



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

Course Title	Advanced Clinical Practice (Paramedic)
Qualification	MSc
FHEQ Level	7
Intermediate Qualification(s)	-
Awarding Institution	University of Bedfordshire
Location of Delivery	On campus/off campus
Mode(s) of Study and Duration	Part-Time over 24-36 months
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	N/A
UCAS Course Code	N/A
External Benchmarking	<p>QAA Quality Code section A1 (The Framework for Higher Education Qualifications) at Level 7 (QAA, 2014)  <a href="http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf">http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</a></p> <p>SEEC credit level descriptors for higher education (SEEC, 2016)  <a href="http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf">http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf</a></p> <p>QAA Subject Benchmark standards Paramedics 2016  <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-Paramedics-16.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-Paramedics-16.pdf</a></p> <p>College of Paramedics (CoP) - Paramedic post-graduate curriculum (2017)  <a href="https://www.collegeofparamedics.co.uk/publications/post-graduate-curriculum-guidance">https://www.collegeofparamedics.co.uk/publications/post-graduate-curriculum-guidance</a></p>
Entry Month(s)	October or February

### Why study this course

This course supports your development as a paramedic providing you with the knowledge, skills and attributes that will enable you to gain advanced practitioner roles including via the apprentice route (when available). It reflects the Post-Graduate Curriculum Guidance of from the College of Paramedics (February 2017), providing study across the four required domains of practice, education leadership and

research. It is delivered as a blended learning course which means that you study on a part-time basis with your studies always linked to your work context. In this way, whether your area of work is operational, educational, managerial or control based you will be able to apply your learning directly to your immediate work as well as expanding your horizons. Assessments are equally contextualised and allow you to integrate academic learning with the real-world environment. A key part of this course is enabling you to develop a high level of autonomy and complex decision-making skills which are characteristic of the advanced practitioner.

### Educational Aims

Advanced practitioners are an important area of health care provision and are well established within nursing and many of the professions allied to medicine. Paramedicine as a new healthcare profession is developing its professional pathways and advanced practice is an important component within this as identified by the College of Paramedics. Paramedics have moved from a somewhat distanced profession within the continuum of healthcare to being an important part of health provision. As such paramedics today work in a range of roles that include critical care, minor injuries, primary care, mass gathering medicine both within civilian and military environments.

This course focuses on the applied principles of pre-hospital and its associated care within a UK context. It is designed to develop your practical and critical paramedic skills, underpinned by a sound understanding of associated theories.

The aims of the course are to:

- Enhance your critical awareness of contemporary issues within paramedic practice so that you can apply your knowledge to formulate appropriate evidence-based strategies to practice at an advanced level.
- Deepen your understanding of various theoretical perspectives and how these are linked and inform paramedic policy and practice.
- Provide you with an evidence based perspectives to support and develop your practice and the wider organisation with which you work.

The course utilises a research informed teaching curriculum and case-studies from practice. It is aimed at HCPC paramedic registered applicants who are in current practice, from Health Service and non-Health Service backgrounds. It has been designed to enable you to build on your existing professional knowledge and expertise.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
PAR001-6	7	30	Professionalism in Paramedic Practice (WBL)	Core
CEL049-6	7	15	History Taking & Physical Assessment of Adults	Core
CEL050-6	7	15	Human Factors and Safer Healthcare	Core
CEL046-6	7	15	Health Research Methods	Core
CEL040-6	7	15	Clinical Leadership and Management	Core

CEL036-6	7	15	Mentorship and Support for Professional Practice *	Option
CEL042-6	7	15	Education in Healthcare Practice *	Option
CEL043-6	7	15	Enhanced Care Skills for Pre-hospital Practice	Core
CEL011-6	7	60	Service Improvement Project (60 credits) **	Option
CEL041-6	7	60	Dissertation (Systematic Approaches to Review of Literature) **	Option

**NB** Within the option units listed within the course structure above, you must choose from the following to ensure all course learning outcomes are met:

- one Education unit from those marked \*
- one dissertation unit from those marked \*\*

### Course-Specific Regulations

Specific regulations apply to units that contain practice-based assessments (eg work-based learning units) and also to Nursing and Midwifery Council (NMC) approved units such as the Mentorship and Support for Professional Practice unit. In such units all assessments must be passed

### Entry requirements

- Be a paramedic registered with the Health and Care Professions Council.
- Have a paramedic science degree (grade 2:2 or higher) or have equivalent experience which would normally be regarded as a minimum of 2-years attested post-registration experience.
- Currently be employed with a health or social care provider within a paramedic role.
- It is essential that students remain in practice throughout this course and can provide a signed letter of support from their employer confirming that they can provide the skills development and support required for this course.

