

BSc (HONS) PARAMEDIC SCIENCE

Centre of Excellence for Paramedic Practice - Institute of Health

Academic Level:	6	Credits:	360
Apprenticeship Standard:	Paramedic (Integrated Degree)		
Apprenticeship Standard and Assessment Plan:	<p>Paramedic (integrated degree) / Institute for Apprenticeships and Technical Education (Version 1.2)</p> <p>Assessment Plan</p> <p>The QAA Characteristic Statement for Apprenticeships can be found here.</p>		
LARS Code of the Apprenticeship Standard:	318	LARS Code of the University Award	00304688
Awarding Body:	University of Cumbria		
Delivery Site:	<p>North West Ambulance Service (NWAS) - Lancaster Campus</p> <p>South Central Ambulance Service/ Isle of Wight Ambulance Service (SCAS/IoW) - Newbury/ Bicester/Whiteley</p> <p>South West Ambulance Service (SWAST) – Bristol, St Leonards, Derriford, Bridgewater</p> <p>London Ambulance Service (LAS) – Fulham, Brentside/Dockside</p> <p>South East Coast Ambulance Service (SECAMB) – Haywards Heath</p> <p>East of England Ambulance Service (EEAST) – Abbeygate Six Form College</p>		
Programme Length:	Typical Duration 36 months		
Mode of Delivery:	Blended		
Pattern of Delivery:	Full Time		

	Delivery pattern:	Day release/block delivery over the year
	Standard semester dates:	No
Placement:	Placement occurs throughout the year with your off the job and on the job work based learning	
PSRB:	The programme has been accredited by the Health and Care Professions Council (HCPC) endorsing it as meeting the national Apprenticeship Standard published by the Education and Skills Funding Agency and the Institute for Apprenticeships. Successful completion of the BSc (Hons) Paramedic Science programme confers eligibility to apply to register with the Health and Care Professions Council (HCPC).	
	Date of accreditation: May 2022	Accreditation period: Performance Review in 2025-26 Academic Year
Employer Organisation:	North West Ambulance Service (NWAS) South Central Ambulance Service (SCAS) South West Ambulance Service (SWAST) South East Coast Ambulance Service (SECAMB) London Ambulance Service (LAS) Isle of Wight Ambulance Service (IoW) East of England Ambulance Service (EEAST) Isle of Man (IoM) Guernsey Jersey	
End Point Assessment:	Integrated	

End Point Assessment Organisation:	University of Cumbria
External Quality Assurance Body:	OFSTED – Teaching quality QAA – Integrated EPA
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/apprenticeships/paramedic-science-apprenticeship/

Entry Criteria

Government funding rules require that an apprentice must:

- Have the right to live and work in the UK,
- Be in employment,
- Be paid at least the legal minimum wage
- Have a contract of employment covering the full duration of the apprenticeship from start to planned EPA date
- Have a written and signed agreement for the apprenticeship with their employer.

The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. The shortest duration that an apprenticeship can be from start to gateway is 366 days.

All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply via an employer. After acceptance by an employer, the University of Cumbria will require a formal application using the APTM system, which it will assess according to the programme entry criteria.

Apprentices must meet the funding eligibility as set out in the ESFA rules.

[Employer selection criteria](#)

1. Undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting. This must have the employing trust denoted and cover Child & Adult Workforce and both the Children's and Adult Barred Lists and be dated within 3 years of the day the course starts
2. You must meet the 15 standards as set out in the [Care Certificate](#)
3. The CQC expect that providers that employ apprentice Paramedics follow these standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles
4. You will also be subject to Occupational Health Screening

University selection criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website. Where an apprentice is granted APL, they must still need a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or they cannot be funded as an apprentice. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect ESFA funding

Detailed criteria for admission to this programme can be found on the programme webpage <https://www.cumbria.ac.uk/study/courses/apprenticeships/paramedic-science-apprenticeship/>

The following additional requirements apply for entry to this programme:

If you are a disabled person or have a long-term health condition, you are advised to read the Health and Care Professions Council (HCPC) booklet: A disabled person's guide to becoming a health professional.

IELTS

If English is not your first language, you must have an IELTS score of 7.0 with a minimum of 6.5 in each component, or equivalent.

Disclosure and Barring Service (DBS) and Medical Clearance

All apprentices entering onto a HCPC registered programme must undertake DBS and Health assessment. Below are the links to the university DBS and Medical Clearance Policy:

[Disclosure & Barring Service \(DBS\) guidance for new students](#)

[Medical Clearance](#)

[English & Maths](#)

Apprentices should have a minimum of Level 2 qualifications in English and Maths (or must complete both before the Apprenticeship gateway point is reached).

For this programme holding level 2 qualifications in English and maths **is** a pre-entry requirement.

