

School of Health and Social Work

Title of Programme: BSc (Hons) Paramedic Science

Programme Code: HHPAS

Programme Specification

This programme specification is relevant to students entering:
23 September 2019

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Date	Section	Amendment
22/03/19	D	Placement hours amended from 1500 to 1366
22/03/19	Section 2	Removal of all Course Instances from Table 3 (no longer required)

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification BSc (Hons) Paramedic Science

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane and Partner NHS Trusts
Programme accredited by	Health and Care Professions Council (HCPC)
Final Qualification	BSc (Hons)
All Final Award titles	Paramedic Science
(Qualification and Subject)	
FHEQ level of award	6
UCAS code(s)	B780
Language of Delivery	English

A. Programme Rationale

The programme aims to produce practitioners eligible for registration as paramedics with the Health and Care Professions Council (HCPC), meeting requirements articulated in the QAA benchmark statements for Health Care Programmes – Paramedic Science (honours degree level) taking account of the QAA framework for Higher Education Qualifications (2016). It builds upon the Joint Royal Colleges Ambulance Liaison Committee (JRCALC) 2000 report outlining the emerging paramedic role within pre-hospital care, recognising the College of Paramedics (CoP) Curriculum Guidance and Competence Framework (2015). The philosophy is learner centred, involving students actively, therefore facilitating deep learning and recognising the value and contribution of past experiences. The programme integrates theory and practice, which act as triggers for students to discuss and plan strategies for achieving learning outcomes. This integrated approach encourages synthesis of knowledge, facilitating problem solving and reflective skills, leading to the development of independent practitioners. The design enables paramedics to be adaptable, able to manage and respond to changes in health and unscheduled emergency care provision and able to work in multidisciplinary teams, encouraging lifelong continuing professional development and leadership skills. Acquisition of core knowledge and skills is facilitated through empowering students to be responsible for their learning. A distinctive feature is the recognition of practice placements as a primary learning site and the incorporation of practice based assessments as part of the assessment process.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to produce graduates who:

- are eligible to apply for registration as paramedics with the Health and Care Professions Council;
- are reflective practitioners with the required skills, knowledge and professional attributes to practice effectively as paramedics;
- are equipped with the graduate skills and attitudes necessary to enable them to function effectively in the complex, changing environment in which they will work;
- have developed the ability to appraise research evidence and understand the relevance of evidence based practice;

- are equipped with the necessary communication and practitioner skills to enable them to function effectively as graduate paramedics;
- are aware of the importance of continuing professional development and lifelong learning;
- are committed to the enhancement of inter-professional collaboration in health and social care particularly within the out of hospital emergency care environment.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Health Care Programmes – Paramedic Science (2016), The Health and Care Professions Council (HCPC) Standards of Proficiency and Standards of Education and Training (2017) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2016) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design. They have also taken into account the College of Paramedics Curriculum Guidance and Competence Framework (2015) as well as the emerging framework for mapping paramedic knowledge and skills against the NHS Knowledge and Skills Framework (2004).

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1- Human anatomy, physiology and pathology emphasising the dynamic relationships of human structure, function and dysfunction focusing on the musculoskeletal, cardio-respiratory, nervous and other systems.</p> <p>A2- Human growth and development across the lifespan and the factors that influence individual variations in human ability and health.</p> <p>A3- The behavioural sciences that aid understanding of the psychological, social and political factors that influence an individual in health and illness and incorporate this into paramedic practice.</p> <p>A4- The clinical sciences that underpin effective and safe clinical reasoning and clinical assessment skills that form the basis of patient assessment and therapeutic interventions that are within the scope of practice as a paramedic.</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures (A1 to A8), small group tutorials, coursework, problem based scenarios, laboratory work, E-learning and practice. Interactive learning in multi-professional groups is a feature of the programme through interprofessional education modules.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>At level 4 there is more structured guidance, which decreases as students progress through the programme. The Virtual Learning Environment (VLE) is fundamental in supporting student's learning and gives students access to a range of electronic resources, ebooks and communication tools. See Section 2 for further information. Additional support is available from modules leaders, the students' personal tutor, the</p>	<p>Knowledge and understanding are assessed through a combination of examinations, Objective Structured Clinical Examinations (OSCEs) (A1-A5), in-course assessments (A1-A8) and essay assignments or case presentations (A2,-A8).</p> <p>Students will also need to complete and pass a skills (practice) based portfolio which assesses knowledge and understanding within the practice environment.</p>