Sponsored applicants who meet the above entry criteria will be interviewed by their employer and if successful and they met the criteria for entry then their details will be forwarded to the University Admissions Department for registration.

### Additional Course Costs

Students may be provided with opportunities to attend conferences and study visits which are not a requisite part of this course.

### Graduate Impact Statements

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

- Recognise the important significance of advanced clinical practice so as to initiate developments at both national and local level within healthcare settings.
- Contribute specialist expertise in paramedic science to improve practice standards contributing to improved outcomes in patient care.

### Course Learning Outcomes

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

- LO1. Demonstrate a critical awareness of contemporary issues within paramedic practice and apply your knowledge to formulate appropriate evidence-based strategies to improve patient care.
- LO2. Analyse and evaluate paramedic health policy and practices from international, national and local perspectives to support and develop evidence-based practice.
- LO3. Demonstrate a systematic understanding and critical awareness the role of leadership, economics and change in improving paramedic policy and practice.
- LO4. Demonstrate a critical understanding of the principles of teaching and learning and undertake educational practice which advances the scholarship of students and others in various settings.
- LO5. Demonstrate a practical understanding of the concepts, theories and skills required to be an effective and efficient advanced practitioner.
- LO6. Demonstrate a critical awareness of current ethical and legal challenges in healthcare, and an ability to reflectively engage in ethical paramedic practice and research.
- LO7. Demonstrate a comprehensive understanding of research methodology through designing and conducting a research project in a contemporary area of paramedic practice so as to influence service development.

**PSRB details**

Not applicable

**Learning and Teaching**

A comprehensive variety of approaches to teaching and learning are used to deliver a wide-ranging curriculum and support all students in developing a broad range of skills. The different units within the course will have different commitments specified in their individual unit information forms (UIFs). These will vary from those with four or five day-long face-to-face taught sessions, to those taught weekly through day-long face-to-face taught sessions. Your learning will also be underpinned by the University's Virtual Learning Environment (BREQ). This will be used to provide access to additional guided learning materials and other e-learning resources.

You will be actively engaged in the learning process throughout and encouraged to take responsibility for identifying and addressing your own learning needs. Throughout the course you are also encouraged to identify and reflect on prior-professional and personal experience in relation to the core curriculum.

Transferable and enterprise skills are promoted, together with an emphasis on developing the skills to support lifelong learning.

A key part of this course is its interaction with students from other health care disciplines which will include nurses, midwives, doctors and potentially others such as physiotherapists, chiropractors etc. They will include individuals employed at junior through to consultant levels of practice. This encourages a more open dialogue from those outside your own area of practice and facilitates a stronger holistic approach within your critical thinking.

**Assessment**

Each unit is designed to help you to develop your paramedic related skills in ways which are directly relevant to your interests or workplace. The overarching course assessment strategy is designed to assist you in identifying, reflecting on and meeting your own learning needs. Furthermore, where appropriate the unit assessments provide the flexibility for you to choose to investigate a contemporary issue.

The assessments will include

- Designing a poster to support workplace clinical practice development.
- Undertaking OSCEs relevant to your practice.
- Writing reflective reports.
- Developing a portfolio
- Journal
- Research proposal
- Case study
- Dissertation or service improvement project

Each of these assessments will enable you to demonstrate the ability to critically understand and evaluate complex issues relevant to the paramedic profession and communicate these effectively to a range of audiences. This strategy informs the assessment methods for each individual unit within the course and is based on Masters level descriptors and course learning outcomes.

