Programme Specification (HM Armed Forces)

Final Award and Title	DipHE Paramedic Practice
Exit Award(s) and Title(s)	Students may exit with a UCert Emergency Care Assistant on successful completion of modules HPHP4002, HPHP4004, HPHP4006, HPHP4008, HPHP4010 and HPHP9001. Students who achieve the academic components above (HPHP4002, HPHP4004, HPHP4006, HPHP4008, HPHP4010) but who fail the Qualificatory Practice Unit component HPHP9001 can exit with a UCert Practice Development Students may exit with a CertHE Pre Hospital and Emergency Care on successful completion of the required 120 credits at level 4 plus QPU components. Students who achieve the academic components of the CertHE but fail the Qualificatory Practice Unit component can exit with a CertHE Practice Development Students who achieve the academic components of the DipHE Paramedic Practice but fail any Qualificatory Practice Unit component can exit with a DipHE Practice Development
Name of Route / Pathway / Framework	N/A
Professional Qualifications	The programme prepares students to be eligible to apply for registration with the Health and Care Professions Council
Programme Accreditation	Approved by the Health and Care Professions Council
Modes of Study	Full-time, Part-time, Flexible and Distributed Learning (FDL)
Delivery Sites	University of Cumbria Sites, sites provided by external partners
Programme Length	Full - time 2 years (maximum 4 years) Part - time 3 - 4 years (maximum 6 years)
Work Based Learning	NHS or Private Ambulance Services, NHS Hospitals, Pre Hospital or first contact facilities, Army Medical Service facilities and environments, other emergency care services or environments

1. Educational Aims of the Programme

The programme aims to:

1. Prepare students who are knowledgeable and competent in paramedic practice, and thus eligible to apply for registration as a paramedic with the Health and Care Professions Council

2. Recognise and value the prior experience and knowledge of students and develop their skills of reflection and self-direction in learning, providing a foundation for lifelong learning

3. Develop knowledge and practical understanding of how techniques of enquiry enable the analysis, interpretation and application of evidence within paramedic practice

4. Provide students with the opportunity to develop critical thinking and problem solving skills which build the ability to make decisions and apply judgement to paramedic practice

5. Provide a learning experience which promotes the application of a client/user focus and an interpersonal and collaborative approach to both learning and paramedic practice

6. Facilitate the development of learners as leaders and change agents, able to respond to a changing and dynamic practice environment

7. Develop academic and transferable skills which enable students to be versatile and adaptable in progressing to and within employment and to adopt a proactive future facing approach to practice and service improvement.

2. Programme Features and Requirements

The primary aim of the DipHE Paramedic Practice is to equip practitioners with the necessary knowledge, understanding, skills and competence to be fit for purpose and practice and therefore be eligible to apply for registration with the Health and Care Professions Council (HCPC) as a paramedic. The award aims to meet the requirements within the Quality Assurance Agency (QAA) Benchmark Statements for Healthcare Programmes for Paramedic Science and recognises the College of Paramedics (2014) Paramedic Curriculum Guidance as well as the recommendations within the Paramedic Evidence-Based Education Project (PEEP) Report (Lovegrove and Davis 2013).

The DipHE Paramedic Practice programme consists of 120 credits of learning at level 4, and 120 credits at level 5. Each level has practice-based learning through clinical placements as an integral part of this learning.

Level 4:

Students commence their programme with module HPHP4002 Development of Academic Skills and Reflective Practice. This module is particularly focussed on early academic skills development, and will support the student through a series of exercises to gain

confidence and competence in using these e-learning technologies. The programme induction programme and this first module will cover IT network passwords, basic introduction to the virtual learning environment called Blackboard, to webmail, library services and electronic resources (ebooks, ejournals, image collections etc). On-going support will be provided by Personal and Module tutors, as well as from Library and Student Services (LiSS).

Students progress through a number of level 4 modules (HPHP4004, 4006, 4008, 4010, 4012, 4014 and 4016) which develop the fundamental knowledge and skills required for pre-hospital and paramedic practice. The clinical practice learning is facilitated through a Qualificatory Practice Unit HPHP9001, which captures the HCPC standards of proficiency (SOP) requirements at this level within the student Practice Assessment Document. Students also develop and have assessment of their clinical skills through completion of a Clinical Skills Competency Profile.

Successful completion of all level 4 modules and qualificatory practice units allows an exit point, if desired, with a Certificate HE in Pre-Hospital and Emergency Care, which has been mapped to the requirements for the role of an Emergency Medical Technician.