Additional Qualifications

You must complete the Level 3 Certificate in Emergency Response Ambulance Driving Course. **This will be a responsibility of your employer as it is required for gateway.**

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme you will be able to:

1. Manage your own autonomous professional practice and that of others within the changing and diverse paramedic context and in accordance with the HCPC; Standards of Conduct, Performance and Ethics, Standards of Proficiency – Paramedics.
2. To enable you to select and apply comprehensive knowledge and skills to complex emergency and urgent situations, while having a critical understanding of principles and concepts of paramedic practice and how these inform rational clinical decision-making activities.
3. To enable you to demonstrate the ability to implement sound clinical judgement across a range of situations and critically evaluate the effectiveness of clinical judgement and teamwork across a range of professional care contexts; facilitating safe and competent practice in accordance to law.
4. To enable you to apply theories, concepts and principles of paramedic practice to deliver patient-centred care for individuals, families and communities in urgent, emergency, critical or other care settings.
5. To enable you to be able to 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.
6. To enable you to collaborate with others, contribute to the organisation of, and participation in, activities relevant to the development and enhancement of paramedic practice as a profession including appropriate levels of guidance, role-modelling, mentorship and support to others in the health and social care setting.
7. To enable you to use critical problem-solving skills that informs the interpretation and documentation of clinical and other data and contributes to effective clinical reasoning and decision-making skills as part of the wider healthcare team, promoting rationalised clinical leadership.
8. To enable you to reflect upon and appraise practical skill levels and care provision in order to deliver the expected standards of Paramedic practice and update priorities within a dynamic environment in self and others.

9. To ensure you are 'practice ready' for the role of Paramedic in an array of working environments, by ensuring your ability to continue your clinical development, promoting scholarly activity, research, audit and development of clinical practice guidelines.

Programme Outcomes: Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

Level 4: After 120 credits of study you will be able to demonstrate –

- K1.** A foundation knowledge of human anatomy and physiology, sufficient to recognise, identify and differentiate between normal and abnormal structures and processes, emphasising the major body systems.
- K2.** A foundation knowledge of the theories of communication: communication and interpersonal skills are vital to competent and effective practice, informing effective interaction with patients, service users, carers, peers, and other health care professionals.
- K3.** Knowledge of the theories of learning: the process of learning is important for both patients and paramedics. The theories underpin problem solving, clinical reasoning and enabling the ability to be active lifelong learners.
- K4.** Knowledge of the theories of teamwork: understanding of effective multi-professional/multi-agency teamwork.
- K5.** Appreciate the principles of 'risk' in the prehospital setting alongside the principles of infection, prevention and control provision.
- K6.** Foundation Knowledge of pathological changes and related clinical features of conditions, with supporting knowledge of the theoretical basis of assessment, treatment (including pharmacology) and management of an array of patient presentations.
- K7.** Foundation Knowledge of the perspectives and evidenced-based research into the design and implementation of effective paramedic practice, enabling development of foundation knowledge of the theories supporting problem solving and clinical reasoning.
- K8.** Understand the fundamental principles of the key legislative doctrine that informs prehospital care practice.

Level 5: After 240 credits of study you will be able to demonstrate -

- K9.** A comprehensive and cohesive knowledge of human anatomy and physiology, sufficient to recognise, identify and differentiate between normal and abnormal structures and processes, with

emphasis on the cardiovascular, respiratory, nervous, digestive, endocrine, urinary, musculoskeletal systems.

K10. Knowledge of human growth and development across the lifespan including the factors influencing individual variations in human ability and health status.

K11. Knowledge of human disease sufficient to inform clinical judgement and other clinical findings and to recognise disorders which require referral for more investigation or additional professional support.

K12. Developing knowledge of pathological changes and related clinical features of conditions, with supporting knowledge of the theoretical basis of assessment, treatment and management (including pharmacology) and the scientific evaluation of their effectiveness, with appreciation to theories supporting problem solving and clinical reasoning.

K13. Knowledge and understanding of obstetric and gynaecological conditions and emergencies encountered in paramedic practice, including assessment, treatment and management.

K14. Knowledge of the physiological, structural, behavioural and functional changes in patient presentation and those that result from paramedic intervention.

K15. Knowledge of the principles of evaluation and research methodologies, to support the evidenced-based research into the design and implementation of effective paramedic practice.

Level 6: After 360 credits of study you will be able to demonstrate -

K16. Enhanced knowledge of human disease sufficient to inform clinical judgement and other clinical findings and to recognise disorders, which require referral for more investigation or additional professional support.

K17. Knowledge of human psychology and sociology, relevant to the acquisition and maintenance of health inclusive of psychological and social factors, sufficient to provide a context for critical clinical decision-making and patient management.

K18. Enhanced Knowledge of the theories of learning: the process of learning is important for both patients and paramedics. The theories underpin continuing professional development, enabling individuals to be active lifelong learners. This knowledge also equips the paramedic to become an effective teacher in a wide range of settings.

K19. Knowledge of the theories of teamwork: understanding of effective multi-professional/multi-agency teamwork that respects and uses the contributions of members of the health and social care team, promoting leadership.

K20. Knowledge of mental health issues that patients may present with, including the recognition, assessment and referral procedure(s) for appropriate management, with reference to legislation, agreements and policies.

K21. Knowledge and understanding of the principles of end-of-life care and palliative care in relation to advanced care planning in paramedic practice.

K22. Enhanced knowledge of pathological changes and related clinical features of conditions encountered in paramedic practice, inclusive of assessment, management and treatment (including pharmacology) supported by enhanced problem solving and clinical reasoning.

K23. Knowledge and understanding of the role paramedics contribute to, in relation to the public health and health promotion of service users.

K24. Enhanced Knowledge of the physiological, structural, behavioural and functional changes in patient presentation and those that result from paramedic intervention (human factors).

K25. Enhanced knowledge of the principles of evaluation and application of research methodologies, which enable the integration of theoretical and practical applications informing the evidenced-based development of paramedic practice.

Programme Outcomes: Skills and other attributes

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (Cert HE) you will be able to demonstrate:

S1. Fundamental skills in academic writing, including assignment and report writing.