**Assessment Map**

Unit Code	C/ O	Semester 1												Semester 2																
		2-5	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			
														1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
<b>Year 1</b>																														
Professionalism in Paramedic Practice (WBL)	C		For mati ve																										PR- Pla c	
History Taking & Physical Assessment of Adults	C				WR - Pos t							PR- OS CE																		
Human Factors and Safer Healthcare	C																	PR- Oral											CW -CS	
<b>Year 2</b>																														
Health Research Methods	C											WR -I																		
Mentorship and Support for Professional Practice *	O										CW - Ess		CW- Port																	
Education in Healthcare Practice *	O											CW - RW																		
Clinical Leadership and Management	C																										CW - Jou r		PR- Pos t	
Enhanced Care Skills for Pre-hospital Practice	C																												CW - Port	
<b>Year 3</b>																														
Dissertation (Systematic approaches to review of literature) **	O																												PJ- Dis s	CW -LR
Service Improvement Project **	O												PR- Oral																	PJ- Pro

**NB** Within the option units listed within the course structure above, you must choose from the following to ensure all course learning outcomes are met:

- one Education unit from those marked \*
- one dissertation unit from those marked \*\*

## Developing your employability

### After Graduation

This course will successfully support your ambitions for career progression within the paramedic profession at an advanced practitioner level.

### Additional Information

#### Student Support during the course

The University of Bedfordshire provides a range of central support services that students can access. This includes academic advice and support, Health and Well-being services and guidance with regards to financial matters. These are detailed within the student support area of the website at: <http://www.beds.ac.uk/studentlife/student-support>.

At course level, support will be offered through contact with the course co-ordinator and unit co-ordinators, project supervisors and your own peer group. If you are experiencing difficulties with your studies in one of the units, the unit-co-ordinator will be your first point of contact. You will have also access to a personal academic tutor who will monitor and support your progress on the course and offer advice where required. The Engagement Team in Student Services is available to all students and can give you independent and confidential advice if you are having difficulties, for example if you are unwell during an assessment hand-in or exam period. If you have extenuating circumstances, such as an untimely illness, then the Mitigation Team in Student Services can provide you with extra time to complete your work or postpone an examination without penalty when the work is marked.

If you have any questions or concerns about your studies, the teaching staff are available before and after lectures for brief discussions. You can also email them to arrange longer appointments either on campus or via Skype at other times during the week.

### Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	Students will all be working within the UK healthcare sector where a proficient use of written and spoken English is required. The locations used for delivery of contact days will be the University campus's or the employers own education facilities.
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	Within the context of students being fit to practice and undertake paramedic employment this area of the curriculum is not a challenge.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?	N	Students will be required to meet the requirements of their employers' clinical policies with regard to their client contact. All assignments and discussions around real cases will be conducted within the confines of normal professional regard for anonymity and respect.  All students will be afforded the dignity and respect engendered within the Universities

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

		guidelines on equality and diversity.
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	As registered health care professionals the students learn and work within a code of professional conduct. This is engendered within the learning outcomes and graduate impact statements.
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	Appropriate statements are made on pages 6 & 7.

<b>Administrative Information – Faculty completion</b>	
<b>Faculty</b>	Health and Social Sciences
<b>Portfolio</b>	Postgraduate Healthcare Education
<b>Department/School</b>	School of Healthcare Practice
<b>Course Coordinator</b>	Tony Kemp
<b>Trimester pattern of operation</b>	
<b>PSRB renewal date (where recognised)</b>	N/A
<b>Version number</b>	1/18
<b>Approved by (c.f. Quality Handbook ch.2)</b>	University Periodic Review Panel
<b>Date of approval (dd/mm/yyyy)</b>	23 Nov 2017
<b>Implementation start-date of this version (plus any identified end-date)</b>	2018/2019
<b>Study model type (e.g. study centre)</b>	

**Form completed by:**

**Name:** Anthony E Kemp

**Date:** 13.04.18

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

**Chair:**

**Date:**



<b>Course Updates</b>		
<b>Date (dd/mm/yyyy)</b>	<b>Nature of Update</b>	<b>FTQSC Minute Ref:</b>
March 2018	Housekeeping changes (Administrative Information and Course Updates sections updated). Assessment map updated	Periodic Review Conditions
April 2018	Mapping tidied up	Periodic Review Conditions

<b>Administrative Information – Academic Registry completion</b>	
<b>Route code (post approval)</b>	
<b>JACS / HECoS code (KIS)</b>	
<b>SLC code (post approval)</b>	
<b>Qualification aim (based on HESA coding framework)</b>	



