


Title of Programme: BSc (Hons) Paramedic Science

Programme Code: HSPAS

# Programme Specification

This programme specification is relevant to students entering:  
23 September 2024

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.

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## Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto: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).

## Section 1

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

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### A. Programme Rationale

The programme is designed to produce graduates eligible to apply for registration as paramedics with the Health and Care Professions Council. The role of registered paramedics is continually evolving, with experienced paramedics now working in many varied areas of healthcare at all clinical levels. This programme will seek to equip graduates to competently take on the entry level role of a Newly Qualified Paramedic, primarily in NHS ambulance services, whilst also fully preparing them for lifelong learning and diversification into the four pillars of clinical practice.

The philosophy is learner-centred, involving students actively, thereby facilitating deep learning and recognising the value and contribution of past, current and future experiences. The programme seeks to enable learners to fully integrate theory and practice, with authentic, case-based approaches being used throughout the programme. This integrated approach encourages synthesis of theory, practice and knowledge, facilitating problem-solving and reflective skills, leading to the development of independent practitioners with the skills required to undertake a commitment to lifelong learning.

The design enables graduate paramedics to be adaptable and able to manage unscheduled, undifferentiated urgent and emergency health care provision whilst being able to work in multidisciplinary teams, undertaking continuing professional development and developing leadership skills.

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### B. Educational Aims of the Programme

#### Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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.
- produce graduates who are reflective practitioners with the required skills, knowledge and professional attributes to practice effectively as paramedics.
- produce graduates who 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.
- produce graduates who have developed the ability to appraise research evidence and understand the relevance of evidence-based practice.
- produce graduates who are equipped with the necessary communication and practitioner skills to enable them to function effectively as graduate paramedics.
- produce graduates who are aware of the importance of continuing professional development and lifelong learning.
- produce graduates who are committed to the enhancement of inter-professional collaboration in health and social care, particularly within the out-of-hospital, unscheduled emergency and urgent care environment.

**Graduate Attributes**

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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**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 for Paramedics (2023) and Standards of Education and Training (2017), and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design. They have also taken into account the College of Paramedics Paramedic Curriculum (2023).

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>On completion of the programme the graduate paramedic will:</p> <p>A1- Demonstrate a systematic understanding of 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- Analyse human growth and development across the lifespan and the factors that influence individual variations in human ability and health.</p> <p>A3- Demonstrate a critical understanding of 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- Demonstrate a systematic and critical understanding of 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>A5- Demonstrate a detailed knowledge and application of the physical sciences that underpin the effective, safe and appropriate use of equipment in the practice environment.</p> <p>A6- Demonstrate a critical understanding of the ethical, legal, professional and operational</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 clinical practice. Interprofessional learning is embedded in Practice-Based Learning modules throughout the programme as well as being a focus of two, Level 6 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 significant structured guidance and a thorough introduction to studying at university. This guidance reduces as students progress through the programme. The Virtual Learning Environment (VLE) is fundamental in supporting students' learning and gives students access to a range of electronic resources, e-books and communication tools. See Section 2 for further information. Additional support is available from Modules Leaders, Year Tutors, Personal Tutor, the School's academic skills team clinical specialists, practice partner Link Tutors and Practice Educators as well as peers.</p>	<p>Knowledge and understanding are assessed through a combination of in-class tests (A1-A7), Objective Structured Clinical Examinations (OSCEs) (A1-A5), in-course assignments or case presentations (A2-A8).</p> <p>Students will also need to successfully complete a Practice Assessment Document which assesses the application of knowledge and understanding within the practice environment.</p>