S2. Strategies for enhancing self-awareness of personal strengths and weaknesses to inform self-development.

S3. Application of reflection to enhance personal development.

S4. Applying effective communication to a range of people across the lifespan, with the intention to develop and maintain a rapport.

S5. Perform the necessary basic observations as part of a patient physical assessment, including the basics of ECG interpretation.

S6. Develop confidence in presentation skills in front of an audience.

S7. Develop organisational and time management skills.

S8. Become accustomed to working shift patterns, that encompass unsociable hours.

S9. Develop and practice the required manual handling skills required of ambulance service work.

After 240 credits of study (DipHE) you will be able to demonstrate:

S10. Enhanced skills in academic writing, including assignment writing, report writing, Patient Report Form completion, showing the ability to evaluate key theories and concepts.

S11. Develop skills and methods applied to research.

S12. Enhanced effective communication to a range of people across the lifespan, with the intention to develop and maintain a rapport and modify approach to account for difference and manage evolving situations.

S13. Emerging leadership skills and an ability to engage in complex decision-making promoting developed autonomy.

S14. Perform paramedic assessment skills and infer the findings to differentiate between normal and abnormal, including enhanced ECG interpretation.

S15. Perform practical paramedic skills promoting the therapeutic benefit of their application to the patient.

S16. Promote confidence in presentation skills in front of an audience.

S17. Enhanced organisational and time management skills.

After 360 credits of study (BSc Hons) you will be able to demonstrate:

S18. Advanced skills in academic writing, including assignment writing, report writing, dissertation writing and Patient Report Form completion, showing the ability to critically evaluate and synthesis key theories and concepts specific to paramedic practice.

S19. Enhanced skills and methods applied to research in the paramedic field.

S20. Developed leadership skills promoting an ability to make complex decisions showing independence as a practitioner.

S21. Performing Advanced Clinical Assessment skills to enable the most according management of service users.

S22. Apply critical reflection to any situation to facilitate practice development.

S23. Developed interview techniques to enhance employability with a range of employers.

S24. A skill base required to teach, develop and educate others.

Programme Outcomes – Behaviours

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

B1. You will be able to practise safely, competently and effectively in accordance with the law.

B2. You will be able to be responsible and accountable for maintaining confidentiality.

After 240 credits of study (DipHE) you will be able to demonstrate:

B3. You will be able to promote and protect the interests of service users, carers and others through safe, compassionate, person-centred practice.

After 360 credits of study (BSc Hons) you will be able to demonstrate:

B4. You will be able to practice autonomously within your scope of practice, recognising when to delegate or refer to others.

B5. You will be able to work in partnership with other health and social care professionals, agencies, service users, carers and families in all settings

PROGRAMME FEATURES

Programme Overview

The Apprenticeship Standard and Assessment Plan for the Degree Level Apprenticeship in Paramedic Practice have been designed by employers in the UK Ambulance sector.

The Degree Level Apprenticeship for the occupation of paramedic at the University of Cumbria leads to the academic award of BSc (Hons) Paramedic Science.

An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

Apprenticeships combine university study and workplace learning to enable apprentices to develop full occupational competence in their profession. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30-hour week. Where an apprentice works fewer than 30 hours, the apprenticeship minimum duration must be increased on a pro-rata basis. It is a legal requirement that the apprentice does not pay any training costs or student fees. Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016).

It is a legal requirement that you do not pay any training costs or apprentice fees.

An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

Alongside the Apprenticeship Standard this programme has several external reference points it must align against. These include: HCPC, QAA & College of Paramedics. This results in a complex cross mapping situation. This programme has used the learning outcomes from our previously validated BSc and therefore the Apprenticeship has been mapped to these learning outcomes. This does differ from the normal University process whereby the Apprenticeship Standards directly inform the programme learning outcomes. This approach ensures that all our paramedic BSc programmes are delivered consistently, regardless of the delivery method or mode.

The Apprenticeship Standard has been mapped against the modules of this programme. This can be seen both within our Module Descriptor Forms (MDFs) and the programme specification curriculum map. MDFs also detail how the module assessments prepare learners for End Point

Assessment. The list of assessment methods given in the apprenticeship assessment plan has been cross referenced to ensure that these methods are located within this programme.

The apprenticeship standard also details additional qualifications to the BSc that must be completed prior to the completion of the apprenticeship. These are:

Level 3 Certificate Emergency Response Ambulance Driving

This will not be covered as part of this programme and will be the responsibility of the employing organisation.

Level 2 English and Maths

This has been stipulated as an entry requirement for this programme and learners must have this to be accepted onto the programme.

15 standards as set out in the Care Certificate

The programme has been mapped against the 15 standards to ensure that all apprentices will have this after completing the BSc.

Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016). This was undertaken via the ambulance service Trailblazer group, who wrote the Apprenticeship Standard and Assessment Plan for the Degree Level Apprenticeship in Paramedic. The University was one of two Universities who formally sat on this trailblazer group as educational advisors. The Degree Level Apprenticeship for the occupation Paramedic at the University of Cumbria leads to the academic award of BSc (Hons) Paramedic Science.

This BSc (Hons) Paramedic Science programme has been written in partnership with the North West Ambulance Service and the Southern Ambulance Service Alliance (South West Ambulance Service, South Central Ambulance Service, London Ambulance Service, South East Coast Ambulance Service and Isle of Wight Ambulance Service).