<p>A5- The physical sciences that underpin the effective, safe and appropriate use of equipment in the practice environment.</p> <p>A6- The ethical, legal, professional and operational framework within which paramedics practice.</p> <p>A7- The evidence base that underpins paramedic practice.</p> <p>A8- The principles that underpin paramedics as lifelong learners and effective teachers in a range of contexts.</p>	<p>School's academic skills team clinical specialists, practice link tutors and mentors as well as peers.</p>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- Demonstrate a commitment to provide high quality, evidence based patient centred care, adopting the ethical codes of paramedic practice.</p> <p>B2- Reflect critically on their professional accountability and the need to work within the frame work set out in the standards of conduct and proficiency for paramedic practice.</p> <p>B3- Reflect critically on their performance and practice within the context of patient centred care.</p> <p>B4- Evaluate the changing and diverse context of paramedic and ambulance service provision participating in the continuation and development of the profession.</p> <p>B5- Discuss the legal responsibilities and ethical considerations of professional practice acknowledging the boundaries of professional competence in a changing health care environment.</p> <p>B6- Discuss the significance of professional self-</p>	<p>Intellectual skills are developed through the methods and strategies outlined in section A, above. Analysis, problem solving and clinical decision making skills are further developed though tutorial work, laboratory work, the use of simulation and supervised practice placements.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study. Students are introduced to reflective practice in level 4 and this is enhanced within the programme of study. Students are expected to reflect upon their practice throughout the programme both formatively and summatively in the form of online activities and reflective case studies.</p>	<p>Intellectual skills are assessed through a variety of assessment tools including: - analytical case studies, reflective essays, OSCEs, practice based assessments, in-course exercises and self and peer assessment.</p> <p>Throughout, the learner is encouraged to further develop intellectual skills by independent study. Practice assessment also incorporates the assessment of intellectual skills with an increasing requirement for depth of knowledge and clinical reasoning skills as the student progresses through the programme.</p>

<p>regulation through adherence to professional, statutory and regulatory codes of practice, professional codes of conduct, values and beliefs.</p> <p>B7- Identify personal and professional goals for continuing professional development in order to enhance competence to practice and maintain registered professional status.</p> <p>B8- Synthesise knowledge and evaluate research evidence to support practice in the clinical setting recognising the significance of clinical effectiveness in the delivery of paramedic practice.</p> <p>B9- Analyse and solve problems using appropriate guidelines and evidence.</p>		
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1- Assess patients safely and effectively taking into account physical, psychological and cultural needs.</p> <p>C2- Construct specific, safe and effective treatment/care plans for patients, using problem-solving and clinical reasoning skills.</p> <p>C3- Appraise available evidence in order to choose and evaluate treatment intervention.</p> <p>C4- Participate effectively in inter-professional approaches to health care delivery in the out of hospital emergency care environment.</p>	<p>Practical skills are developed through the methods and strategies outlined in section A, above.</p> <p>These are facilitated through the scenario-based approach to learning and teaching, supported by practical laboratory sessions, simulation, small group discussions, seminars and tutorials. Practical skills (C1-4) are also developed, re-enforced and consolidated during periods of practice based education. Opportunities for inter-professional learning will be made available in both the first and the third years of study, and in the practice environment (C4). The timing of practice placements has been chosen purposefully so that the placements dovetail with periods of university-based study. This is to facilitate the integration of theory and practice, maintain student motivation and aid the development of reflective practitioners. The practice</p>	<p>Practical skills (C1-4) are assessed using a combination of OSCEs, analytical case study reports and reflective writing relating to practice. Clinical knowledge (C2) is assessed through examination. Successful completion of a practice based skills portfolio is also essential, graded pass/fail.</p>