## Annexes to the Course Information Form

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

### General course information

<b>Course Title</b>	<i>Advanced Clinical Practitioner: Paramedic</i>
<b>Qualification</b>	<i>MSc</i>
<b>Route Code (SITS)</b>	MSAPPAAP
<b>Faculty</b>	Health and Social Sciences
<b>Department/School/Division</b>	School of Healthcare Practice
<b>Version Number</b>	1/18

### Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	Professionalism in Paramedic Practice (WBL)	History Taking & Physical Assessment	Human Factors and Safer Healthcare	Health Research Methods	MSPP*	Education in Healthcare Practice*	Clinical Leadership and Management	Enhanced Care Skills for pre Hospital Practice	Dissertation **	Service Improvement Project **
<b>Level</b>	7	7	7	7	7	7	7	7	7	7
<b>Credits</b>	30	15	15	15	15	15	15	15	60	60
<b>Core or option</b>	C	C	C	C	O	O	C	C	O	O
<b>Course Learning Outcome (number)</b>	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
LO1	LO1	LO2	LO1 & 2					LO1		LO1
LO2	LO2	LO2	LO2						LO2	LO1
LO3							LO1 & 2			
LO4					LO1 & 2	LO1 & 2				LO1 & 2
LO5	LO1 & 2	LO1 & 2		LO1			LO1 & 2	LO1 & 2		
LO6			LO 2	LO2					LO2	LO2
LO7									LO1 & LO2	LO1 & 2

**NB** Within the option units listed within the course structure above, students must choose from the following to ensure all course learning outcomes are met:

- one Education unit from those marked \*
- one dissertation unit from those marked \*\*

### Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course

<b>Course (or intermediate) qualification and title</b>	MSc Advanced Clinical Practice (Paramedic)
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FHEQ Descriptor for a higher education qualification	FHEQ Level 7 (QAA, 2014) <a href="http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf">http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</a>	Course Learning Outcome(s)						
		1	2	3	4	5	6	7
<ul style="list-style-type: none"> <li>a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.</li> </ul>		✓	✓				✓	
<ul style="list-style-type: none"> <li>a comprehensive understanding of techniques applicable to their own research or advanced scholarship</li> </ul>								✓
<ul style="list-style-type: none"> <li>originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</li> </ul>								✓
<ul style="list-style-type: none"> <li>conceptual understanding that enables the student:               <ul style="list-style-type: none"> <li>- to evaluate critically current research and advanced scholarship in the discipline</li> <li>- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses</li> </ul> </li> </ul>			✓					✓
<ul style="list-style-type: none"> <li>deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</li> </ul>				✓				
<ul style="list-style-type: none"> <li>demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>					✓			
<ul style="list-style-type: none"> <li>continue to advance their knowledge and understanding, and to develop new skills to a high level.</li> </ul>					✓			
<ul style="list-style-type: none"> <li>the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations - the independent learning ability required for continuing professional development.</li> </ul>			✓	✓				

Qualification Descriptors	SEEC credit level descriptors for higher education <a href="http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf">http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf</a>	Course Learning Outcome(s)						
		1	2	3	4	5	6	7
<b>Setting</b>								
Operational Context:								
- Operates in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information sources.		✓			✓	✓	✓	✓
Autonomy and responsibility for actions:								
- Acts with initiative in decision-making and accessing support, within professional or given guidelines, accepting full accountability for outcomes.		✓			✓		✓	✓
<b>Knowledge and Understanding</b>								
- Has a deep and systematic understanding within a specialised field of study (midwifery) and its interrelationship with other relevant disciplines.		✓	✓			✓		
- Demonstrates an understanding of current theoretical and methodological approaches and how these may affect the way the knowledge base is interpreted.							✓	
<b>Cognitive Skills</b>								
Conceptualisation and thinking:								
- Uses ideas at a high level of abstraction		✓	✓					
- Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches		✓	✓					
Problem solving, research and enquiry:								
- Designs and undertakes substantial investigations to address significant areas of theory and / or practice.							✓	
- Selects appropriate advanced methodological approaches and critically evaluates their effectiveness							✓	
Synthesis and creativity:								
- Flexibly and creatively applies knowledge in unfamiliar contexts, synthesizes ideas or information in innovative ways, and generates transformative solutions.					✓			
Analysis and evaluation:								
- Undertakes analysis of complex, incomplete or contradictory evidence / data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches					✓			
<b>Performance and Practice</b>								
Adaptation to context:								
- Autonomously adapts performance to multiple contexts						✓		
Performance:								

