

## Programme Specification for FdSc Paramedic Science (Direct Entry)

<b>This document applies to Academic Year 2018/19 onwards</b>
---

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>	Foundation Degree (FdSc)
5.	<b>Programme title</b>	Paramedic Science
6.	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	NA
7.	<b>Mode and/or site of delivery</b>	A blended learning approach is taken, with 2 days face-to-face delivery per week during each semester. Work-based learning will occur over a 35-week period each year (1-2 days/week).
8.	<b>Mode of attendance and duration</b>	Full-time, two years. Attendance in placement is mandatory.
9.	<b>UCAS Code</b>	B790
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Foundation Degree Characteristics Statement (QAA 2015)</a>  <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>
11.	<b>Date of Programme Specification preparation/ revision</b>	July 2012, Feb 2014, August and October 2014 (Regulations) June 2015 for HCPC re-approval December 2016 Periodic Review update August 2017 AQU amendments June 2018: Change of clinical hours, new template August 2018 – AQU amendments

### 12. Educational aims of the programme

This course is designed to provide students with the necessary skills and knowledge to apply for registration as a paramedic.

This course aims to:

1. Provide students with the opportunities to develop subject specific and transferable skills necessary to become a safe, competent, responsible and accountable paramedic.
2. Provide opportunities for students to develop graduate skills in preparation for further study and/or employment and lifelong learning, this includes such skills as reflective practice.

3. Promote critical reflection and reflective practice
4. Develop students' appreciation and application of the core values underpinning paramedic practice.
5. Enable students to accurately assess, plan implement and evaluate care in accordance with the core values of health and social care work whilst acknowledging the boundaries of their professional competence.
6. Critically engage students in the social, cultural, moral, legal and political context of health and social care work
7. Provide opportunities for students to locate and critically analyse different types of evidence and apply this in providing appropriate care in a range of different situations.
8. Develop an analytical and problem-solving approach to care practice
9. Develop students' interpersonal and communication skills and provide opportunities for students to practise these in a variety of different situations.
10. Further develop skills and strategies necessary for partnership working with a range of service users, services, professionals and the public.

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

#### Learning Outcomes: Foundation Degree Paramedic Science

##### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award FdSc
1.	Demonstrate knowledge and understanding of functional levels of organisation within the body	FDPH1001	FdSc
2.	Demonstrate knowledge and understanding of the nervous system, skeletal system, the three stages of labour and gastrointestinal systems	FDPH1001	FdSc
3.	Demonstrate a basic knowledge of pharmacokinetics, pharmacodynamics, legal and general aspects of medicines management	FDPH1001	FdSc
4.	Demonstrate knowledge and understanding of the respiratory and cardiovascular systems	FDPH1002	FdSc
5.	Discuss the concepts of health and safety and infection control in relation to paramedic practice	FDPH1003	FdSc
6.	Discuss the role and responsibilities of the paramedic practitioner within the broader context of the NHS and inter-professional agenda.	FDPH1003	FdSc
7.	Explore the role of the paramedic in the promotion of health and health education	FDPH1003	FdSc
8.	Demonstrate an understanding of the legal, professional and ethical frameworks associated with the delivery of care and paramedic practice	FDPH1003	FdSc
9.	Demonstrate an understanding of theories of interpersonal communication	FDPH1003	FdSc
10.	Demonstrate ability to practice within legal, ethical and professional frameworks	FDEC1005	FdSc

11.	Apply legal and ethical principles to the care and safeguarding of vulnerable people	FDPH2001	<i>FdSc</i>
12.	Explore theoretical concepts related to loss, grief and bereavement	FDPH2001	<i>FdSc</i>
13.	Examine the value base underpinning the provision of care for the dying and bereaved	FDPH2001	<i>FdSc</i>
14.	Demonstrate understanding of different research approaches and methodologies in relation to Evidence Based Practice	FDPH2002	<i>FdSc</i>
15.	Demonstrate an understanding of the design and execution of evidence, data production and application.	FDPH2002	<i>FdSc</i>
16.	Demonstrate an understanding of ethical and anti-oppressive issues in relation to research and evidence based practice	FDPH2002	<i>FdSc</i>
17.	Demonstrate knowledge of pharmacology and pharmacokinetics and the appropriate administration of a range of drugs including (not exclusively) JRCALC.	FDPH2003	<i>FdSc</i>

