

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
<b>Course Title</b>	<b>BSc (Hons) Paramedic Science</b>
<b>Qualification</b>	<b>BSc (Hons)</b>
<b>Intermediate Qualification(s)</b>	
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AA AP AB
<b>Mode(s) of Study and Duration</b>	Full time over 3 years
<b>FHEQ Level</b>	Level 6
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	Health and Care Professions Council (HCPC)
<b>PSRB Renewal Date</b>	Not applicable
<b>University of Bedfordshire Employability accreditation</b>	
<b>Route Code (SITS)</b>	BSPSCAAF
<b>Subject Community</b>	Healthcare Practice
<b>UCAS Course Code</b>	
<b>Relevant External Benchmarking</b>	HCPC Standards of Proficiency for Paramedics (HCPC 2014) HCPC Standards of Education and Training for Paramedics (HCPC, 2018) QAA (2016) Subject Benchmarks for Paramedic Science

College of Paramedics, Paramedic Curriculum Guidance (CoP, 2017)  
FHEQ qualification descriptors for level 6 (QAA 2014)

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
PAR001-1	4	15	Introduction to Academic Studies	Core
PAR002-1	4	15	Introduction to Clinical Assessment Skills for Paramedics	Core
PAR003-1	4	30	Fundamentals of Paramedic Practice	Core
PAR004-1	4	30	Health Science for Paramedic Practice	Core
PAR005-1	4	30	Professional Values and Relationships	Core
PAR001-2	5	30	Assessment and Management of Long Term Conditions	Core
PAR002-2	5	30	Leadership and Team Working for Paramedic Practice	Core
PAR003-2	5	15	Obstetric and Neonatal Care for Paramedics	Core
PAR004-2	5	15	Mental Health Care for Paramedics	Core
PAR005-2	5	30	Trauma Management in Paramedic Practice	Core
PAR001-3	6	30	The Critically Unwell Person	Core
PAR002-3	6	30	Transition to Professional Practice for Paramedics	Core
PAR003-3	6	30	Minor Illnesses and Injuries	Core
PAR004-3	6	30	Quality and Safety in Paramedic Practice	Core

### Why study this course

This course will enable you to be eligible to apply for registration with the Health and Care Professions Council as a Paramedic. The course will equip you with the knowledge and skills to become an autonomous paramedic practitioner. You will develop the knowledge, competencies and clinical skills to undertake appropriate assessments, to provide evidence based treatments and to implement appropriate referral,

management and discharge plans for your patients. A partnership approach will be facilitated to ensure patient centred care management so that patients' specific needs are met. This may require you to use a range of care pathways including conveyance to hospital and referral to other health or social care agencies.

### **Course Summary – Educational Aims**

This course aims to

- Equip students with the knowledge and skills to practice safely and effectively as a registered paramedic meeting the HCPC Standards of Proficiency for Paramedics (HCPC 2014), enhancing the quality of services and patient care in the pre-hospital setting;
- Develop students' critical thinking and decision making skills to enable them to practise autonomously as a paramedic in complex critical situations requiring prompt responses.
- Prepare paramedic students to practice safely and effectively to protect the public;
- Prepare paramedic students to work within multicultural environments and across professional boundaries.
- Enable paramedic students to work in partnership with colleagues, service user and carers in accordance with the principles and philosophy of the NHS Constitution;
- Provide an educational framework that is vocationally relevant, equipping students with the subject specific and transferrable knowledge and skills, professional behaviours and attributes required for career long learning and development as a paramedic;
- Provide a curriculum that is contemporary and evidence-based meeting the dynamic and challenging context of pre-hospital care provision;
- Provide a platform from which to enter employment as a paramedic and enhance career prospects as a registered paramedic in healthcare settings.

### **Entry requirements**

#### **Academic Entry Requirements**

Five GCSEs at grade C/4or above, including a science subject, English language or literature and mathematics, plus one of the following

280 points with at least 160 points from 2 GCE/VCE A2 level or BTEC National qualifications and other qualifications in the UCAS tariff. AS levels and General Studies A level do not count towards this score.