- Autonomously implements and evaluates improvements to performance, drawing on innovative or sectoral best practice							✓
Team and organisational working:							
- Works effectively with multiple teams as leader or member.			✓	✓			
- Clarifies tasks and make appropriate use of the capacities of team members, resolving likely conflict situations before they arise				✓			
Ethical awareness and application:							
- Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas. Works proactively with others to formulate solutions.						✓	
<b>Personal and enabling skills:</b>							
Personal evaluation and development							
- Uses personal reflection to analyse self					✓	✓	
Interpersonal and communication skills:							
- Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialized contexts.					✓		

QAA Subject Benchmark	<i>Paramedics 2016</i> <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-Paramedics-16.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-Paramedics-16.pdf</a>	Course Learning Outcome(s)						
		1	2	3	4	5	6	7
<b>Working as a professional paramedic</b>								
manage themselves, their own professional practice and that of others within the changing and diverse context which enhanced or expert paramedic practice is delivered and in accordance with the HCPC; Standards of conduct, performance and ethics, Standards of proficiency - Paramedics		✓				✓		
critically evaluate their own abilities and limitations, but also critically evaluate and appraise others in a leadership context.						✓		
demonstrate expertise and proficiency in selecting and applying cohesive knowledge and skills to complex and unexpected situations through their ability to, recognise, define and prioritise problems						✓		
critically analyse, interpret, objectively evaluate and prioritise information recognising its limitation		✓				✓		
recognise the limitations of knowledge in paramedic practice and the importance of professional judgement.		✓	✓			✓		
implement strategies to promote, exchange and evaluate collaborative working within a multi-disciplinary team, comprising of patients, clients, colleagues and others in both therapeutic and preventative healthcare		✓	✓	✓		✓		
adopt a reflective and inquisitive approach and apply rational processes and recognise the impact of their own value judgements and those of patients.						✓	✓	

understand the importance of appropriate care and safeguarding support in relation to potential stressful situations of self and others within the wider context of society while minimising risk where necessary					✓	✓	
accept that stressful situations are unavoidable in paramedic practice					✓		
use appropriate cognitive and intellectual strategies to deal with stressful situations as and when they arise.					✓	✓	
critically demonstrate detailed knowledge and understanding of the concepts and significance of statutory regulation authorised by Parliament (The Health and Social Work Professions Order 2001) and the ethical, legal and professional issues that inform and shape paramedic practice, while adhering to the professional, statutory and regulatory bodies' standards.	✓	✓			✓	✓	
demonstrate enhanced or expert clinical judgement across a range of situations and critically evaluate and synthesise the information to enhance the effectiveness of clinical judgement and teamwork across a range of professional care contexts.	✓				✓		
demonstrate the ability to lead and manage the quality of practice and contribute and participate in a range of quality assurance, quality improvement and risk management strategies to create and maintain a safe working environment.	✓		✓	✓			
develop collaborative partnerships with colleagues and others, contribute to the organisation of, and participation in, leadership activities relevant to the development and enhancement of paramedic practice as a profession including appropriate levels of guidance			✓	✓			
act as a role-model and mentor and support others in the health and social care setting.			✓		✓		
demonstrate and facilitate the critical evaluation of problem-solving skills to a level that informs, the interpretation of clinical and associated data, and which contributes to safe and effective clinical reasoning and decision-making skills as part of the wider healthcare team.					✓		
exhibit through enhanced knowledge and understanding, the capacity to practice in accordance with the professional, ethical and legal frameworks, ensuring adherence to health and safety, and adapting practice to reflect individual circumstances.		✓			✓		
critically appraise paramedic principles and how these are expressed and translated into action through a variety of assessment and management approaches	✓	✓			✓		
synthesise and modify techniques to meet the needs of the individual patients, reflecting a level of care consistent with appropriate evidence based local, national and international practice standards.		✓			✓	✓	
counsel and provide sound judgement and understanding of the factors contributing to social differences; the issues of inequality, recognising the needs of different social groups along with the ability to act as an advocate when appropriate.	✓				✓	✓	
critically evaluate and synthesise both research and evidence-based findings concerning the efficacy and application of paramedic interventions to specific clinical interventions and the therapeutic claims of other healthcare disciplines, including the development of an evidence base for clinical practice.	✓	✓			✓		✓
participate as leaders in the planning, implementation and critical evaluation of multi-professional approaches to healthcare and participate at an enhanced or expert level as part of a multi-professional healthcare team			✓		✓		
draw on existing knowledge and skills to remain confident and competent specialist and advanced practitioners, acquiring new knowledge and competencies through evidence-based literature and				✓	✓		