### Cognitive and Intellectual skills

18.	Evaluate and interpret deviations from normal physiological parameters within the nervous, skeletal and gastrointestinal systems and the kinematics of trauma	FDPH1001	<i>FdSc</i>
19.	Interpret the aetiology of conditions, illnesses and injuries associated with the nervous, skeletal and gastrointestinal systems and the kinematics of trauma	FDPH1001	<i>FdSc</i>
20.	Evaluate and interpret deviations from normal physiological parameters and the aetiology of conditions, illnesses and injuries associated within the respiratory and cardiovascular systems	FDPH1002	<i>FdSc</i>
21.	Critically explore the role of the paramedic practitioner and multi-agency professionals and major incidents	FDPH1003	<i>FdSc</i>
22.	Drawing on theoretical perspectives, develop and practice generic and specific skills relevant to their practice setting/service user group	FDEC1005	<i>FdSc</i>
23.	With structured mentor support, assess, plan and implement appropriate care strategies within their practice context	FDEC1005	<i>FdSc</i>
24.	Critically evaluate current and propose new strategies to meet the health needs and provision of care in the emergency setting for vulnerable people	FDPH2001	<i>FdSc</i>
25.	Critically explore the multi-agency agenda in relation to the care and support of vulnerable people	FDPH2001	<i>FdSc</i>
26.	Critically explore evidence based holistic care for the dying person and their significant others	FDPH2001	<i>FdSc</i>
27.	Utilise problem-solving approaches and evidence based practice in response to the needs of the service user.	FDPH2002	<i>FdSc</i>

28.	Critically compare and contrast clinical leadership, supervision, mentoring and coaching	FDPH2002	<i>FdSc</i>
29.	Critically demonstrate knowledge and understanding of cardiovascular, respiratory neurological and gastrointestinal systems and interpret deviations from the normal parameters	FDPH2003	<i>FdSc</i>
30.	Critically interpret the aetiology of conditions, illnesses and injuries associated with the cardiovascular, respiratory, neurological and gastrointestinal systems	FDPH2003	<i>FdSc</i>
31.	Critically explore different patient groups including the older person, paediatrics and pregnant people.	FDPH2003	<i>FdSc</i>
32.	Critically explore the effects of drowning, poisoning and extremes of temperature	FDPH2003	<i>FdSc</i>
33.	Assess, plan, implement and evaluate appropriate care strategies within their practice context and recognise their limitations	FDEC2007	<i>FdSc</i>
34.	Reflect on the legal and ethical frameworks relevant to their practice setting and demonstrate their ability to practice within them	FDEC2007	<i>FdSc</i>
35.	Promote the safety and wellbeing of self and others and respect the diversity and dignity of individuals	FDEC2007	<i>FdSc</i>

### Skills and capabilities related to employability

36.	Competently demonstrate and discuss the holistic assessment and management of the nervous, skeletal and gastrointestinal systems.	FDPH1001	<i>FdSc</i>
37.	Safely demonstrate and discuss immediate life support in accordance with current European Resuscitation Council Guidelines	FDPH1002	<i>FdSc</i>
38.	Competently demonstrate and discuss the holistic assessment and management of respiratory and cardiovascular conditions	FDPH1002	<i>FdSc</i>
39.	Competently demonstrate and discuss holistic assessment and management of cardiovascular, respiratory, neurological and gastrointestinal systems and the trauma patient	FDPH2003	<i>FdSc</i>
40.	Competently demonstrate and discuss paediatric and adult advanced life support in accordance with current European Resuscitation Council guidelines	FDPH2003	<i>FdSc</i>
41.	Demonstrate competence in a range of generic and specific practice skills, knowledge and attributes relevant to their practice setting/specific service user group	FDPH2003	<i>FdSc</i>