Access to HE Diploma for a QAA recognised Access to HE course in health studies, health science, nursing or another science- based course. Normally we require 15 credits at Level 2 and 45 at level 3 of which at least 15 credits should be graded at distinction level or equivalent qualifications such as Irish Leaving Certificate, Scottish Highers or International Baccalaureate. NVQ Level 3 is not accepted for any of our professional healthcare courses.

Diploma in higher education or BSc degree (if you already have a degree you will need to check with Student Finance England around your eligibility for any additional funding).

#### **Where English is not your first language**

IELTS Grade 7 overall and 7 in each area where English is a second language.

#### **Recognition of Prior Learning**

As the course leads to professional registration no recognition will be given to prior learning. It is expected all students will complete the course in full.

### **Prior work experience**

Prior to applying to the course candidates should undertake a form of work experience, this is a suggestive list and not exhaustive, it is not a requirement for entry but will support an applicant in gaining experience to inform their application and support them on the course.

- Hospital wards– on NHS or private hospitals
- Nursing homes
- GP surgeries
- First responder for the Ambulance Service (contact the Ambulance Trust)
- Voluntary aid societies dealing with care
- Life guarding
- Any profession that can be justified as having similar characteristics to healthcare practice, befitting a caring and compassionate setting.

Candidates will be expected to have knowledge of the ambulance service and the role of the paramedic.

Demonstrable evidence of learning and commitment to study.

### **Other specific entry requirements**

1. A full driving licence before your course commencement. There is currently a requirement to obtain your C1 driving licence before employment; however, some Ambulance Trusts may support your training,
2. Undertake an Enhanced Disclosure and Barring Service (DBS) check prior to registration. You must declare any criminal convictions, cautions and bindings over, including those considered spent during the admissions process. Criminal convictions do not necessarily prevent acceptance on the course, but some may be regarded by an employer or professional body as excluding you from practice. Where you have any criminal convictions, cautions and/or bindings over, your application will be considered by the DBS panel within the University, which you will be asked to attend, where a decision will be made regarding your entry to the course. Applicants need to be aware that any criminal conviction for driving may affect future employment or affect the candidate's ability to gain registration with the HCPC (Health Care Professions Council). The DBS screening is currently funded by the University.
3. Undergo health screening to assess your fitness to join the course. This health screening will include clearance against DVLA Group 2 medical standards. You must also complete an approved course of immunisation, as recommended by the Department of Health. Health screening and immunisation are provided by the University, through the Occupational Health provider. It is your responsibility to inform the course coordinator of any change of circumstances in your health once you have registered.

### **PSRB details**

The course has been designed to meet the requirements of the Health and Care Professions Council, Standards of Proficiency for Paramedics (2014) and the College of Paramedics, Paramedic Curriculum Guidance (2017).

### **Graduate Impact Statements**

The course has been designed to develop graduates who are able to:

- Provide pre-hospital care in a range of contexts that vary in complexity and urgency.
- Assist in the delivery of safe, high quality, compassionate patient care that reflects the values of the NHS.
- Work in collaboration with health colleagues and other emergency services to deliver evidence based pre-hospital care.
- Recommend alternative ways of care delivery and effectively communicate the rationale behind their decision in verbal and written formats, appropriate to audience and purpose.
- Demonstrate resourcefulness and creativity when suggesting or implementing change intended to make a positive difference to the quality of the patient experience.

### **Higher Education Achievement Report - Additional Information**

The BSc (Hons) Paramedic Science course offers preparation for registration and employment as a Paramedic. It offers students the opportunity to work with University teaching staff and placement providers to meet the challenges and demands within contemporary paramedic practice.

The course includes curricular or co-curricular activity likely to be of interest to a potential employer such as, placement learning, skills development, confidence building, support for mentors in practice by University staff and partnership working with the University.

### **Learning and Teaching**

Equal emphasis is placed within the course of the importance of university and placement learning. In order to meet University requirements you are expected to attend all elements of your course. Attendance during the course will be monitored and actions taken for unexplained and frequent absences.