<p>framework within which paramedics practice.</p> <p>A7- Demonstrate a critical understanding of the evidence base that underpins paramedic practice.</p> <p>A8- Demonstrate a systematic and critical understanding of the principles that underpin paramedics as lifelong learners and effective teachers in a range of contexts.</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- Critically evaluate the changing and diverse context of paramedic and ambulance service provision participating in the continuation and development of the profession.</p> <p>B5- Critically discuss the legal responsibilities and ethical considerations of professional practice acknowledging the boundaries of</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 through 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 the principles of reflective practice in Level 4 and this is developed throughout the programme of study. Students are expected to formatively reflect on their practice throughout the programme. Reflective skills are also formatively assessed in the form of 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>Summative assessment of the use of reflective practices is undertaken at Levels 4, 5 &amp; 6.</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>professional competence in a changing health care environment.</p> <p>B6- Critically discuss the significance of professional self-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- Systematically analyse and solve problems using appropriate guidelines and evidence.</p>		
<b>Practical skills</b>	<b>Teaching and learning methods</b>	<b>Assessment strategy</b>
<p>C1- Assess patients safely and effectively taking into account physical, psychological and cultural needs.</p> <p>C2- Systematically construct specific, safe and effective treatment/care plans for patients, using problem-solving and clinical reasoning skills.</p> <p>C3- Critically 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, reinforced and consolidated during periods of practice-based learning. Opportunities for inter-professional learning are embedded in the Practice-based Modules of each year of the programme (C4) as well as being a key theme of two, Level 6 Modules.</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 also assessed through in-class testing and OSCE assessment. Successful completion of a pass/fail practice-based portfolio is also essential.</p>

	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.	
Transferable skills	Teaching and learning methods	Assessment strategy
D1- Communicate effectively, both orally and in writing with all members of the health care 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). D4- Identify and access information utilising a range of resources. D5- Learn effectively and independently in preparation for lifelong learning. D6- Demonstrate appropriate people management skills. D7- Demonstrate skills of critical analysis and enquiry. D8- Initiate and complete projects/tasks.	<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 together as a 'crew', while others require team working scenarios to be undertaken. Students undertake focussed small group work in many modules. 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 maintaining a record of evidence within their Practice Assessment Document. In the final year of the programme, this approach is further developed to form a portfolio of continuing professional development which students can continue to use throughout their career as a paramedic.</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.

## 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. Intake is normally in Semester A (September).

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

Students will be required to undertake an enhanced disclosure and barring service (DBS) check as part of the admissions process.

### Professional and Statutory Regulatory Bodies

Students must pass all modules to demonstrate that they have met the HCPC Standards of Proficiency (SOPs) in order to be eligible to apply for registration with the Health and Care Professions Council (HCPC).

### 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 placements may also be included in the programme where appropriate to meet the learning outcomes of individual modules.

### Student Exchange programme

#### Incoming Exchange

N/A

### Study Abroad

N/A

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) 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 Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
Module Title							
Patient Assessment for Paramedics	4HSK2031	30	0	0	0	100	AB
Clinical Science for Paramedics	4HSK2032	30	50	0	50	0	AB
Introduction to Higher Education for Paramedics	4HSK2035	15	0	0	100	0	A
Fundamentals of Practice	4HSK2034	15	0	0	100 & P/F	P/F	A
Foundations of Paramedic Interventions	4HSK2036	15	60	0	0	40	A
Psychological and Sociological Aspects of Paramedic Practice	4HSK2037	15	0	0	100	0	B
Paramedic Practice-based Learning 1	4HSK2033	30	0	0	P/F*	0	BC

\* Pass/Fail modules must be successfully completed. These modules do not attract a numeric grade.

Progression to Level 5 usually requires a minimum of 150 credits and passes in all modules.

#### Level 5

	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
Module Title							



Acute Presentations in Paramedic Practice	5HSK2037	30	0	0	60	40	AB
Emergency Care and Management of the Unstable Patient	5HSK2040	15	0	0	0	100 & P/F	A
Trauma Care for Paramedics	5HSK2043	15	0	0	0	100	B
Pathophysiology for Paramedics	5HSK2038	30	50	0	50	0	AB
Legal & Ethical Aspects of Paramedicine	5HSK2041	15	50	0	50	0	AB
Evidence-based Healthcare & Research	5HSK2042	15	100	0	0	0	AB
Paramedic Practice-based Learning 2	5HSK2039	30	0	0	P/F*	0	ABC

\* Pass/Fail modules must be successfully completed. These modules do not attract a numeric grade.