	placements are spread as evenly across the programme as possible, in accordance with the CoP recommendations (2016).	
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1- Communicate effectively, both orally and in writing with all members of the health care and social care team.</p> <p>D2- Work effectively within a multi-professional team.</p> <p>D3- Demonstrate effective team management and self-management skills including priority setting (where and when appropriate).</p> <p>D4- Identify and access information utilising a range of resources.</p> <p>D5- Learn effectively and independently in preparation for lifelong learning.</p> <p>D6- Demonstrate appropriate people management skills.</p> <p>D7- Demonstrate skills of analysis and enquiry.</p> <p>D8- Initiate and complete projects/tasks.</p>	<p>Transferable skills are developed throughout the programme by the methods and strategies outlined in section A, above.</p> <p>The programme specifically emphasises the development of one or more of these transferable skills through practical sessions, allowing students to work as a 'crew', while others require team working scenarios to be undertaken. Students work in small groups in many modules, including interprofessional education. All of these areas become more complex as the student progresses through the programme.</p> <p>Throughout, the student is encouraged to develop transferable skills by keeping a record of evidence, which is integrated into a portfolio of continuing professional development to which students are introduced at level 4 and will use throughout their career as a paramedic.</p>	<p>Transferable skills are assessed through a variety of assessments built into the programme for example:- written assignments, examinations, OSCEs, group presentations and the practice based skills portfolio.</p>

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered full time over 3 years and leads to the award of a BSc (Hons) in Paramedic Science.

Entry is normally at level 4 (with 112 - 128 UCAS tariff points from suitable A-level or equivalent qualifications. See section G for full details). Intake is normally Semester A (September). The programme is subject to the University's Admissions Policy, Procedures and Guidance for assessing Accredited Prior Learning (APL) or Accredited Prior Experiential Learning (APEL).

Professional and Statutory Regulatory Bodies

In order to be eligible to apply for registration with the Health and Care Professions Council (HCPC), having met all of the Standards of Education (SOPs), the student must pass all modules.

Work-Based Learning, including Sandwich Programmes

Practice placements form an integral part of the programme throughout the three years and are carried out with either the East of England Ambulance Service NHS Trust or the London Ambulance Service NHS Trust. Additional hospital placements and community placements are also included within the programme.

Erasmus Exchange programme

N/A

Programme Structure

The programme structure and progression information below (Table 1a) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full time

Entry point Semester A

Level 4

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Patient Assessment and Management I	4HSK0010	30	English	0	50	50	AB
Practice Education I	4HSK0030	30	English	0	100	0	ABC
					P/F*		
Anatomy and Physiology for Paramedics 1a	4HSK0045	15	English	100	0	0	A
Anatomy and Physiology for Paramedics 1b	4HSK0046	15	English	100	0	0	B
An Introduction to Interprofessional Education	4HSK0013	15	English	0	100	0	A
Social Sciences for Paramedics	4HSK0053	15	English	0	100	0	B
Patient Assessment and Management II	5HSK0022	30	English	0	70	30	AB
Practice Education II	5HSK0051	30	English	0	100	0	ABC
					P/F*		
Pathophysiology for Paramedics	5HSK0052	30	English	40	60	0	AB
Evidence Based Practice and Research	5HSK0053	15	English	100	0	0	B
Law and Ethics for the Paramedic	5HSK0081	15	English	0	100	0	A
Patient Assessment and Management III	6HSK0040	30	English	60	0	40	AB
Practice Education III	6HSK0039	30	English	0	100	0	AB
					P/F*		
Enhancing Health and Social Care through Interprofessional Education	6AHP1016	15	English	0	100	0	A
Clinical Pharmacology for Paramedics	6HSK0137	15	English	30	0	70	B
Research in Practice	6HSK0116	30	English	0	100	0	AB

NOTES

* This Pass/Fail element of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded. For further information regarding the assessment for each module please refer to the Definitive Module Document.