This course is distinctive in the following ways:

- It provides a curriculum that facilitates the development of critical decision making through participation in active teaching and learning methods.
- You will benefit from learning within a multi-disciplinary environment.
- External agencies, service user and carer involvement will support you to view healthcare provision within the wider context of the service user point of view.
- It teaches and assesses both the practical delivery and the theoretical understanding of paramedic practice in the context of NHS values and professional behaviours.
- Your learning will be supported by the University's Virtual Learning Environment (BREQ) and enhanced by the use of simulation.
- Through the use of case studies and reflection, you will have the opportunity to explore contemporary paramedic practice and the associated evidence base.
- There are opportunities for you to learn about service improvement as you will identify and plan a service development proposal that will benefit your workplace and service user experience.
- You will be supported in the workplace by practice based mentors and members of the course teaching team who will visit you in practice, working closely with you and your practice-based mentors.

### **Developing your employability**

During the course you will acquire a range of transferrable skills which are intended to prepare you for working as a registered paramedic on completion of the course. Your academic skills will be developed to equip you with the potential for lifelong learning. The practical skills that you gain on the course are directly applicable to the role of a paramedic in a variety of pre-hospital care settings and will provide a foundation

for further skills development post registration. Aspects of your studies on the course focus on concepts and skills relating to team working and leadership which will be of relevance in whichever healthcare context you wish to work in the future. During year three of the course you will be given assistance to seek employment by developing your CV.

On completion of the course, successful students will be eligible to register with the Health and Care Professions Council as a Paramedic and apply to NHS Trusts and the private, voluntary and independent sector for employment in a range of pre hospital care contexts.

### **Department (s)**

Healthcare Practice

### **Assessment**

The course assessment strategy is closely aligned to the teaching and learning strategy which is designed to have: immediate relevance to practice; draw on expertise-by-experience; foster active learning and be learner-centred in approach. A distinct feature of the course is the range of assessment tasks, including those that allow you to undertake workplace relevant assessments that can have an immediate impact in practice. Examples include: written assignments ranging from reflective pieces to academic essays culminating in a service improvement project, assessed practice within your placements; computer based examinations and oral presentations.

Use of professional and theoretical literature will increase in complexity, depth and breadth as you progress through the course. In the first year, you will be expected to demonstrate knowledge and understanding of the evidence-based literature and apply this to practice. In contrast, the second year will demand deeper analysis and evaluation of the literature and its applications. For example, you will develop your ability to study and practice more independently. You will be expected to identify a subject that particularly interests you based upon the NHS values, and propose a service improvement project supported by appropriate literature.

Assessments of clinical skills will begin with observation of your participation in caring for patients/service users during practice. Expectations of the levels of skill demonstrated by you will increase over time and by the final assessments you will be expected to manage more complex and challenging encounters in a non-judgemental, empathic manner in accordance with NHS values.

### **After Graduation**

After graduation it is expected that you will apply for registration as a Paramedic with the Health and Care Professions Council and seek employment as a paramedic in a pre-hospital care setting.

If you wish to expand the scope of your role after qualifying as a paramedic you may wish to undertake a mentorship course to enable you to support student paramedics in practice. The University of Bedfordshire offers a range of postgraduate studies which may be of interest to you after graduation. Various options are open to you including courses relating to advanced healthcare practice, medical education, patient safety or management studies such as an MBA in Healthcare Management.

### **Student Support during the course**

The University of Bedfordshire provides a range of central support services. These include academic advice and support, health and well-being services and guidance with regards to financial matters. You will have access to the University's Professional and Academic Development (PAD) team and the Student Information Desk (SID) which provides the gateway to a range of specialist advice and assistance. You may be required to undergo diagnostic testing for academic and/ or professional English language abilities, and may further be required, to participate in academic English support workshops or classes provided by the University.

Support services are detailed within the student support area of the University website at:

<https://www.beds.ac.uk/student-experience/studying-at-bedfordshire/student-support/>

Your course team will also provide a range of support with your studies. This includes the allocation of a named Personal Academic Tutor (PAT), who will guide you through your studies and meet with you once per term. This will involve personal and group tutorials, placement meetings, academic support and monitoring of academic and professional development. The PAT will also provide the link between the University and the work place and ensure that your professional and academic progress is monitored and supported. You will be given timely feedback on assessments, with suggestions on how to further improve your work.

All partner healthcare organisations are required to identify a named work place mentor who is a registered practitioner to facilitate your learning in practice.