Progression to Level 6 usually requires a minimum of 300 credits and passes in all modules.

### Level 6

Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
Research in Paramedic Practice	6HSK2065	30	0	0	100	0	AB
Paramedic Professional Development	6HSK2064	15	0	0	100	0	AB
Complex Patient Groups in Paramedicine	6HSK2063	15	0	0	100	0	AB
Clinical Pharmacology for Paramedics	6HSK2061	15	0	0	0	100	A
Paramedic Management of Obstetric and Gynaecological Presentations	6HSK2060	15	0	0	40	60	A
Paediatrics for Paramedics	6HSK2066	15	0	0	0	100	B
Minor illness and Injuries for Paramedics	6HSK2067	15	0	0	50	50	B
Paramedic Practice-based Learning 3	6HSK2062	30	0	0	P/F*	0	AB

\* Pass/Fail modules must be successfully completed. These modules do not attract a numeric grade.

The award of an BSc (Hons) requires 450 credit points including 300 at level 6/5 of which 150 must be at level 6.

### 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)	Paramedic Science	450 credit points including 300 at level 6/5 of which 150 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: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
Certificate of Higher Education	Emergency Health Care Studies*	120 credit points at level 4	4, 5	A1 A2 A3 A4 A5 A7 C1 D1 D2 D4 D5
Diploma of Higher Education	Emergency Health Care Studies*	240 credit points including at least 120 at level 5	5, 6	A1 A2 A3 A4 A5 A6 A7 B1 B2 B3 B4 B5 B6 B8 C1 C4 D1 D2 D3 D4 D5 D8
BSc	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 C4 D1 D2 D3 D4 D5 D6
BSc (Hons)	Emergency Health Care Studies*	360 credit points including 240 at level 6/5 of which 120 must be at level 6 and include Research in Paramedic Practice	6	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

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:

- Length of student registration is a maximum of six years, to ensure currency of knowledge.
- Final compensatory credit and intra-module compensation is not permitted for the award of BSc (Hons) Paramedic Science.

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 Site (Sharepoint), on the VLE, and referred to in the online Programme Handbook.
- Students re-enrolling on any modules will also be required to attend identified practical sessions and periods of placement in order to maintain clinical currency during their re-sit year. These requirements will be discussed with students in this position and further information will be provided on the Programme Site.
- Students will be expected to attend all scheduled and timetabled sessions.
- Attendance at both theory and practical sessions is monitored.
- Where sessions are identified as 'mandatory', students are required to attend in order to meet PRSB requirements.
- Non-attendance at mandatory pre-placement sessions, either theory or practical, may result in support for individual student's placement being withdrawn by the placement provider.
- Student consent to participate as service users during practical sessions will be sought in writing at the start of each academic year. This consent can be withdrawn by the student at any time.
- The External Examiner will be a registered HCPC Paramedic who is also an experienced academic.
- We will use every reasonable effort to provide your educational and other related services in the manner and to the standards set out in our prospectuses, on our website, and in our other published materials. At times there may be circumstances outside our reasonable control which have a

detrimental effect on how we provide our services to you. If circumstances such as these arise, we cannot make an absolute commitment that your studies will not be disrupted, but we will use every reasonable effort to minimise any disruption to you.

- Due to the nature of certain programmes of study, we advise applicants who will be under 18 years of age on or after the date of registration that this may mean there are financial implications and/or an impact on the structure, timing and trajectory of their studies, since the legislative requirements for safeguarding students under the age of 18 may present challenges in securing an appropriate range and scope of practice placements. If you have any concerns, we would be pleased to discuss the issues outlined above with any potential applicants.