### Transferable/key skills

42.	Enhance writing skills through planning and construction of a piece of academic work, taking into account academic conventions	FDPH1003	<i>FdSc</i>
43.	Locate, read and extract meaning from a range of relevant resources	FDPH1003	<i>FdSc</i>
44.	Identify personal learning needs and develop, implement and review action plans to meet	FDEC1005	<i>FdSc</i>

	development needs in collaboration with their mentors		
45.	Demonstrate skills of reflective practice	FDEC1005	<i>FdSc</i>
46.	Promote the safety and well-being of self and others and respect the diversity and dignity of individuals	FDEC1005	<i>FdSc</i>
47.	Construct and use appropriate techniques and strategies for locating evidence for practice and research	FDPH2002	<i>FdSc</i>
48.	Demonstrate critical reasoning skills in the appraisal of evidence	FDPH2002	<i>FdSc</i>
49.	Enhance writing skills through planning and construction of a piece of academic work, taking into account academic conventions	FDPH2002	<i>FdSc</i>
50.	Locate, read, extract meaning and critically analyse information from a range of relevant resources	FDPH2002	<i>FdSc</i>
51.	In consultation with their mentor, identify personal learning needs and develop, implement and review appropriate action plans	FDEC2007	<i>FdSc</i>
52.	With structured support, maintain a reflective portfolio	FDEC2007	<i>FdSc</i>
53.	Demonstrate the ability to organise, prioritise and manage their own work under supervision from their mentor	FDEC2007	<i>FdSc</i>
54.	Communicate effectively with colleagues, managers, carers and clients and maintain appropriate records	FDEC2007	<i>FdSc</i>

### **Learning, teaching and assessment**

Learning, teaching and assessment acknowledges the need for a balanced relationship between theory and practice and takes an integrated approach to student learning. With the philosophy which drives learning, teaching and assessment methods firmly rooted in the belief that every student should be enabled to maximise their learning potential through a variety of stimulating, inclusive and supportive learning and teaching opportunities, with e-learning fully integrated. The aim is to provide 'blended learning' opportunities where students can enjoy and access a range of teaching and learning methods, which utilise both online and face -to -face activities successfully.

Learning in and reflecting on experiences in the work-based learning setting are a central component of the programme. Although [College of Paramedics Curriculum Guidance \(2017\)](#) (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. Work-based learning is key to Paramedic graduates being able to demonstrate safe, independent care of service users. Therefore, the programme provides a minimum of 600 work-based learning hours each academic year. With students achieving 1200 hours of clinical practice across the 2 years of the programme.

All modules offered in this programme include both formal, summative and an informal, formative assessment; this process is also mirrored in the assessment of clinical practice.

### **Teaching**

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support through the personal academic tutoring system enables students to reflect on progress

and build up a profile of skills, achievements and experiences that will enable them to flourish and be successful.

Students are taught through a combination of lectures, seminars and clinical simulation. Seminars and lectures cover the theory aspects of the programme and develop students understanding of the programmes content. Time spent in the clinical simulation environment will apply the knowledge to clinical scenarios and patient experience.

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 the course planner.

Throughout the programme students have an opportunity to access various work-based learning placements which have been designed to enable students to relate theory learnt into the practice environment.

The course utilises a range of learning strategies aimed to maximise students' potential for example: group work, individual projects, seminars, workshops, practical exercises, tutorials and technology based sessions.

### **Contact time**

In a typical week, a student will complete 2 theory days, equating around 12 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 hours of interactive workshops including clinical skills simulation
- 5 hours of (large group) lectures
- 2 hours of small group seminars/tutorials

Additionally, student will complete 600 work-based learning hours each year. This will total 1200 hours by the end of year 2. Work-based learning is spread over 35 weeks each year with students spending a minimum of one day per week in semester one and 2 days per week in semester 2 in the work-based learning setting.

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 15 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, undertaking research for 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' assessments which are graded and count towards the overall module grade.

Assessment methods include written examinations and course work, presentations, work-based learning assessment, objective structured clinical examinations (OSCEs).

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**

- Clinical Scenario
- Intermediate life support assessment
- Exam x2
- Essay
- Group presentation
- Work-based learning assessment

#### **Year 2**

- Presentation
- Written paper
- Critique of research paper
- Reflective essay
- Exam
- OSCE
- Work-based learning assessment

#### **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.

Students are supported in their achievement of the required level of clinical competence via the allocation of an appropriately trained mentor/supervisor in each work-based placement area in line with the Paramedic Mentor Framework (2014). The assessment process involves initial and mid-point interviews and a summative final assessment. An integral part of the assessment of work-based learning 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 work-based learning hours. Sickness and absence must be reported and may need to be 'made up.'