continued professional development, supporting lifelong-learning through professional self-development.							
<b>Principles and concepts of application</b>							
demonstrate expertise and critical understanding of research and other scholarly activities to promote personal professional development				✓			✓
understand and synthesise methodological approaches to research							✓
critically appraise research questions that inform outcomes in paramedic practice	✓						✓
critically appraise the choice and application of appropriate quantitative and qualitative methodologies							✓
critically understand the importance of bias and rigour in collecting, analysing and interpreting data							✓
critically appraise the relationship between evidence, audit, evaluation and observed variation in clinical practice.	✓				✓		✓
participate in the synthesis and ongoing development of clinical guidelines, policies and procedures at all levels, to guide the provision of quality healthcare and minimise risk through critical understanding of legislation concerning safety at work practices including risk assessment.	✓				✓	✓	
critically analyse the significance and potential effect of psychosocial and economic factors in helping patients and carers to make informed choices about their personal healthcare through the development of health education/promotion, and public health interventions.	✓			✓	✓	✓	
demonstrate self-direction and originality in rationalising clinical leadership problem-solving and decision-making processes associated with enhanced and expert level of paramedic practice.			✓		✓		
critically reflect on and synthesise practical skill levels in order to deliver the expected standards of enhanced and expert paramedic care and update priorities within a changing and dynamic environment.					✓		
critically analyse and synthesise contemporary research and use this evidence to inform practice and enhance patient-centred care.	✓				✓		✓
demonstrate an ability to critically challenge and synthesise practice, taking into account, dynamic social, cultural, spiritual, ethical, legal, political and economic factors.					✓	✓	
demonstrate originality in selecting a suitable course of action, based on enhanced or expert decision-making process, which includes a critical consideration of personal scope of practice and patient choice, adjusting one's care accordingly.					✓	✓	
critically understand and evaluate the delivery of healthcare provision and the contribution of enhanced and expert paramedic practice within this context along with that of the multiple disciplinary team and multi-professional/multi-agency working.		✓			✓		
critically understand and apply theories, concepts and principles of enhanced and expert paramedic practice to deliver patient-centred care for individuals, families and communities in urgent, emergency, critical or other care settings		✓			✓	✓	
recognise and evaluate potential risks and intervene, to maintain a safe and effective standard of patient, public and personal safety.					✓	✓	
demonstrate critical problem-solving skills to an enhanced and expert level which informs and guides the interpretation of clinical and other data, and contributes to effective clinical reasoning and decision making based on the information available.		✓			✓		✓
undertake and document a comprehensive, systematic and accurate assessment of the physical, psychological, social and spiritual needs of patients, service users and communities, modifying enhanced					✓	✓	