The programme has been endorsed (accredited) that it meets the Apprenticeship Standard by the Health and Care Professions Council (HCPC) . The programme has been designed to meet this employer-led national Standard and to follow the associated Assessment Plan, as well as being referenced to the QAA Subject Benchmarking Statement for Paramedic Science (2019) and other academic standards. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the University and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, a minimum of 20% of the learning will take place 'off the job', for example in lectures, seminars, job shadowing and industrial visits. 20% is a minimum requirement and the actual amount of hours required will be specified in the commitment statement for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the commitment statement before they will be allowed to pass gateway for end point assessment.

The award of Bachelor of Science (BSc) Paramedic Science is designed to equip you with the necessary knowledge, skills, behaviours and values to be fit for practice and therefore be eligible to apply for registration with the Health and Care Professions Council (HCPC) as a Paramedic. If you do not pass all the placements you will not be able to practice as a Paramedic. The award meets the requirements within the Quality Assurance Agency (QAA) Benchmark Statements Paramedic (2019) and aligns with the College of Paramedics (2019) Paramedic Curriculum Guidance 5th Edition as well as the recommendations within the Paramedic Evidence-Based Education Project (PEEP) Report (Lovegrove and Davis, 2013).

The Paramedic Delivery team have a proven track record for transitioning learners into Higher Education. Previous programmes conducted with the Military and various Ambulance Service Trusts have enabled the Paramedic Delivery team to build up vast experience in supporting learners with a range of academic abilities and educational backgrounds. In addition to this, the programme team has expertise in delivering Technology Enhanced Learning to support both your work-based and theoretical learning. This will take the form of Blend Learning. This involves a mixture of face-to-face session and online learning. The aim is to provide apprentices with tasks and activities to undertake in their own time to prepare them for the face-to-face session. This 'pre-learning' help you to study around the subject and will ensure that you get the most out of the classroom session.

The Programme also reflects the key initiatives outlined by the NHS England (2017) Integrated Urgent Care Service Specification document, where it is recognised that interconnectivity with other services is crucial to the experiences of patients and clinical outcomes patients receive. It is recognised that the largest workload for Paramedics is based upon Primary/Urgent care, hence this programme instils core knowledge and skills which equip you to provide a 'complete episode of care', including: assessment, management, advice, in-transit care or according referral to the most appropriate health care professional for further assessment and treatment. The knowledge and skills developed will equip you for front line ambulance service duties and other working roles the Paramedic role is expanding into within the wider health care sector.

Once you have completed the degree you will be able to continue your study at the University. This could be either through a clinical Master's such as MSc Paramedic: Practice Development or via a Research Masters such as an MRes.

Tripartite reviews between you, your employer and the University tutor will take place to review progress and set targets for ongoing learning. There will be a minimum of two reviews each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer.

Delivery Arrangements and Attendance

The delivery arrangements for this programme will take a blended learning approach to learning.

The programme is broken down into the following components;

Taught

- Face-to-face (40%)
- Tutor led VLE-(60%)

Modules will be studied in blocks where you will be required to attend two periods of three days learning per week to achieve the modular indicative apprentice workload (please see the programme schedule) which shows when your modules will be studied). To achieve this, you will be exposed to an approximate 40% face-to-face to 60% distance learning arrangement for all modules you will study on your programme.

Work-Based Learning (WBL)

- Supervised WBL (400 hrs)
- Integrated WBL* (900 Hrs)

* Hours for Integrated WBL are calculated from subtracting Annual Leave Entitlement, Supervised WBL and taught components of the programme from the total hours of a full-time employee.

To complement your modular learning, you will also be required to achieve a minimum of 400 hours working in practice alongside a Practice Educator. This is known as *Supervised WBL*. As you will be in full-time employment you will also be exposed to additional patient contact hours. These hours will be integral to your learning and will help towards your overall development. This is known as Integrated WBL.

You are expected to achieve 100% attendance for all delivery, which includes the face-to-face learning and distance learning.

For face-to-face delivery, attendance will be monitored daily by the module leader. Your distance learning will include a multitude of resources specific to the module being studied on your Virtual Learning Environment. Your module lead will monitor your engagement on the Virtual Learning Environment, to ensure your attendance.

Refer to **Appendix 1** for further information on apprenticeship delivery models

Learning and Teaching

Teaching

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place for example in lectures, seminars, job shadowing and industrial visits. The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice. Apprentices are responsible for evidencing that they have completed the minimum hours set out in the Training Plan before they will be allowed to pass gateway for end point assessment. This is evidenced by the apprentice submitting monthly reports on OTJ hours completed in the APTM system which will be assessed and approved by University Staff.

At each level you typically have 41 days (246 contact hours per year) this could be delivered 1 day per week or multiple five-day blocks per year depending on which employer your programme is situated with.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. Independent self-directed study does not count towards Off the Job learning hours.

Teaching Staff

We have many staff across our apprenticeship team with varying levels of experience and roles in the pre-hospital environment. Our teams come from a variety of different ambulance services and other organisations which builds a substantial breadth and depth of experience. All staff are either working towards or have gained fellowship with the higher education academy. We have research interests across the centre on leadership, transformative learning, digital teaching, mentoring and practice development, simulation, ALS, human factors and delivery of death notifications. You have

experienced academics on the team and many of our staff hold external roles with other Higher Education providers and external bodies and organisations such as NHS England and the HCPC.