Assessment strategies will enable students to use and reflect on their work experiences. It is recognised that using learning experiences from work environments can raise ethical issues, e.g. confidentiality, questioning of work practices, etc. Students will have an opportunity to explore and discuss strategies for managing ethical issues in reflective practice in FDPH1003 Professional development and this will be reiterated throughout the course. Students who identify any ethical problems or professional issues will be encouraged to discuss these with a mentor and/or course tutor.

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

## 15. Programme structures and requirements

The FdSc Paramedic Science is 2-years and full-time. Students are required to complete a minimum of 600 work-based learning hours each year with a total requirement of 1200 hours across the 2 year programme. Work-based learning will occur over a 35-week period.

On successful completion of the programme students will be eligible to apply for registration with the Health and Care Professions Council (HCPC).

### Award Map for a Foundation Degree

#### Course Title: Paramedic Science

LEVEL 4				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDPH1001	Bioscience for practice 1	30	M	None
FPPH1002	Bioscience for practice 2	30	M	None
FDPH1003	Professional Development	30	M	None
FDEC1005	Work-based Learning (1)	30	M	None

#### Requirements at level 4

Students must take 120 credits in total drawn from the table above to include all mandatory modules. Students must successfully complete 120 credits in total at level 4.

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDPH2001	Effective Care for Vulnerable People	30	M	None
FDPH2002	Research and Professional Practice	30	M	None
FDPH2003	Bioscience for practice 3	30	M	None
FDEC2007	Work-based Learning (2)	30	M	None

#### Requirements at level 5

Students must take 120 credits in total drawn from the table above to include all mandatory modules. Students must successfully complete 120 credits in total at level 5.

## 16. QAA and professional academic standards and quality

This Foundation Degree Pathway is situated within the Taught Courses Regulatory Framework at the University of Worcester and complies with the [Foundation Degree Characteristics Statement](#) (QAA 2015).

This award is located at level 5 of the FHEQ.

Additionally, a number of key documents have informed the development of this programme:

- College of Paramedics Curriculum Guidance (2017)
- QAA Benchmark Statement for Paramedic Science (2016)
- HCPC Standards of Proficiency Paramedics (2014)
- HCPC Standards of Education and Training (2014)
- Guidance on Conduct and Ethics for Students (HCPC 2016)

This award is located at level 5 of the FHEQ.

## **17. Support for students**

Student support is a key component of the programme from pastoral, academic and practice perspectives; therefore, students and their learning will be supported in a number of ways.

### **Handbooks**

Students will be issued with comprehensive course and work based learning handbooks at the commencement of the course, outlining course team members and contact details and detailing in depth information about the course.

### **Module Outlines**

Students will be provided with module outlines on the student online learning environment. The outlines will detail the modules learning outcomes, assessment strategies and how to obtain support.

### **Personal Academic Tutor**

All students will be allocated a Personal Academic Tutor on commencement of the course. The role of the Personal Academic Tutor is one of academic support of students. Students are encouraged to discuss personal learning needs, personal development planning, work based learning and progress in general. Students will have access to a number of support networks within their practice environment.

### **Personal Development Planning (PDP)**

PDP will be encouraged through selected module activities and assessments, and supported by Personal Academic Tutors through tutorials and by mentors in work-based learning. Specific knowledge and skills for PDP will be introduced in FDPH 1003 and further developed in the work based modules. Students will be required to maintain a reflective journal in which they will record and reflect on their personal development through learning activities and specific assignments in modules. Critical reflection and application of theory to practice will be an essential component of all modules. Students will be encouraged to identify their own learning and development needs and develop action plans to meet their individual needs.

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. Reference should be made to the University policy, procedure and guidance on [Arrangements for Disabled Students](#).

Student learning support is available within both the IH&S and the University as a whole:

- Prior to commencing the programme, students are invited to attend an induction day that will familiarise them with the University, the IH&S and the programme.

- Course Handbooks and module guides provide more detailed information in respect of the programme and individual modules.

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

## **18. Admissions**

This programme offered as full time only, and applications must be made via the UCAS process. The Paramedic Science Foundation Degree seeks to recruit hardworking, dedicated applicants that are able to deal with the varied nature of the paramedic profession.