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## **E. Management of Programme & Support for student learning.**

### **Management**

The programme is managed and administered through:

- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the Programme Committee
- Student representatives on Programme Committees
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.
- Year Tutors who are responsible for year group management and support
- The Professional Lead, who advises on issues pertinent to the development and delivery of the Programme.

### **Support**

Students are supported by:

- Dedicated programme site
- An induction week at the beginning of each new academic session.
- A Personal Tutor system which helps you gain a good understanding of the School and programme you are studying.
- Practice-based Link Tutors who facilitate and support practice-based learning within partner Ambulance Trusts.
- Cohort student representatives and the school community officer (SCO) on Programme Committees.
- Regular Year Tutor and student meetings to hear the Student Voice and give the opportunity to feedback on reported issues.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Hertfordshire Student's Union

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## 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 dedicated programme site
- A Definitive Module Document (DMD) 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/>.

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## G. Entry requirements

The normal entry requirements for the programme can be found on the relevant page for the Course on the University website or on the online prospectus.

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

Students will be required to meet initial and ongoing occupational health requirements. Students will undergo an initial disclosure and barring service (DBS) enhanced check as well as ongoing self-declaration/disclosure.

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).

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If you would like this information in an alternative format please contact:  
[icaq@herts.ac.uk](mailto:icaq@herts.ac.uk)

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto: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 delivered and 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 for Paramedics	4HSK2031				x															x				x							
	Foundations of Paramedic Interventions	4HSK2036				x	x																		x							
	Fundamentals of Practice	4HSK2034					x																		x			x				
	Paramedic Practice-based Learning 1	4HSK2033																			x				x	x		x				
	Clinical Science for Paramedics	4HSK2032	x	x		x	x																									
	Introduction to Higher Education for Paramedics	4HSK2035								x																			x			
	Psychological and Sociological Aspects of Paramedic Practice	4HSK2037		x	x																x				x							
Level 5	Acute Presentations in Paramedic Practice	5HSK2037	x	x		x															x			x	x			x				
	Emergency Care and Management of the Unstable Patient	5HSK2040				x	x														x			x	x	x	x					
	Trauma Care for Paramedics	5HSK2043	x																		x				x		x					
	Paramedic Practice-based Learning 2	5HSK2039									x	x	x								x			x	x	x	x	x				
	Pathophysiology for Paramedics	5HSK2038	x	x		x	x																									
	Evidence-based Healthcare & Research	5HSK2042								x		x			x				x					x		x		x	x		x	
	Legal & Ethical Aspects of Paramedicine	5HSK2041			x			x							x	x	x															
Level 6	Paramedic Management of Obstetric and Gynaecological Presentations	6HSK2060	x	x		x					x		x								x	x	x	x	x	x	x					
	Paediatrics for Paramedics	6HSK2066	x	x		x					x		x								x	x	x	x	x	x	x					

	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
	Minor illness and Injuries for Paramedics	6HSK2067			x	x					x		x							x	x	x	x	x	x						
	Paramedic Practice-based Learning 3	6HSK2062						x			x	x	x						x	x	x	x	x	x		x	x		x		
	Clinical Pharmacology for Paramedics	6HSK2061	x			x	x													x				x			x				
	Paramedic Professional Development	6HSK2064						x		x	x	x	x	x	x	x	x						x	x	x			x	x		x
	Complex Patient Groups in Paramedicine	6HSK2063		x	x	x		x		x	x		x	x					x	x	x	x	x	x	x	x	x				x
	Research in Paramedic Practice	6HSK2065							x		x							x				x					x	x		x	x

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

On completion of the programme the graduate paramedic will:

