.

100% of FdSc Paramedic Science graduating students gain employment.

## **22. Graduate destinations, employability and links with employers**

The BSc (Hons) Paramedic Science is firmly committed to providing students with a wide range of pre and out of hospital urgent and emergency care experiences. During their studies students will complete a minimum of 2250 practice hours as recommended by the College of Paramedics (2015). This prepares students to practice as independent and autonomous Paramedic professionals, who can practice safely and effectively within their scope of practice.

### **Graduate destinations**

2015/2016: 100% employment with ambulance trusts; 75% of graduates accepted employment with our partner ambulance Trust, West Midlands Ambulance Service NHS Foundation Trust (WMAS).

2014/2015: 95% gained employment with ambulance trusts; 80% of graduates accepted employment with WMAS.

2013/2014: 99% employment with an ambulance trust.

### **Student employability**

Upon completion of BSc (Hons) Paramedic Science, graduates are eligible to apply for Registration with the HCPC as a Paramedic.

The University has strong links with employers of Paramedics. Two employers come in to the University and offer graduate employment events for the students to attend. This helps to prepare the students for the recruitment strategies used by each employing Trust. The University will also advertise any other vacancies within the UK through the use of Blackboard and student notice boards.

A session is run in the final year of the programme to prepare students for qualification including promoting lifelong learning and continuing professional development, writing CV, portfolio development, applying for jobs and interview skills.

## **Links with employers**

The Institute of Health and Society has excellent working relationships with its practice partners, and has a strong partnership with the local ambulance Trust, West Midlands Ambulance Service NHS Foundation Trust. WMAS and the wider NHS have been involved in ensuring the curriculum is current and prepares graduates robustly for post qualifying work. This involvement includes the recognition of the expanding role of the Paramedic into a wide range of clinical and non-clinical settings, with the facilitation of placements within the NHS and primary care settings. Practice partners demonstrate their commitment to the programme by their involvement in values based recruitment, supporting students during their practice placements and by providing clinical expertise in the delivery of the Paramedic programme. The Paramedics team effective collaboration with practice partners was commended in their Periodic Review in February 2017. The regulator (HCPC), University and practice partners recognise the key importance of practice placements as a means of preparing their future workforce, this includes the equal recognition of the importance theory and practice learning experiences.

**Please note:** 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 s/he 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 each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.