

## Programme Specification for University Certificate in Health Professions Preparation

**This document applies to Academic Year 2024/25 onwards**

*Table 1 programme specification for University Certificate in Health Professions Preparation*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University Centre Weston, part of Weston College Group (UCW)
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	University Certificate
<b>5.</b>	<b>Programme title</b>	Health Professions Preparation
<b>6.</b>	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	N/A
<b>7.</b>	<b>Mode and/or site of delivery</b>	Blended Delivery. Delivered by 1 in-person and 4 online study days scheduled at University Centre Weston interspersed with online learning activities.
<b>8.</b>	<b>Mode of attendance and duration</b>	Part-time over four months
<b>9.</b>	<b>UCAS Code</b>	N/A
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	N/A
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	Approved March 2025

### 12. Educational aims of the programme

Drawing on the University's strong reputation for delivering high-quality, innovative, and contemporary health professions education, this programme aims to prepare students for study at [level 5](#). This programme provides students with the opportunity to develop their knowledge of health professions practice, focusing on the purpose and function of Paramedics in service delivery, including the role of professional standards and regulatory bodies, and encourages consideration of personal values in relation to professional values. The programme emphasises the importance of evidence-based practice and practitioner self-care in supporting service users/carers. Additionally, it aims to provide a basic understanding of normal human anatomy and physiological function, emphasising homeostasis in maintaining organ system stability for patient safety. This knowledge is applied to common medical conditions in health and social care practice, using case scenarios drawn from Paramedicine, helping students recognise and interpret the signs and symptoms presented by patients and clients.

This programme aims to:

1. Develop a foundational understanding of human anatomy and physiology.
2. Enhance clinical assessment and intervention skills.
3. Integrate professional and personal values in practice.
4. Promote evidence-based practice and effective communication.

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

*Table 2 knowledge and understanding outcomes for modules/codes*

Knowledge and Understanding		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>

<b>Knowledge and Understanding</b>		
1.	Identify the basic human anatomical and physiological functions of body systems.	HEPP1002
2.	Explain how evidence-based practice informs health and care delivery.	HEPP1001

Table 3 cognitive and intellectual skills outcomes for module code/s

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
3.	Recall the processes of pharmacokinetics and pharmacodynamics, in relation to the human body.	HEPP1002
4.	Apply and use relevant anatomical, medical, and physiological terminology.	HEPP1002

Table 4 skills and capabilities related to employability outcomes for module code/s

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
5.	Demonstrate key elements of academic writing within higher education.	HEPP1001
6.	Identify the actions of medications administered in emergency and urgent care.	HEPP1002

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
7.	Drawing on own experience reflect on how professionalism underpins contemporary paramedic practice.	HEPP1001
8.	Reflect on team working skills to overcome barriers to communication.	HEPP1001

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

The programme is delivered using a blended teaching and learning approach through a combination of in-person and virtual seminars and tutorials, asynchronous online learning and guided independent study. The programme is student-focused, utilising scenario-based and e-learning strategies, encouraging students to apply theory to practice. This is achieved through reflection on the real world of contemporary health and care practice building knowledge, solving problems and making decisions.

### **Teaching**

Students are taught through a combination of interactive workshops, lectures, and seminars. Case studies, developed in partnership with paramedic services, support a scenario-based approach to learning which facilitates small group activities and discussions, leading to shared and individual problem-solving and decision-making. Students attend five study days, one in-person and four online, interspersed with asynchronous online learning, tutorials, and guided independent study. Practice-based scenarios, case studies and enquiry-based learning will also be used to develop skills and knowledge.

Each student will have a personal tutor who will be available to offer support throughout the course.

University Centre Weston (UCW) and the University of Worcester (UW) place 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 from UCW's Higher Education Library Plus (HE.LP) team, and also the Personal Tutor system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

### **Contact time**

This course will be delivered over four months with students studying part-time. Precise delivery patterns are laid out in the course handbook.

Contact hours of teaching are built around 5 study days (6 hours of taught content per day) with the first day on campus at UCW and the remaining 4 online. Students will also have 50 hours of asynchronous online directed study time.