or expert level of practice to take account of the criticality of the patient's condition.							
critically assess and provide leadership and management of both clinical and operational priorities in practice, including multiple casualty situations and major incidents, reacting with due regard to local and national policies and procedures.			✓		✓		
formulate, implement and document an enhanced or expert plan of care without avoidable delay where appropriate and, where feasible, in partnership with, and with the consent of patients, service users, their carers and families to the beneficence of the end service user.		✓			✓	✓	
critically analyse and evaluate professional accountability of care delivered, taking into account, social, spiritual, cultural, ethical, legal, political and economic factors.		✓			✓	✓	
accurately document and critically evaluate the outcomes of care and other interventions delivered.					✓		
demonstrate a comprehensive knowledge and understanding of effective multi-disciplinary and multi-professional/ multi-agency working practices, and provide appropriate leadership in team settings that respects and uses the contributions of members of the health and social care team.	✓	✓	✓		✓		
critically analyse and synthesise relevant health education/ promotion and public health interventions and use this knowledge to promote the health and well-being of patients, carers and service users in the effective planning, implementation and evaluation of multi-professional approaches to healthcare.	✓	✓			✓		✓
critically understand and evaluate the delivery of healthcare provision in the UK and its relevance to the professional and national bodies, along with the contribution of enhanced and expert paramedic practice within this context.		✓			✓		
critically analyse contemporary theoretical and research evidence to inform a comprehensive, systematic assessment of the physical, psychological, emotional and social needs of patients, service users and careers.	✓				✓	✓	
provide leadership and management in maintaining professional boundaries and disclose and justify actions to others when appropriate			✓		✓		
critically evaluate the moral and ethical issues that relate to patient care.					✓	✓	
<b>Subject knowledge, understanding and associated skills</b>							
critically demonstrate knowledge and understanding of the subjects underpinning advanced practice, in urgent, emergency, critical or other care settings.					✓		
critically demonstrate knowledge and understanding of the subjects and skills underpinning advanced practice to provide innovative and contemporary solutions to patient care.	✓				✓		
critically assess, evaluate and manage an individual patient's condition, based on the criticality of the patient, and apply treatment to evidence-based practice standards.	✓				✓		
confidently and professionally present enhanced or expert information using a number of communication strategies and, where appropriate through the use of technology, provide coherent and logical arguments in the support of decision making.					✓		
demonstrate leadership and critically manage multiple casualty situations, employing triage strategies and major incident procedures as applicable to the circumstances and with reference to local and national policies and procedures		✓	✓		✓		
critically understand the importance of considering the patient holistically, recognising that the presenting problem may mask underlying injuries and/or health concerns					✓	✓	

use enhanced or expert knowledge and skills with confidence and innovation to improve the quality of care.	✓				✓		
critically analyse and synthesise data to appraise its value for healthcare delivery and management, along with an advanced awareness of the principles and practice of other relevant health and social care approaches.	✓						✓
critically examine and evaluate the impact of political and social contexts on the provision of health and social care on enhanced or expert paramedic practice.	✓						
critically understand the differences in beliefs and cultural practices of individuals and groups	✓					✓	
recognise and challenge discriminatory practice.	✓					✓	
critically evaluate and synthesise research findings, and suggest changes to practice and contribute to healthcare research to inform practice development.	✓						✓
manipulate quantitative and qualitative data for audit and related purposes.					✓		✓
demonstrate a critical understanding of practice that facilitates the ability to work at enhanced or expert standards, specified by the professional, statutory and regulatory bodies.		✓			✓		
critically draw on reflection and reflexivity to appraise, evaluate and enhance professional practice in self and colleagues.				✓	✓		
critically understand and manage therapeutic relationships with patient's through the creative use of theories and skills, demonstrating ethical discernment and clinical judgement.					✓	✓	
<b>Generic skills</b>							
employ enhanced or expert language skills to articulate opinions and formulate arguments effectively and select between different forms of communication with patients and colleagues (paramedics, healthcare professionals and others) while maintaining a commitment to ethical values and considerations.					✓	✓	
critically reflect on personal and professional strengths and limitations to promote a commitment to active and planned future self-directed professional development and show a significant ability for self-critical reflection.				✓	✓		
demonstrate critical knowledge and practical skills in order to deliver the expected standards of enhanced or expert paramedic care and understand and apply the concept of evidence-based practice in a clinical leadership context.	✓		✓		✓		
actively use information technology consistent with the effective and efficient management of modern paramedic practice, including the use of enhanced verbal and written presentations.					✓		
demonstrate a critical understanding of the importance of managing confidential information in an appropriate manner and the ability to guide colleagues in maintaining this ethos where necessary.						✓	
maintain an enhanced, professional non-judgemental position in all aspects of work and avoid stigmatising any category of patients, service users and carers.					✓	✓	
uphold and display high standards of personal and professional conduct, maintaining the integrity of the profession and not bringing it into disrepute.		✓			✓		
adopt and maintain a reflective and reflexive approach to enhanced or expert practice and that of others within the healthcare team including the identification of opportunities to introduce innovative approaches to the advancement of patient care and management in the clinical environment, while critically evaluating their own ability and limitations.	✓		✓	✓	✓		