### **Students with disabilities**

We actively encourage applications from people with disabilities and will ensure that reasonable adjustments are made to assessment tasks in order that they are not disadvantaged. If you are a disabled person or have a long-term health condition, you are advised to read the Health and Care Professions Council (HCPC) booklet: '*A disabled persons guide to becoming a health professional*'. (2015 & 2018), available at [www.hcpc-uk.org/publications](http://www.hcpc-uk.org/publications), which provides you with information about the requirements that you need to go through to become a health and care professional, including registration with the HCPC.

Once an applicant with a disability has been accepted on to the course, we will work with them to identify their individual needs in relation to attending and successfully completing the course. Reasonable adjustments to the way the course is delivered and assessed will be made so that students with a disability are not disadvantaged.

If you have a specific need (e.g. dyslexia, dyspraxia, visual or hearing impairment, mobility issues) that may require additional resources (i.e. aids or adaptations) it is important that you notify the course co-ordinator of these needs at the earliest opportunity so that appropriate arrangements can be made to ensure equality of opportunity.

## Assessment Map

Unit Code	C	Weeks																									
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Introduction to academic studies	C	CW-Ess						CW-LR																			
Introduction to Clinical Assessment Skills for Paramedics	C								PR-OSC E	WR-I																	
Fundamentals of Paramedic Practice	C															CW-CS											
Health Science for Paramedic Practice	C																										
Professional Values and Relationships	C																										
Assessment and Management of Long Term Conditions	C																										
Leadership and Team Working for Paramedic Practice	C																										
Obstetric and Neonatal Care for Paramedics	C																										



Unit Code	Weeks																									
Introduction to academic studies	C	31	32	33	34	35	36	37	38	39	40															
Introduction to Clinical Assessment Skills for Paramedics	C																									
Fundamentals of Paramedic Practice	C										CW-Port															
Health Science for Paramedic Practice	C	CW-Ess X						Ex																		
Professional Values and Relationships	C								PR-Plac																	
Assessment and Management of Long Term Conditions	C										PR-Plac															
Leadership and Team Working for Paramedic Practice	C				CW-RW																					
Obstetric and Neonatal Care for Paramedics	C																									



## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

Upon successful completion of this course, you should be able to:

1. Critique and apply a range of subject specific and transferrable knowledge and skills to support your continuing development as a reflective paramedic.
2. Adapt in dynamic and challenging circumstances, advancing your knowledge and furthering your ability to meet the demands of contemporary paramedic practice.
3. Facilitate a collaborative approach with colleagues, service users and carers, acting in partnership with them to provide appropriate and effective care, referral or discharge based on patients' needs and current best evidence.
4. Analyse a range of academic theories and concepts from disciplines such as biology, psychology and sociology to enhance your work performance within multicultural environments and across organisational boundaries.
5. Critically analyse the evidence on which care decisions are based in order to promote the development of values based care and quality and safety of healthcare practice.
6. Use critical thinking and decision-making skills to plan, implement and manage responses to situations occurring in the pre-hospital environment, drawing on research and other relevant sources of evidence, to improve quality of healthcare.
7. Demonstrate resourcefulness and creativity when initiating or implementing change intended to make a positive difference to the quality of the patient experience.

### Course-specific regulations

The proposed course complies with University Regulations; however, a variation to regulations is required for :

- Enhanced entry criteria with variation to IELTS
- Delivery pattern: variation from core patterns
- Students who fail an assessment at first attempt will be offered a referral attempt (providing two attempts to pass the assessment). There will be no opportunity for students to re-take a unit / repeat a year due to limited placement capacity, therefore students who fail a referral attempt cannot re-take the unit and will be exited from the course with any credit achieved to that point.
- To pass a unit, all assessment elements must be passed. There will be no aggregation within units to ensure clarity concerning pass marks for safe standards of practice.
- Protected title: If you fail to successfully complete the course but gain an exit award for academic credits you will not be eligible to apply for HCPC registration.

The course must be completed within five years of initial registration.

Where an aegrotat award is made it will not provide eligibility for admission to the HCPC Register.

### Teaching, Learning and Assessment

This is a full time course for paramedic students. It is designed to foster improvements in paramedic practice and therefore methods have been chosen to ensure that graduates of the course are able to apply values-based and evidence-based approaches to healthcare. Our guiding principles are that learning should have immediate relevance to practice and that it should draw on the experiences and expertise of students on the course, as well as the academic staff who lead it. Teaching, learning and assessment methods foster active learning and allow a degree of choice, to ensure learner engagement and development.