Work-Based Learning

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, a minimum of 20% of the learning will take place 'off the job', for example in lectures, seminars, job shadowing and industrial visits. 20% is a minimum requirement and the actual amount of hours required will be specified in the commitment statement for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the commitment statement before they will be allowed to pass gateway for end point assessment.

Maths and English Development

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

Tripartite Reviews

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning. Your first TPR will take place within the first 4 weeks of the programme starting, and you will then have one approximately every 12 weeks whilst on programme.

As an apprentice at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and learner support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Prior to starting on the programme apprentices will complete an Initial Learner Needs Assessment (ILNA). This is a self-assessment whereby the apprentice will grade their current Knowledge, Skills and Behaviours against those within the Apprenticeship Standard. This will ensure individuals are appropriate for this programme. This assessment will also enable the programmes to be adapted to suit the needs of the apprentice. This will run in parallel to the Accreditation of Prior Learning (APL) which will formally account for accredited prior learning.

The ILNA will also feed into the learning on the programme. Lecturers will utilise this knowledge to support scaffolding of learning within the classroom. This is a strategy that University lecturers already employ and will result in learners being provided with additional tasks to stretch and support their own learning journey. This may also include providing the paramedic context to those with experience in other sectors in health care.

Learning and Teaching (SET 4.6, 3.8)

Knowledge, understanding, skills and other attributes are taught at the University with apprentices putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

The programme team recognise the individual learning needs of apprentices and ensure that the focus of teaching appeals to the strengths of all learners. We ensure sessions accommodate a variety of methods and strategies used to ensure development and acquisition of key knowledge and understanding; and as such maximise your learning opportunities. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independence-based learning. These principles reflect vision, purpose and aims of the University of Cumbria's [Learning, Teaching and Assessment Strategy 2017-22](#)

Learning is based in academic study and in professional practice. You are actively facilitated to apply and integrate your professional knowledge within your practice and to develop an enquiring critical approach to your study and professional practice.

The programme team are proud of how they use Technology Enhanced Learning to maximise your learning experience. This is evident in various formats to ensure exposure to learning is 'high-fidelity', facilitating an excellent platform to bridge the gap between theory and practice.

Technology Enhanced Learning is a key component of our paramedic education, where we use Virtual Reality, Simulation and a variety of multi-media to complement the more traditional face to face model.

Acquisition of knowledge and understanding is through a combination of the following:

- High Fidelity Practice Simulation
- Tutor Led Group Work
- Technology Enhanced learning
- Case Study Approach

- Problem Based Learning
- Interprofessional Learning
- Interactive online and class-based workshop activities
- Use of virtual electronic learning environment
- Facilitated discussion and debate
- Tutorials
- Guided study and reading
- Work based learning
- Reflection on professional practice
- Peer Assisted Learning

Intellectual, professional and key transferable skills are developed throughout by methods identified above. You are actively encouraged to critically reflect on your development of skills in practice in order to develop your ability to make sound professional judgements. Methods used include work-based learning through a range of appropriate clinical placements, simulated learning in clinical skills, action learning sets, lectures and workshops, case study reviews and discussion forums, independent study and tutorials.

Specifically, you will gain experience within a Paramedic Emergency Service and will also gain experiences from placements within other settings, such as within primary care, secondary care and out of hospital services.

Public and patients contribute to curriculum development, teaching and learning within individual modules where this is appropriate. You will explore the meaning of public and patient engagement, from the perspective of your involvement in their care and decision-making, and in relation to involvement in healthcare planning at a more strategic level. Along with your Practice Placement Educator, you will seek to ascertain the perspectives of public and patients and actively elicit feedback, which will enable you to learn and to improve your performance. This will be recorded within your Placement Clinical Assessment documentation.

Off the Job Training

Off the Job training is over within two components of the programme. The definition of what constitutes as Off the Job training has been taken from the website below:

(<https://www.gov.uk/government/publications/apprenticeships-off-the-job-training>). The first is the taught component of the programme, which has 41 days of delivery. This is split between face-to-face and Tutor Led Virtual Learning Environment (VLE). The breakdown of this is dependent on the

individual module and is details in the Module Descriptor Form. This totals 307.5 hrs per year which equates to 20% of the total programme.

Additionally, you undertake Supervised Work-Based Learning (WBL) totalling 400 hours in practice. This WBL is where you are directly supervised by a Paramedic Practice Educator and will be directly related to developing the apprenticeship knowledge, skills and behaviours.

On the Job Training

All apprentices on this programme will be in full time employment. This means that when you are not in the classroom, undertaking tutor led VLE or on Supervised WBL you will be in the workplace. This is known as *On the Job Training*. This will result in a larger number of patient contact hours that are not normally experiences by traditional undergraduate paramedic programme. All these learning experiences are vital to support your development.

Maths and English Development

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

British Values, Prevent and Safeguarding

British Values, Prevent and Safeguarding are all embedded within the curriculum. These topics are integral to the modular content throughout the programme and will facilitate your personal development by developing and deepening your understanding of the fundamental British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance. The Module Descriptor Forms (MDFs) each detail how and where these subjects will be addressed.

Maintaining consistency across delivery sites

This programme will be delivered across several sites. To ensure consistency of delivery there will be a primary module lead for each module who will have overall responsibility for ensure quality and consistency across the programmes. All the module leads will meet together on a regular basis to share best practice and standardised their delivery. At a programme level, the programme lead will meet together on a regular basis to ensure that there is a consistent approach to module delivery. The Quality Assurance Group will have overall accountability for the quality assurance monitoring across the programmes.