Progression to level 5 requires a minimum of 120 credits and passes in all modules and placements.

Progression to level 6 requires a minimum of 240 credits and passes in all modules and placements.

The award of an Honours degree requires 360 credit points (120 at level six) including Research in Paramedic Practice.

Students must also successfully complete all modules and practice placements to a minimum of 1366 hours as recommended in the College of Paramedics Curriculum Guidance and Competence Framework (2015). In addition, students are required to successfully pass the designated lifting assessment proposed by the practice placement providers. This has to be completed in a reasonable timeframe, typically within 18 months from the commencement of the programme.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc (Hons)	BSc (Hons) Paramedic Science	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate*		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education	Certificate of Higher Education in Emergency Health Care Studies*	120 credit points at level 4	4, 5	A1 A2 A3 A4 A5 A6 A7 A8 B1 B2 B3 B5 B6 B7 B8 C1 C2 C3 C4 D1 D2 D3 D4 D5 D6 D7 D8
Diploma of Higher Education	Diploma of Higher Education in Emergency Health Care Studies*	240 credit points including at least 120 at level 5	5, 6	A1 A2 A3 A4 A5 A6 A7 A8 B1 B2 B3 B4 B5 B6 B7 B8 C1 C2 C3 C4 D1 D2 D3 D4 D5 D6 D7 D8
BSc	BSc in Emergency Health Care Studies*	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1 A2 A3 A4 A5 A6 A7 A8 B1 B2 B3 B4 B5 B6 B7 B8 C1 C2 C3 C4 D1 D2 D3 D4 D5 D6 D7 D8

NB * These awards **do not** entitle eligibility to apply for registration with the HCPC

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- Final compensatory credit and intra-module compensation is not permitted (exempt from UPR AS14 D4.4)
- Progression from one year to the next depends on meeting the pre-requisite requirements of achieving passes in all modules at the preceding year of study (exempt from UPR AS14 D3);
- At each academic level, the student will normally be required to have passed 45 credits (at first attempt/referral) to be permitted a re-enrolment opportunity and hence repeat failed modules (i.e. FREN grade);
- Length of student registration is a maximum of six years, to ensure currency of knowledge (exempt from UPR AS14 D3.9).

Further programme-specific regulations (requiring School-level approval) are given below:

- Professional suitability and respect of confidentiality are requirements of the programme and breaches of either will be subject to investigation following the school and Universities policies. These policies are included on the programme point on the VLE and referred to in the programme handbook.
- Students re-enrolling on modules will be required to attend classes on both the Patient Management & Assessment, and Practice Education modules, including attendance on placement, in order to maintain their clinical skills and knowledge during their re-sit year.
- Students will be expected to attend all scheduled and timetabled sessions and attendance is monitored.
- Attendance at practical sessions is monitored and there will be some specified as compulsory within modules.
- Student consent to participate as patients during practical sessions will be sought in writing at the start of each academic year.
- The External Examiner will be a registered HCPC Paramedic who is also an experienced academic.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- Dean of School
- Head of Department
- Associate Dean (Academic Quality Assurance) who has delegated responsibility for programmes in the School of Health & Social Work
- A Programme Leader
- An Admissions Tutor, with specific responsibility for open days and selection
- A designated Administrator to deal with day to day administration associated with the programme
- Module Leaders who are responsible for individual modules
- A programme committee: the membership includes all academic staff who teach on the programme, information consultant, Trust representatives from local provider units and student representatives. The Programme Leader chairs this committee.
- The Professional Lead advises on issues pertinent to the development and delivery of the Programme.