### **Entry requirements**

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification).

The current UCAS tariff requirements for entry to the course are published on the University website: <http://www.worcester.ac.uk/courses/paramedic-science-fdsc.html>

See [Admissions Policy](#) for other acceptable qualifications.

Candidates must demonstrate evidence of adult care or customer facing experience (minimum of 6 months full-time, 12 months part-time).

### **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**

All candidates that meet the entry requirements will be invited to a selection event. Full-time applicants apply through UCAS (B790)

### **Admission and selection criteria**

Suitable applicants will be invited to attend a selection event. This will take the form two different exercises:

- Group Activity – the purpose of this exercise is to gauge applicant’s behavior and abilities when faced with a specific task
- Group Activity Feedback – the selection team will assess all candidates for suitability to the course, and will select candidates to attend second stage of the process.
- Unsuccessful applicants will be advised and receive feedback. The selection team will base their decision on demonstration of excellent communication skills, problem solving ability and demonstration of professional behavior
- Candidates who are invited to continue the process, will attend an individual interview lasting approximately 20 minutes

In addition, candidates who are selected following interview will be required to undertake successful Disclosure and Barring Service (DBS) checks and undertake an Occupational Health clearance which includes a hearing test.

N.B. Prior to employment students wishing to work in the paramedic or prehospital environment may be required to pass a fitness test.

See Section 22 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

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

The following are mechanisms for evaluating and enhancing the quality and standards of the course:

- Annual Course Review against NHS contractual requirement (internal process to enhance quality)
- Annual Evaluation Reports
- Student evaluation of modules
- Practice evaluation
- Course Management Committee with student representation
- Internal moderation of assessment
- External moderation of assessment and External Examiner's Report
- Post Examination Board Moderation
- Periodic Review
- Annual Monitoring by the HCPC
- Learning environment profile audit of placement learning
- Quality Steering Group
- HEI Education Consortium

## **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 FDEC1005 and FDEC2007 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/TaughtCoursesRegulatoryFramework.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 (FDEC1005 and FDEC2007) 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.
- 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
Cert HE <i>Not eligible to register with the HCPC</i>	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, 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.
Foundation Degree FdSc	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

The FdSc Paramedic Science meets the requirements of [HCPC \(2014\) Paramedic Standards of Proficiency](#), and [HCPC \(2017\) Standards of Education and Training](#). The professional title of Paramedic is linked to successful achievement of the FdSc 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.

## 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.
- Course re-approval August 2015
- Annual monitoring by the HCPC (2016) confirmed that the Course continues to meet the HCPC Standards for Education and Training and that students who successfully complete the course are eligible to apply for Registration with the HCPC
- 100% of our graduating students gain employment
- Regular audits of clinical placements
- Completion of the NSS and CES
- Regular contract review meeting with partner ambulance trust

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

### **Graduate destinations**

This Foundation Degree has been designed and operates in partnership with colleagues from West Midlands Ambulance NHS Trust.

Students will be eligible to apply for registration as paramedics with the HCPC on successful completion of the course and will be able to apply for roles as appropriate.

The WMAS HEI education forum provides opportunities to discuss upcoming job employment vacancies.

### **Progression to Linked Honours Degree/Top-Up Degree**

The identified progression routes to an honours award are:

**BSc (Hons) Health Sciences (Top-Up):** The course aims to prepare students for a dynamic work environment; an environment in which service user wellbeing is often dependent on integrated systems of health, care and welfare. It offers a rich educational experience to support both academic and practitioner development. With compassion and a commitment to the promotion and maintenance of human dignity key concepts underpinning this innovative programme

### **Student employability**

From the start of the programme, the students are being prepared to work as paramedics within the local regional ambulance service or further afield. Students work with the careers department of the University of Worcester to help prepare for interviews. They are given access to all material sent to us from employing ambulance services, so the students can make an informed choice about where to work.

100% of students gain graduate employment within the first 6 months of graduation. A large percentage of these students have offers of employment before they have completed the programme.

### **Links with employers**

We have strong links with our practice partner, West Midlands Ambulance Service who through the HEI and consortium groups, work to keep the programme applicable and current. We work closely with the HCPC and college of paramedic's curriculum guidance to ensure the course meets national standards.

**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.