

Programme Specification for BSc (Hons) Paramedic Science

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Health and Care Professions Council (HCPC)
4.	Final award or awards	BSc (Hons)
5.	Programme title	Paramedic Science
6.	Pathways available	Single
7.	Mode and/or site of delivery	A blended learning approach is taken, with face-to-face delivery during identified theory weeks. Block placement weeks.
8.	Mode of attendance and duration	Full-time, three years. Attendance during placement weeks is mandatory and students are expected to complete 37.5 hours a week.
9.	UCAS Code	B950
10.	Subject Benchmark statement and/or professional body statement	HCPC (2014) Paramedic Standards of Proficiency HCPC (2017) Standards of Education and Training HCPC (2016) Standards of Conduct, Performance and Ethics Quality Assurance Agency (QAA 2016) Subject Benchmark Statements: Paramedics
11.	Date of Programme Specification preparation/ revision	March 2017, approval May 2017 August 2017 AQU amendments June 2018 amendment to practice hours requirements, new template August 2018 AQU amendments December 2019 updates to rename Independent Study module as Dissertation with effect from 2020/21 September 2020 correction to progression information.

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 \(2017\)](#) (CoP 2017), 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](http://www.hpc-uk.org/assets/documents/1000051CStandards_of_Proficiency_paramedics.pdf), the [Quality Assurance Agency \(QAA 2016\) Subject Benchmark Statements: Paramedics](#) and the [College of Paramedics Curriculum Guidance \(2017\)](#).

Firmly rooted in the authentic, real world of emergency and frontline care, the programme takes an integrated approach. It recognises the importance of a balanced 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

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award <i>BSc Honours</i>
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)

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)

Skills and capabilities related to employability

12.	Demonstrate autonomous, competent and confident professional practice underpinned by the HCPC (2014) Paramedic Standards of Proficiency , HCPC (2016) Standards of Conduct, Performance and Ethics ;	BSPS3004	BSc (Hons)
13.	Use a diverse range of interpersonal and communication skills to develop effective	BSPS3004	BSc (Hons)

	collaboration with patients, their families, colleagues and the wider multi-disciplinary and inter-professional team;		
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)

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)

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 need for a balanced relationship between theory and practice and takes an integrated approach to student learning. While the CoP (2017) no longer advocates a minimum number of practice hours, it believes high quality, diverse practice learning is essential for the achievement of clinical competence. It is central to Paramedic graduates being able to demonstrate safe, independent care of service users. Therefore, the programme provides a minimum of 600 clinical hours each academic year. With students achieving 1800 hours of clinical practice across the 3 years of the programme. These hours are predominately achieved within the West Midlands Ambulance

Service NHS Foundation Trust, but are complemented 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. While the Course Team values the benefit of real-world simulated learning, skills and simulation do not count towards clinical placement hours.

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.

Teaching

A student focused, inclusive practical and skills based approach guides student learning. 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.

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.

Formal lectures and seminars are complemented 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.

Learning in the practice environment includes the ambulance service, NHS placements such as A&E, paediatrics, maternity care, palliative care, mental health, residential/nursing homes and primary care setting. This is complemented 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.

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 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.

In addition, meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course. Scheduled meeting dates will be provided in your course planner.

Contact time

In a typical week, a student will have around 15-20 contact hours of teaching. The precise contact hours will depend on the modules being studied. In the final year students will normally have slightly less contact time in order to do more independent study.

Typically, class contact time will be structured around:

- 5-10 hours of interactive workshops including clinical skills simulation
- 5 hours of (large group) lectures
- 5 hours of small group seminars/tutorials

Additionally, students will spend 600 hours in clinical placement each year. This will total 1800 hours by the end of year 3.

Independent self-study

In addition to the contact time, students are expected to undertake around 17-22 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, undertaking research for your various assessments, preparing for examinations and undertaking additional clinical simulation outside of the taught day.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes academics, specialist professionals in various fields, service users and practice educators.

Teaching is informed by the research and consultancy, and 80% of course lecturers have or are studying for a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles <http://www.worc.ac.uk/discover/health-staff-profiles.html>

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

A range of traditional and creative assessment strategies are utilised, including exams, presentations, guided projects and reflective essays, a reflective portfolio of evidence and the assessment of clinical skills is facilitated by the use of Objective Structured Clinical Examinations (OSCE), developmentally across the programme. A Practice Assessment Document developed in partnership with West Midlands Ambulance Service NHS Foundation Trust, formatively and summatively supports learning and assessment in the practice arena.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1

- X2 examinations
- X1 OSCE
- X1 Life support assessment
- X4 written assignments/guided written work
- X1 practice assessment document

Year 2

- X4 written assignments
- X1 OSCE
- X2 written examination
- X1 presentation
- X1 practice assessment document

Year 3

- X3 written assignments
- X1 OSCE
- X1 group presentation
- X1 dissertation
- X1 Practice assessment document

Feedback

Students will receive feedback / feed forward on all assessments. The aim is to provide constructive feedback on summative assessments within 20 working days of the submission deadline date. Feedback is intended to support learning and students are encouraged to discuss it with personal academic tutors and module tutors as appropriate.

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.

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 these modules are non-compensatory.

A key feature of the assessment strategy is the opportunity to practice similar assessment strategies across the programme. The developmental nature of the assessment strategies enables students to move from dependence to autonomy, culminating in the completion of a dissertation 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).

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. Front line placements are delivered in line with the Paramedic Mentor Framework (2014). 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 600 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

The BSc (Hons) Paramedic Science is 3-years and full-time. 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. Students are required to complete a minimum of 600 hours practice each year with a total requirement of 1800 hours across the 3 year programme.

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	Dissertation	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 \(2017\) 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 \(2017\) 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.

Dissertation support

All students complete a level 6 dissertation. Students are supported in this via the module leader and a dissertation 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 a minimum of 2 A Levels (or equivalent Level 3 qualifications).

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.

Disclosure and Barring Service (DBS) requirements

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.

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 and a self-funded DBS.

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 and 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 course representative;
- Institute of Health and Society student forum;
- Academic team engagement with the University's peer supported review of teaching scheme;
- 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;
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA;
- 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 600 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 see <http://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFrameworkwork.pdf>

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.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 120 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 120 credits at Level 5.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.

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 Dissertation 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 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: 2016/17 – 82.98, 2015/2016 - 89.2%, 2014/2015 - 86.9%, 2013/2014 - 87.5%.

While NSS results in 2016 and 2017 were disappointing, in 2014/2015, the FdSc Paramedic Science achieved 100% student satisfaction in the NSS.

FdSc Paramedic Science has 75% of its modules with a satisfaction rating of above 80%, including 25% with satisfaction above 90%.

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.

Approval of BSc (Hons) Paramedic Science by HCPC in 2017.

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 1800 practice hours. This prepares students to practice as independent and autonomous Paramedic professionals, who can practice safely and effectively within their scope of practice.

Graduate destinations

2016/17: 100% graduate level employment with ambulance trusts.

2015/16: 100% employment with ambulance trusts; 75% of graduates accepted employment with our partner ambulance Trust, West Midlands Ambulance Service NHS Foundation Trust (WMAS).

2014/15: 95% gained employment with ambulance trusts; 80% of graduates accepted employment with WMAS.

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.