Assessment

Year 1

Reflective portfolio (four separate patchwork assessments to help spread assessment burden)

Practical OSCE assessment

Practice assessment (PebblePad portfolio submission)

Exam (multi-choice and short answer question paper)

Presentation

Academic written submission

Year 2

Professional discussion (pre given areas of discussion)

Teaching aide – multiple choices for submission (podcast/aide memoire etc)

Practice assessment (PebblePad portfolio submission)

Practical OSCE assessment

Presentation

Academic written submission

Year 3

Academic poster submission with Q and A

Practice assessment (PebblePad portfolio submission)

Practical OSCE assessment

Critical discussion Semi-structured VIVA

Reflective portfolio (four separate patchwork assessments to help spread assessment burden)

Dissertation/Final project

Feedback

We ensure consistency of marking and feedback using marking rubrics for each assessment.

These vary in style and format depending on the assessment type. OSCE rubrics are a little different to written assessment rubrics due to the nature of the assessment. All feedback given to learners is in line with practices advocated by our colleagues in CAPE and consistent with the University of

Cumbria's curriculum design framework. We operate on seven key principles when providing feedback for learners:

Nicol and Macfarlane-Dick (2006) identified seven principles of good feedback practice

- Facilitates the development of self-assessment
- Encourages student/lecturer dialogue
- Helps clarify good performance
- Provides opportunity to 'close the gap'
- Delivers high quality information about learning
- Encourages positive beliefs and self esteem
- Provides information to lecturers about teaching

Summative and Formative Assessment

Assessments will also include work-based projects and experience or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Apprenticeship programme that apprentices must maintain a portfolio of your completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities and that this portfolio is discussed and reviewed with your employer on a regular basis. The progress with the development of your portfolio will be discussed during tripartite learner review meetings to ensure that you are making suitable progress.

Formative assessment is an important feature within the programme and is a required element of engagement in all modules. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment(s) for each respective module. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple-choice tests. Peer and self-assessment are also used to give you timely feedback on formative tasks; the personal tutoring process will guide this. Gibbs (1999) advocates the notion of formative assessment being a shared experience, with a "social dimension", arguing that it facilitates apprentices' ability to make judgements about the quality of work and to take responsibility for their own development and learning, responding to constructive feedback.

The programme ensures summative assessments are designed to provide a creative and balanced strategy throughout the programme, challenging you to meet the requirements of the module learning outcomes accordingly. The programme team ensure a fair balance of modular assessment guidelines throughout each academic year, to ensure you are afforded according time to plan, prepare and submit your respective assessments and avoid overloading of workload. The

format of modular assessment has been strategically considered to ensure the learning outcomes are assessed in the most according manner to complement the requirements of the module; leading to efficient and timely feedback. The programme formative and summative assessment formats include:

Formative Assessment

Summative Assessment

Online Virtual Learning Environment Activity

Written Clinical Reports

Mock Examination Papers

Written Assignments

Provided Written Assessment (including assignment plan)

Written Case Study Reports

Observed Structured Clinical Examination (OSCE's) preparation

Oral Presentations

Poster Presentations

Practical Skill Assessments (sometimes including a written report)

Written Examinations

Observed Structured Clinical Examination (OSCE's)

Completing a Research Diary

Project Work

Written Reflections

Portfolio

The summative assessments all relate to the working environment of a paramedic enabling you to take your assessed learning into the practice environment to optimise the provision of patient care.

Clinical Assessment of Practice (CAP)

This assessment has been designed to measure specific learning outcomes related to clinical practice. These guidelines are applied using the paramedic's professional judgement on what is safe and proficient practice.

There will be four assessments in each clinical year. Three of these will be formative (the outcome does not contribute towards your portfolio, but it will enable you to become familiar with the process and application of the documentation). The final assessment will be summative and contributory to the portfolio.

Each assessment will be a minimum of one session of practice; however, this period can be extended depending on the number of patient interactions you are able to perform towards the respective assessment. The CAP should ideally not be protracted over several days' as this may put you at a disadvantage. There is no minimum or maximum number of patient interactions, but you should undertake a sufficient range and number of interactions to allow a fair assessment of skills appropriate to the required level. You are required to undertake all interactions within your level of

training and assist the Practice Placement Educator and/or supervising Paramedic with other patient interactions as appropriate to the apprentice's level of clinical experience and training.

The Practice Placement Educator and/or supervising paramedic undertaking the CAP will be trained as well as experienced in the area of apprentice assessment in practice. The process and documentation for each assessment will be signed by the Practice Placement Educator and/or the supervising Paramedic. If you are not progressing appropriately your Personal Tutor and in some circumstances programme lead will be informed and become involved.

Knowledge, understanding, skills and other attributes are taught at the University with apprentices putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

The end point assessment for integrated degree apprenticeships that lead to a career in a regulated profession (one where access to the profession is totally controlled by a professional body for example, the Nursing and Midwifery Council and Health Care Professions Council) will be set at the same standard as other entry routes into the profession. This means that where apprentices fail to meet the gateway criteria for such and integrated end point assessment, they will not be able to complete the university's academic award.