Within the classroom you will be exposed to a range of teaching and learning methods to include, lectures, seminars, group work, simulated practice, e-learning, tutorials, peer assisted learning and interprofessional learning activities.

As you will learn in practice during the course this will provide you with rich opportunities to examine and analyse your own and colleagues' approaches to healthcare provision. The teaching, learning and assessment strategies adopted within and across units are designed to support a sustained dialogue with peers, colleagues and academics around the ways in which your practices can be developed.

The curriculum has been designed to move you from the familiar to the new, allowing you to evidence your skills in a range of ways. This is particularly important for new students making the transition into higher education.

### **Additional Academic Information**

#### ***Peer-assisted learning (PAL)***

University of Bedfordshire PAL Leaders are identified and interviewed at the end of their first year and attend an initial two day training session in September/March in readiness for the new term. Following up on training, support is ongoing throughout the academic year. The University's PAL Co-ordinator observes PAL Leaders running a PAL session to give them feedback and guidance. PAL Leaders facilitate weekly study support sessions for groups of students from the year below.

PAL sessions are run in tandem with the scheduled teaching sessions delivered by lecturers on a named unit. This provides purpose and cohesion with PAL Leaders being able to target their sessions specifically on the topics and/or assessments associated with the unit. However some student led content may be incorporated.

PAL Leaders meet/communicate weekly with the Course co-ordinator to plan the PAL session and to feedback any staff/student comments or concerns.

#### ***Initial Assessment***

The first summative assessment takes place in week 6 of the Introduction to Academic Studies unit.

#### ***Improving students' learning***

The Introduction to Academic Studies unit, is intended to assist you to develop your study skills. The unit syllabus focuses upon literacy and numeracy skills for academic work and healthcare practice. It includes: study skills, including taking lecture notes; using learning resources, including those on-line; and developing your learning styles.

You will receive written feedback on submissions within 15 working days, which includes guidelines for developing your work.

#### ***Academic Integrity***

The Introduction to Academic Studies unit introduces you to good academic practices including accurate referencing techniques and how to avoid plagiarism. You will receive feedback on your use of literature,

including referencing techniques throughout the course. You are required to obtain consent from services users to write about their experiences and to obtain paramedic educator verification that you have based your study on a client you have cared for.

**HEAR implementation**

Not yet applicable

**Internationalisation**

The course requires you to engage with contemporary, international resources, including published research and evidence-based practice guidelines.

**Sustainability**

As a paramedic student you will be working within organisation's code of practice and standard operating procedures applicable to your placements. These will be underpinned by the NHS Constitution and values which are inherent in everyday paramedic practice. The course invites a consideration of the ways in which these values impact on your practice and the experiences of healthcare users. It invites consideration of your own practice and role responsibilities in championing and influencing the ethical and respectful practice of co-workers, in ways that embody and role model NHS Values.

**Section 4 - Administrative Information**

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	Health and Social Sciences
<b>Portfolio</b>	Allied Health Professions and Midwifery
<b>Department/School/Division</b>	Healthcare Practice
<b>Course Coordinator</b>	Allan Sunderland
<b>Version Number</b>	1/17/, 1/19
<b>Approved by (cf Quality Handbook ch.2)</b>	FTQSC
<b>Date of approval (dd/mm/yyyy)</b>	November 2017, 25/07/19
<b>Implementation start-date of this version (plus any identified end-date)</b>	February 2018, September 2019

Form completed by:

Name: Barbara Burden/Barbara Bromley/ Amanda Willetts

Date: 30/10/2017

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:



Date: 25/07/19

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
23/08/16	Course learning outcomes amended to ensure they reflect level 6 study. Unit codes and location of delivery code added	Periodic Review
30/10/17	Assessment codes added to assessment map- Assessment 2 PAR003-3 changed to week 30 to reflect semestisation pattern. Delivery location added.	
24 <sup>th</sup> June 2019	Campus Code addition (AB); Dates reviewed and updated where necessary; Amendment to C1 information; web link updated post IT merge; CC Name change; Implementation date updated	
25/07/19	Relocation and transition to Bedford Campus. New course coordinator. Possible change to entry requirements and a request is being prepared.	18.94.1.4