Typically, contact time will be structured around:

- Interactive and experiential activities
- Enquiry based learning
- Professional discussions and listening skills
- Small group work
- Practice scenarios and case studies

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 2-3 hours of guided independent, personal self-study per week, plus 50 hours of asynchronous learning across the programme. Asynchronous learning is a self-paced learning method that allows students to access course materials at any time and from any location. This means between each face to face or online session the teaching team will set tasks such as, pre-reading a set text, watching videos or podcasts and completing quizzes. Engaging in the asynchronous learning forms part of the overall hours for a module. Students can seek support with asynchronous tasks, using the communication channels on Teams. Three tutorials throughout the course with teaching staff, the student and SWAST will review progress. Quizzes will provide students with the correct answers when they have completed them and set reading will prepare students for the next session. Student engagement will be monitored by the course team using the virtual learning environment (VLE). Monitoring will include reviewing the time spent on the VLE and by way of engagement with set tasks between taught sessions.

Independent learning is supported by a range of excellent learning facilities, supported by UCW's Higher Education Library Plus (HE.LP) team, 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 a variety of health and care professionals from different clinical and professional backgrounds.

Teaching is informed by research and consultancy, and the lecturers on the course hold a teaching qualification or Fellowship of Advance HE.

### **Assessment**

The course has been designed to develop students' skills and knowledge through both formative and summative assessments. Formative assessments are those which help students to develop their skills and knowledge prior to a final summative assessment; and are seen to be an important part of the learning process. Summative assessments are those that test and grade students' skills and knowledge and are normally at the end of the module.

Assessment methods include:

- Examination
- Written assessment.

Students receive feedback on practice / 'formative' assessments and on formal / 'summative' assessments. Verbal or written feedback is given for all formative assessments. Students undertaking practical formative work at tutorials or seminars receive immediate verbal feedback from tutors and their peers. Tutors feedback on written formative work directly to each student individually. All summative assessments receive written feedback.

Feedback is intended to support learning, and students are encouraged to discuss it with personal academic tutors and module tutors as appropriate. Feedback and grades on formal course work assessments will be provided within 20 working days of submission.

#### 14. Assessment strategy

Assessment is aligned with the [University's Assessment Policy](#) and is seen as a means to:

- Assess whether students have met the specified learning outcomes to the required level.
- Allow students to demonstrate practical and academic progress and achievement.
- Provide a supportive structure to allow students to learn from feedback.
- Increase and motivate learning towards learning outcomes.

A range of assessment strategies are used which are student-centred, informed by the [Inclusive Assessment and Reasonable Adjustment Policy](#) and which help develop the skills needed for both Higher Education and future employment. Each module has a guide that contains explicit assessment criteria, aligned to module learning outcomes, and indicates what students need to do to complete the assessment successfully. Assessment criteria / grade descriptors are provided for each item of assessment. Assessments are marked using criteria based on [UW grade descriptors](#). A grid showing assessment methods and weightings mapped to the modules at Level 4, together with an assessment calendar of submission dates, is included in the Course Handbook.

#### 15. Programme structures and requirements

To be awarded the University Certificate in Health Professions Preparation students must successfully complete 30 credits at Level 4.

*Table 6 University Certificate in Health Professions Preparation level 4 award map*

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
HEPP1001	Foundations of Academic Paramedic Practice	15	M
HEPP1002	Foundation Sciences Towards Paramedic Practice	15	M

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

The intended Learning Outcomes of this programme are commensurate with a higher education qualification at Level 4 as specified in [QAA \(2024\) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#). This award is located at Level 4 of the [OfS sector recognised standards](#).

#### 17. Support for students

Student support is a key element of the programme and is provided through a range of sources at both University Centre Weston (UCW) and the University of Worcester.

### **Personal Tutor**

All students will be allocated a named Personal Tutor for the duration of their study. The Personal Tutor will support students at key transition points, enabling them to reflect on progress and set future goals for achievement academically and for employability, and to become autonomous learners. The Personal Tutor system is intended to provide a stable, holistic, and developmental form of support for individual students that is course related.