Support

Students are supported by:

- An induction at the beginning of the programme
- A Programme Leader, year tutors and module leads to help students understand the programme structure
- Named personal tutors to provide academic and pastoral support
- A clinical lead for student support and learning at placement sites
- Practice based tutors who supervise practice based education, within the sponsoring Ambulance Trust
- Cohort student representatives and the school community officer (SCO) on programme committees
- Regular year tutor and student meetings to feedback on reported issues
- An extensive Learning Resources Centre, incorporating a library and computer centre
- The VLE, a versatile on-line inter-active site with a Guided Learner Journey for individual modules

- A School academic skills support website and team to support the academic progression of students
- A Student Wellbeing Centre offering advice and support for emotional, mental health, disability and health related issues
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters etc. overseen by the Office of the Dean of Students
- Office of Dean of Students, incorporating Chaplaincy, Counselling and Nursery
- Medical Centre and pharmacy
- A Mathematics Drop-in Centre
- The Students' Union
- An Accommodation Office
- An International Students Centre
- A Disabled Student Co-ordinator
- An Equality Office
- Sport and recreational activities

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

G. Entry requirements

The normal entry requirements for the programme are:

- Minimum of 112 UCAS tariff points from GCE A Levels, BTECs or equivalent. Must include a natural science subject (e.g. Chemistry, Biology, Human Biology, Physics, Applied Science) at minimum grade B (or 40 tariff points).
- 5 GCSE (or equivalent) subjects including a minimum of C/4 grade in English Language, Mathematics, Science and another.
- Access to Higher Education Diploma will be accepted without GCSE requirement, providing it contains sufficient literacy and numeracy credits as determined by the University. It must be science based, we do not accept Health and Social Care.

In addition

- Students must be medically fit to undertake the programme and students will therefore need a satisfactory health assessment.
- In order to comply with the 'Rehabilitation of Offenders Act' 1974 and the 'Rehabilitation of Offenders Act' 1974 (exceptions order 1975) all students need a satisfactory DBS (Disclosure and Barring Service) clearance.
- Overseas applicants must have achieved Level 7 in the International English Language Testing System (IELTS) with no element below 6.5.
- Students are required to have a full UK/EU driving licence (with a maximum of 3 penalty points) with category B (car), by 31st August of the year of entry. Applicants are also strongly encouraged to have a provisional C1 category on their licence.
- There is a compulsory interview for all short-listed candidates. Candidates will be scored against the NHS Employers 'Behaviour framework' [NHS Employers 'Behaviour Framework'](#) . This framework contains examples of behaviours which align with the values of the NHS Constitution.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: Su Boardman s.boardman2@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

BSc (Hons) Paramedic Science

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																													
		Knowledge & Understanding							Intellectual Skills									Practical Skills				Transferable Skills									
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8	
Level 4	Patient Assessment and Management I	4HSK0010	x	x		x	x	x	x		x	x	x	x	x			x	x	x	x	x		x		x	x	x	x	x	x
	Practice Education I	4HSK0030		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Anatomy and Physiology for Paramedics 1a	4HSK0045	x	x																			x		x	x	x		x	x	
	Anatomy and Physiology for Paramedics 1b	4HSK0046	x	x																			x		x	x	x		x	x	
	An introduction to Interprofessional Education	4HSK0013			x			x	x	x						x						x	x	x	x	x	x	x	x	x	
	Social Sciences for Paramedics	4HSK0053		x	x			x	x	x	x			x			x						x		x	x	x	x	x	x	
Level 5	Patient Assessment and Management II	5HSK0022	x	x		x	x	x	x	x	x	x	x	x			x	x	x	x	x		x		x	x	x	x	x	x	
	Practice Education II	5HSK0051		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Pathophysiology for Paramedics	5HSK0052	x	x																			x		x	x	x		x	x	
	Evidence Based Practice and Research	5HSK0053						x	x	x	x	x		x				x	x					x		x	x	x		x	x
	Law and Ethics for the Paramedic	5HSK0081			x			x	x	x	x	x		x	x	x	x	x					x		x	x	x	x	x	x	
Level 6	Patient Assessment and Management III	6HSK0040	x	x		x	x	x	x	x	x	x	x	x			x	x	x	x	x		x		x	x	x	x	x	x	
	Practice Education III	6HSK0039	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Enhancing health and social care through interprofessional education	6AHP1016		x	x			x	x	x	x	x			x	x	x				x	x	x	x	x	x	x	x	x		
	Clinical Pharmacology for Paramedics	6HSK0137	x	x		x	x										x						x		x	x	x		x	x	
	Research in Practice	6HSK0116						x	x	x	x	x						x	x					x		x	x	x		x	x