- A1- Demonstrate a systematic understanding of 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.
- A2- Demonstrate a systematic and critical understanding of human growth and development across the lifespan and the factors that influence individual variations in human ability and health.
- A3- Demonstrate a critical understanding of 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- Demonstrate a systematic and critical understanding of 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.
- A5- Demonstrate a systematic and critical understanding of the physical sciences that underpin the effective, safe and appropriate use of equipment in the practice environment.
- A6- Demonstrate a critical understanding of the ethical, legal, professional and operational framework within which paramedics practice.
- A7- Demonstrate a critical understanding of the evidence base that underpins paramedic practice.
- A8- Demonstrate a systematic and critical understanding of the principles that underpin paramedics as lifelong learners and effective teachers in a range of contexts.

### Practical Skills

- C1. Assess patients safely and effectively taking into account physical, psychological and cultural needs;
- C2. Systematically construct specific, safe and effective treatment/care plans for patients, using problem-solving and clinical reasoning skills;
- C3. Critically 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

### **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;
  
- B4. Critically evaluate the changing and diverse context of paramedic and ambulance service provision participating in the continuation and development of the profession;
- B5. Critically discuss the legal responsibilities and ethical considerations of professional practice acknowledging the boundaries of professional competence in a changing health care environment;
- B6. Critically 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. Critically analyse and solve problems using appropriate guidelines and evidence

### **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);
- D4. Identify and access information utilizing a range of resources
  
- D5. Learn effectively and independently in preparation for lifelong learning;
  
- D6. Demonstrate appropriate people management skills
  
- D7. Demonstrate skills of critical analysis and enquiry
  
- D8. Initiate and complete projects/tasks

**Table 3: Development of Graduate Attributes in the Constituent Modules**

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Level 4	Patient Assessment for Paramedics	4HSK2031	D			D	D	D
	Foundations of Paramedic Interventions	4HSK2036	D		D		D	D
	Fundamentals of Practice	4HSK2034	D		D	D	D	D
	Paramedic Practice-based Learning 1	4HSK2033	D		D	D	D	D
	Clinical Science for Paramedics	4HSK2032		D		D		D
	Introduction to Higher Education for Paramedics	4HSK2035	D	D		D		D
	Psychological and Sociological Aspects of Paramedic Practice	4HSK2037	D				D	D
Level 5	Acute Presentations in Paramedic Practice	5HSK2037	D			D		D
	Emergency Care and Management of the Unstable Patient	5HSK2040	D					D
	Trauma Care for Paramedics	5HSK2043	D					D
	Paramedic Practice-based Learning 2	5HSK2039	D		D	D	D	D
	Pathophysiology for Paramedics	5HSK2038						D
	Evidence-based Healthcare & Research	5HSK2042	D	D	D	D		D
	Legal & Ethical Aspects of Paramedicine	5HSK2041	D		D		D	D
Level 6	Paramedic Management of Obstetric and Gynaecological Presentations	6HSK2060	D				D	D
	Paediatrics for Paramedics	6HSK2066	D					D
	Minor illness and Injuries for Paramedics	6HSK2067	D		D			D
	Paramedic Practice-based Learning 3	6HSK2062	D		D	D	D	D
	Clinical Pharmacology for Paramedics	6HSK2061	D		D			D
	Paramedic Professional Development	6HSK2064	D	D	D	D	D	D
	Complex Patient Groups in Paramedicine	6HSK2063	D		D		D	D
	Research in Paramedic Practice	6HSK2065	D	D	D	D		D



## Section 2

### Programme management

Relevant QAA subject benchmarking statements	Health Care Programmes Paramedic Science
Type of programme	Undergraduate
Date of validation/last periodic review	September 23
Date of production/ last revision of PS	August 2023
Relevant to level/cohort	All students entering September 2024
Administrative School	School of Health and Social Work
Language of Delivery	English

**Table 4 Course structure**

Course details			
Course Code	Course Description	HECOS	UCAS
HSPAS	BSc (Hons) Paramedic Science (Revised 2024)	100749	B780