Gateway

- Apprentice has met the knowledge, skills and behaviours
- Employer and HCPC Approved Education Provider are satisfied the apprentice has consistently demonstrated they meet the KSBs of the occupational standard
- Achieved Level 3 Certificate in Emergency Response Ambulance Driving Course. This is an Ofqual qualification and is the only mandated qualification that meets regulatory requirements. Individuals would have to complete the Level 3 Certificate in Emergency Response Ambulance Driving Course unless they have already passed either the legacy Institute of Health Care Development (IHCD) Driver training programme or Chief Ambulance Officer approved internal programmes with high speed driving component where candidates can demonstrate current and relevant driving experience. Previous driver training programmes must meet the criteria set out by the Department for Transport for high speed driving in the Road Safety Act
- Apprentices must have achieved English and mathematics at Level 2
- Achieved all required modules, taking into account any recognition of prior learning (RPL) of the Paramedic degree but before the Approved Education Provider's examination board
- Practice Assessment Document (PAD) completed and signed-off by their practice and academic assessor

The EPA period should only start once the employer and the HCPC Approved Education Provider are satisfied that the apprentice is consistently working at or above the level set out in the occupational standard.

The EPA starts with the examination board and finishes when the Approved Education Provider:

- makes a decision on pass and fail
- emails secure pass list to HCPC which includes required personal details of apprentices who have received a pass
- the apprentice separately applies for registration once they have achieved a pass.

The apprentice will also have successfully completed a Practice Assessment Document (PAD) and this will have been signed-off by their practice and academic assessor.

End-Point Assessment

The EPA is:

Examination Board

The examination board will be constituted in line with the HCPC Approved Education Provider’s academic assessment regulations and must have an external examiner present when considering achievement of the Paramedic degree.

Independence of the EPA will be assured through:

- the examination board, which will include the external examiner, being responsible for the final decision on the award of the qualification that confirms the apprentice has met the education outcomes required for registration with the HCPC
- the end-point assessment organisation (HCPC Approved Education Provider) will conduct the EPA.

Roles and Responsibilities

Role	Responsibility
Apprentice	As a minimum, the apprentice should: <ul style="list-style-type: none"> • complete the constituent parts of the programme successfully • meet all apprenticeship gateway requirements • understand the structure and requirements of the apprenticeship
Employer	As a minimum, the employer should: <ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the occupational standard • determine when the apprentice is working at or above the level of occupational competence outlined in the occupational standard and has met all apprenticeship gateway requirements, taking account of the advice of the HCPC Approved Education Provider
The EPAO (HCPC Approved Education Provider)	As a minimum the EPAO (HCPC Approved Education Provider) should: <ul style="list-style-type: none"> • be a HCPC Approved Education Provider for the paramedic apprenticeship • be on the Register of end-point assessment organisations (RoEPAO) • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • confirm to the employer that gateway requirements have been met • appoint an external examiner • use appropriate recording documentation to ensure a clear and auditable mechanism for recording the decision of the examination board • maintain robust internal quality assurance (IQA) procedures and processes, and conduct these on a regular basis • submits required documentation to the HCPC • conform to the requirements of the nominated external quality assurance body • conduct standardisation events and activities in accordance with HCPC and external quality assurance (EQA) providers requirements

Internal Quality Assurance (IQA)

Internal Quality Assurance (IQA) Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint external examiners who:
 - meet the EQA provider's recommendations for external examiners
 - meet the Approved Education Provider's requirements as set out in their 'Assessment, Progression and Awarding' or similar guidance

Re-sits and Re-takes

In line with the EPAO's (HCPC Approved Education Provider) procedures.

Professional Body Recognition

This apprenticeship is aligned to the Health and Care Professions Council standards of proficiency and education programme standards for paramedics. This means that those who successfully complete the apprenticeship will be eligible to apply for registration with the HCPC.

Reasonable Adjustments

The EPAO (HCPC Approved Education Provider) must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment decisions outlined in this EPA plan.

Graduate Prospects

This programme takes a unique approach to paramedic education, where the paramedic is seen as playing an integrated role within the wider NHS. This means that our programme is designed to provide knowledge and experiences of the different areas of the NHS. This in turn will ensure graduates are ready to undertake a variety of jobs within the NHS ranging from the more traditional frontline paramedic to an urgent care practitioner with a GP Practice.

This programme offers a good range of employment opportunities, within the NHS and within other organisations which deliver pre-hospital and emergency care, such as offshore sites as a remote medic, within rescue services and disaster management. The role of Paramedic is developing to

include roles in new clinical areas. For example, Paramedics may work alongside Doctors and Nurses as Advanced Clinical Practitioners based in:

- health centres
- GP surgeries
- minor injuries units
- hospital: e.g. accident and emergency departments
- community hospitals.

It is also possible, with further training in critical care and trauma, to move into the role of Critical Care Paramedic.

The University of Cumbria also offers the following post graduate programmes: MSc Paramedic: Practice Development, PGCert Paramedic: Practice Development

PGCert Paramedic First Contact Practitioner: Practice Development which should you wish to continue your studies on completing you BSc (Hons) Paramedic Science degree, are ideal programme to compliment your development. These are distance-learning programmes and can be studies whilst in employment.