**Professional body or other external reference points:**

<https://www.collegeofparamedics.co.uk/publications/post-graduate-curriculum-guidance>

The College of Paramedics (CoP) have, in 2017, published their guidance for the Paramedic post-graduate curriculum. Whilst a guidance document it is regarded within the profession as the 'clarifying standard' for paramedics with regard to their post graduate (PG) education and development. It articulates the 'four pillars' of clinical practice, leadership/management and education and research and within these domains articulate 9 standards against which this appendix maps the learning outcomes of the UoB MSc Advanced Clinical Practice (Paramedic) As will be seen some of the standards are less to do with learning outcomes for any post graduate programme but concern the quality assurance and processes of the HEI delivering the course.

CoP Standards	UoB MSc Advanced Clinical Practice (Paramedic)
<b>The four pillars:</b>	
Clinical practice	Professionalism in Paramedic Practice (WBL) Unit History Taking & Physical Assessment of Adults Unit Enhanced Care Skills for Prehospital Practice Unit Human Factors and Safer Healthcare Unit
Leadership/management	Professionalism in Paramedic Practice (WBL) Unit Clinical Leadership and Management Unit Education in Healthcare Practice Unit Enhanced Care Skills for Prehospital Practice Unit Human Factors and Safer Healthcare Unit
Education	Education in Healthcare Practice Unit Mentorship and Support for Professional Practice Unit
Research	Health Research Methods Unit Dissertation Unit Service Improvement Project Unit

CoP Standards	UoB MSc Advanced Clinical Practice (Paramedic) Standards
<b>The standards</b>	
1. Patient safety: The duties and supervision of trainee specialist and advanced paramedics must be consistent with safe patient There must be clear procedures to address any concerns about patient safety (including safeguarding), for the training of specialist and advanced paramedics.	This is largely focused on the clinical supervision of PG students by the employer during their course of study. The UoB MSc does not include any clinical placements but rather draws on the workplace affordances offered to its students as a means of developing their insights, understanding and practice. As will be seen this document provides clear information to UoB MSc students regarding issues of practice and concerns regarding

	patient safety.
2. Quality Management: Specialist and advanced paramedic training and education must be quality managed reviewed and evaluated	The normal UoB arrangements with regard to course management, oversight and quality assurance apply.
3. Equality, diversity & opportunity: Specialist and advanced paramedic education and training must be fair and based on principles of equality	UoB policy applies.
4. Recruitment, selection & appointment: The process for recruitment, selection and appointment must be open, fair and effective	UoB policy applies.
5. Delivery of approved curriculum including assessment: The requirements as set out in the appropriate education provider approved curriculum must be delivered and assessed. The approved assessment system must be fit for purpose	The normal UoB arrangements with regard to course development, delivery and assessment applies. The External examiner for the course is a academic paramedic with an MSc.
6. Support & development of trainees, supervisors, and local education faculty: Trainees (specialist and advanced) must be supported to acquire the necessary skills and expertise through effective educational and placement supervision, an appropriate workload, personal support and time to learn.	Much of this standard is in the hands of the student's employer. UoB recruitment includes written confirmation from the employer and the student that such affordances are available for the duration of the course.
7. Management of education & training: Education and training programmes must be planned and maintained through transparent processes which shows who is responsible at each stage.	The relevant units are developed and run in accordance with the normal UoB processes which provide for full transparency and accountability.
8. Educational resources & capacity: The educational and placement facilities, infrastructure and leadership must be adequate to deliver the curriculum	This standard is overseen by the academic management of the UoB and is assured through the normal quality processes.
9. Outcomes: The impact of the standards must be tracked against trainee (specialist and advanced paramedic) outcomes and clear linkages should be reflected in developing standards.	The student outcomes are demonstrated in a number of ways: <ol style="list-style-type: none"> <li>1. Against the course learning outcomes.</li> <li>2. The Examinations Board and its External Examiners</li> <li>3. Through the Portfolio Executive Committees</li> <li>4. Annual reporting</li> <li>5. BUS Reports</li> <li>6. Periodic review of the course</li> </ol>