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. Human anatomy, physiology and pathology emphasizing the dynamic relationships of human structure, function and dysfunction focusing on the musculoskeletal, cardio-respiratory nervous and other systems;
- A2. Human growth and development across the lifespan and the factors that influence individual variations in human ability and health;
- A3. The behavioural sciences that aid understanding of the psychological, social and political factors that influence an individual in health and illness and incorporate this into paramedic practice;
- A4. The clinical sciences that underpin effective and clinical reasoning and clinical assessment skills that form the basis of patient assessment and therapeutic interventions that are within the scope of practice as a paramedic;
- A5. The physical sciences that underpin the effective, safe and appropriate use of equipment in the practice environment;
- A6. The ethical, legal, professional and operational framework within which paramedics practice;
- A7. The evidence base that underpins paramedic practice;
- A8. The principles that underpin paramedics as lifelong learners and effective teachers in a range of contexts

Intellectual Skills

- B1. Demonstrate a commitment to provide high quality, evidence based patient centred care, adopting the ethical codes of paramedic practice;
- B2. Reflect critically on their professional accountability and the need to work within the framework set out in the standards of conduct and proficiency for paramedic practice
- B3. Reflect critically on their performance and practice within the context of patient centred care;

Practical Skills

- C1. Assess patients safely and effectively taking into account physical, psychological and cultural needs;
- C2. Construct specific, safe and effective treatment/care plans for patients, using problem-solving and clinical reasoning skills;
- C3. Appraise available evidence in order to choose and evaluate treatment interventions;
- C4. Participate effectively in inter-professional approaches to health care delivery in the out of hospital emergency care environment

Transferable Skills

- D1. Communicate effectively, both orally and in writing with all members of the health and social care team;
- D2. Work effectively within a multi-professional team;
- D3. Demonstrate effective team management and self-management skills including priority setting (where and when appropriate);

- B4. Evaluate the changing and diverse context of paramedic and ambulance service provision participating in the continuation and development of the profession;
 - B5. Discuss the legal responsibilities and ethical considerations of professional practice acknowledging the boundaries of professional competence in a changing health care environment;
 - B6. Discuss the significance of professional self-regulation through adherence to professional, statutory and regulatory codes of practice, professional codes of conduct, values and beliefs;
 - B7. Identify personal and professional goals for continuing professional development in order to enhance competence to practice and maintain registered professional status;
 - B8. Synthesise knowledge and evaluate research evidence to support practice in the clinical setting recognizing the significance of clinical effectiveness in the delivery of paramedic practice;
 - B9. Analysis and solve problems using appropriate guidelines and evidence
- D4. Identify and access information utilizing a range of resources
 - D5. D5 - Learn effectively and independently in preparation for lifelong learning;
 - D6. Demonstrate appropriate people management skills
 - D7. Demonstrate skills of analysis and enquiry
 - D8. Initiate and complete projects/tasks

Section 2

Programme management

Relevant QAA subject benchmarking statements
Type of programme
Date of validation/last periodic review
Date of production/ last revision of PS
Relevant to level/cohort
Administrative School

Health Care programmes
Paramedic Science
Undergraduate
November 17
March 2019
Level 4 entering September 2019
School of Health and Social Work

Table 3 Course structure

Course details		
Course code	Course description	JACS/HECOS
HHPAS	BSc (Hons) Paramedic Science	B900/100749