MODULES

Year 1 (120 credits)			
Code	Title	Credits	Status
HPHP4140	Developing Person Centred Care in Paramedic Practice 1	40	Core
HPHP4141	Professionalism and Followship	20	Core
HPHP4142	Physical and Clinical Sciences	20	Core
HPHP4144	Clinical Practice 1	20	Core
HPHP4155	Introduction to Research and Evidence-based Practice	20	Core

Year 2 (120 credits)			
Code	Title	Credits	Status
HPHP5141	Developing Person Centred Care in Paramedic Practice 2	40	Core
HPHP5147	Clinical Practice 2	20	Core
HPHP5148	Social Health and Behavioural Sciences	20	Core
HPHP5144	Research Methods	20	Core
HPHP5149	Professionalism, Law and Ethics	20	Core

Year 3 (120 credits)			
Code	Title	Credits	Status
HPHP6140	Dissertation	40	Core

HPHP6146	Contemporary Issues in Paramedicine	20	Core
HPHP6148	Understanding Primary Care	20	Core
HPHP6147	Clinical Practice 3	20	Core
HPHP6149	Leadership and Management	20	Core
EPAG9001	Paramedic Apprenticeship Gateway	0	Qualificatory
Students exiting at this point with 360 credits would receive a BSc (Hons) Paramedic Science			

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Timetables

Timetables are normally available no less than four weeks before the start of Semester 1. Please note that while we make every effort to ensure timetables are as apprentice-friendly as possible, scheduled learning can take place on any day of the week.

The delivery model will depend on which trust you are employed by and will take the form of either block delivery, hybrid or weekly attendance.

ADDITIONAL INFORMATION

Apprentice Support

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A Mentor designated by the employer to provide vocational and pastoral support for individual students, who may or may not be your line manager. In particular support will be provided for work-based learning assignments and the final year project.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the student, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTEM system and may be audited by the ESFA or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships. Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

We provide responsive apprentice support that promotes learner success. Our approach to apprentice support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As an apprentice of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

University Induction

A face-to-face University induction will take place on the first few days of your programme. However, prior to this you will have a virtual induction. This will set you up on the system and ensure all the prior checks such as occupational health and DBS have been undertaken.

You will also be added to the University's apprenticeship MOOC. This is a short course that will go through all the information about being an apprentice and how this differs to a normal programme.

Mentors will also be invited to the induction session for apprentices.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Personal Development Planning

You will be shown how to create an e-portfolio. This portfolio will ultimately be an apprentice generate piece of work, but there will be opportunity within your personal tutorial to review this document. This process of keeping a Continual Professional Development (CPD) log is a fundamental requirement of a registered Paramedic. It is for this reason that you will be supported in creating a CPD portfolio to support your own personal development. This will be formally consolidated within the preparing for professional practice module in your final year.

University Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#) (plus British Values & EDI)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Training Hours

ESFA's apprenticeships funding rules set the minimum OTJ hours required to an apprenticeship to be considered valid. All apprenticeship programmes must contain the minimum number of off-the-job training hours, set in the Funding Rules that are current at the time the apprentice starts their programme. ESFA has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*".

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Off the job training must be completed in normal paid working hours. The actual number of hours required for each apprentice will be set out in the apprentice's Training Plan and Apprenticeship Agreement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed by submitting a monthly summary of hours in the APTM system. The number of hours required in the Training Plan must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the Training Plan. A separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum number of hours required for the duration of the apprenticeship up to that point.

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions.

- A student on this programme is not permitted to retake any of the modules.
- For modules containing practice assessment elements, a student will be permitted one reassessment opportunity, the timing of which will be agreed by the placement partner and subsequently approved by the assessment board.
- For modules with no practice assessment elements, where a student fails both the initial assessment and one reassessment opportunity, the assessment board will decide if the student can be offered a 2nd reassessment opportunity (for which the student will be provided the appropriate academic support). If the student subsequently fails this 2nd reassessment, they will be required to exit the programme with the relevant exit award or transcript of awarded credits.
- Progression to level 6 - You are required to complete 120 level five academic credits before you can formally progress into level 6 of your programme. As you approach the end of level 5 you may be in the situation where you are required to complete reassessments due to assessment fails. In order to facilitate a fair and reasonable timeframe to complete level 5 reassessments, the assessment board can make the decision to allow you to commence level 6 learning with your assigned cohort whilst you undertake any necessary reassessments (1st reassessment or 2nd reassessment if still outstanding) Please note the maximum outstanding credits will be 60 if you have to complete more than that then you will be required to complete your reassessments to a assigned timetable and join the next available cohort when you are ready. However, please note that if you fail your reassessment/s then you will, as detailed within the exceptional regulations, be required to exit the programme with the relevant exit award or transcript of awarded credits. On completion and achievement of all 120 credits you will then be able to recommence level 6 with the next available cohort.

External and Internal Benchmarks

The programme outcomes are referenced to the Apprenticeship Standard for Paramedic Degree Apprenticeship (and also the related Assessment Plan) -

<https://www.instituteforapprenticeships.org/apprenticeship-standards/paramedic-degree/>

External Reference Points

- College of Paramedics (2019) Paramedic Curriculum Guidance 5th Edition
- Paramedic Evidence-Based Education Project (PEEP) (2013)
- Quality Assurance Agency (QAA) Benchmark Statement for Healthcare Programmes for Paramedic Science (2019)
- HCPC Standards of Proficiency for Paramedics (2014)
- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training (2017)
- University of Cumbria Academic Regulations
<http://www.cumbria.ac.uk/about/organisation/professional-services/academic-quality-and-development/academic-regulations/>
- The Joint Royal Colleges Ambulance Liaison Committee Clinical Guidelines (JRCALC) (2019)
- NHS England (2017) Integrated Urgent Care Service Specification
- Internal Reference Points
- UoC Vision, Mission and Values
- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Academic Regulations and Academic Procedures and Processes

As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/apprenticeships/paramedic-science-apprenticeship/>

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required.

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.