### **Academic support**

[UCW's Academic Development Team](#) support transition and progression throughout the HE student journey. The team of Academic Development Lecturers offer academic study skills support for all UCW students and provide students with the 'know how' needed to undertake degree-level research and writing. A series of embedded workshops within the course develop key skills including reading and notetaking, critical analysis, academic writing, presentations, research methods, Harvard referencing, reflective reading and writing and digital literacy. In addition, students can access University of Worcester's learning support through the [Study Skills portal](#)

### **Student support**

Students can access the [UCW Heart student services team](#) to provide information and support for, [Student Finance](#), [Accommodation](#), [Learning Support](#), [Mental Health and Wellbeing](#) and [Careers Coaching](#).

### **Student representation**

UCW is committed to engaging with students. They foster mutual respect and draw on everyone's knowledge and experience to continually enhance the student experience. They will therefore involve students in the development, delivery and review of higher education provision.

They engage with students in a variety of ways and offer a range of opportunities for those who wish to represent the student body on key decision-making committees. The views of students are taken seriously, and respond to opinions, and inform students about any actions taken via meetings and the Virtual Learning Environment. There are also lots of opportunities for students to express their opinions in our questionnaires, including Module Evaluations.

UCW's Student Engagement Officer is the student's representative on key committees at all levels within the organisation which fit with the [UCW's wider Higher Education Student Engagement Strategy](#). They ensure students' views are listened to and acted upon where appropriate. Student Engagement Officers are an independent representative for the student body and provide another person students can talk to at any time about anything related to life at UCW.

## **18. Admissions**

### **Admissions policy**

UCW and UW aim to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to this programme are made in line with UCW admissions and Equality, Diversity and Inclusion policies.

### **Entry requirements**

- One A Level (or equivalent) at Grade C or other acceptable equivalent Level 3 qualification (i.e., a BTEC, CACHE or Access to Higher Education Diploma).
- Employed for a minimum of 18 months as an Emergency Care Assistant (ECA),
- Completed the Southwestern Ambulance Service NHS Foundation Trust ECA 5-week induction programme
- Hold Level 2 English and Mathematics (or equivalent)
- Maintained professional development requirements in line with SWAST expectations
- Level 3 Certificate in Emergency Response Ambulance Driving Course

We welcome applicants who may not meet our standard entry requirements but can demonstrate the ability to study this subject at university level and have relevant life and/or work experience as an Emergency Care Assistant.

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

### **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 applications are via the employer. Prior to application, candidates are advised to discuss their application with their line manager and to gain the support of their employing organisation. Employers will short-list applicants. All shortlisted applicants are required to attend a course information event, held in partnership with employers, University Centre Weston and University of Worcester.

### **Admissions/selection criteria**

Each application will be considered through a review of the application form, personal statement and references in order to assess suitability for the course.

## **19. Regulation of assessment**

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

### **Requirements to pass the module**

- Modules are assessed using a variety of assessment activities that are detailed in the module specification
- The minimum pass mark is D- for each summative assignment
- A student is required to submit all items of assessment in order to pass a module, and a pass mark in each item of assessment is required
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see the [Taught Courses Regulatory Framework](#).

### **Retrieval of failure**

- Students are entitled to re-sit any failed assessment items
- 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-
- 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 Awards

Table 7 requirements for cert HE and FdSc awards

Award	Requirement
University Certificate in Health Professions Preparation	30 credits at Level 4 from the mandatory modules identified in the award map

These awards are not classified.

### 20. Graduate destinations, employability and links with employers

Successful completion of this programme allows students to apply to transition to level 5 of the Paramedic Degree Apprenticeship.

#### Graduate destinations

This course is specifically designed to support Emergency Care Assistants to progress their career aspirations towards further study with the aim of becoming future Registered Paramedics.

#### Student employability

Students studying this course are employed as Emergency Care Assistants with the ambulance service. The programme also opens up work and training opportunities within the health and social care sector.

#### Links with employers

University Centre Weston and University of Worcester have excellent working relationships with practice learning partners and employer partners within the ambulance service and wider National Health Service and private, independent and voluntary organisations.

**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.