This exit point increases the employment opportunities for students. The Level 4 modules and Qualificatory Practice Unit and the Clinical Skills Competency Profile (and therefore the CertHE) have been closely mapped to the HCPC requirements for preparation of paramedics, to the QAA (2004) Benchmark Statement for Paramedic Science and to the 2014 College of Paramedics Paramedic Curriculum Guidance, which includes cross-referencing to Skills for Health competencies. As some NHS Ambulance Services still utilise the IHCD curricula for Ambulance Technician training, the Cert HE has also been developed and mapped in relation to the IHCD syllabus and to the National Standards for Emergency Care.

<u>Level 5:</u>
Successful completion of level 4 allows students to progress to level 5 study. This comprises a 40 credit module HPHP5002 Developing Clinical Care, Judgement and Competence in Paramedic Practice and 4 further 20 credit modules, aimed at developing knowledge and competence required to be eligible to apply for registration as a Paramedic with the HCPC. HPHP9003 Qualificatory Practice Unit houses the clinical practice requirements at this level.

3. Learning Teaching and Assessment

The University of Cumbria Learning and Teaching Plan 2012-17 aims to provide and promote excellent and accessible higher education for students. To this effect, the programme actively seeks to provide accessible learning for students such that they feel engaged in their studies and in their professional development, that they develop independence as a learner and that they develop as a reflective practitioner.

(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme

The programme approach is based on contextual learning, as befits a professional practice programme. Teaching and learning strategies will therefore engage students in significant activities that help them to connect theory to the context of real-life

situations, which leads to meaningful learning. Contextual learning relates not just to theoretical knowledge, but also to the underpinning values, beliefs, ethics and skills, as applied to people of all ages and abilities, recognising differences and diversity within the population, and working with care and compassion within practice.

Two other concepts that underpin contextual learning within the curriculum are evidence-based practice and reflective practice. Students will be introduced to a range of reflective models, application of which can enable them to analyse and evaluate their learning, and make sense of it in terms of informing future practice. Evidence-based practice can be seen as an integral part reflective practice, in that it takes a problem solving approach to practice that integrates a systematic search for and critical appraisal of the most relevant evidence to support practice, also taking into account knowledge gained from one's own and others' expertise and from patient preferences and values (Melnyk and Fineout-Overholt 2005).

Learning and assessment are considered as interrelated. Everything that the student undertakes – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourage and enable progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for a wider employability context.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skills development in their learning and practice contexts in order to develop their ability to make sound professional judgments.

The delivery of study, academic and digital skills are embedded and extend and adapt definitive resources available centrally through LISS, creating an opportunity to present parity in the student experience across standalone modules and student-owned pathways.

Public and patient involvement is viewed as an integral part of the programme and we are actively continuing to develop their involvement in curriculum development and delivery. For example, patients have been involved in the development of resources within our virtual learning community Stilwell. Practice mentors involve patients, seeking their opinions when assessing students on placement contributing to the overall decision regarding competence (also see page 6 below).

(ii) Contexts For Learning

This programme will be delivered through blended learning, using a range of learning contexts for enactment of the curriculum. Learning will be based in academic study and in practice environments. Students are actively facilitated to use, apply and integrate their developing knowledge within their practice and to develop an enquiring, evaluative approach to their study and practice.

Campus-based and off-campus sites provided by partner organisations are used to deliver face-to-face learning and teaching, which will be supported and enhanced by the use of a range of e-learning technologies, including our virtual learning environment Blackboard. In addition, we make use of our virtual learning community called Stilwell.

Stilwell is a multi-media virtual environment which tells the story of a community and the people who live there. It is a rich and comprehensive resource of video, case studies and other texts, linked through a powerful interwoven structure based on the community itself. Stilwell provides a unique educational opportunity as it is a dynamic environment, where individuals interact with each other and society around them. It has been used extensively by students and staff in a variety of disciplines, including the NHS, social care (paramedics, nurses, social workers, rehabilitation and therapists), local government and the police. It has been used successfully on a range of paramedic programmes over a number of years, and many of the patient stories start from within the context of pre-hospital care.

On campus and in dedicated training facilities of partner organisations, students also have access to well-equipped clinical skills classrooms, for undertaking simulated learning in a safe environment. Campus sites provide students with access to the METIMan patient simulation training, which is a mannequin-based simulator, which enables practice of a full range of pre-hospital care skills. There are opportunities for students to video their clinical skills and learn through self, peer and tutor assessment and feedback.

Where students participate as patients/clients/service users in practical and clinical teaching situations, their consent will be gained in advance of such participation being expected. The purpose of this consent is to protect privacy and dignity, to ensure awareness of appropriate risk factors and to prevent injury and/or emotional distress (see Appendix A for information and consent form). Consent will be renewed annually.

Students will also engage in supported and interactive online learning. The programme has been designed to utilise a full range of UoC digital resources and supported communication through learning technology where suitable. Use will be made of UoC learning technology such as Blackboard and the availability of resources suitable for mobile learning (such as use of PDF file format instead of MS Word; downloadable podcasts).

Practice-based learning is fully supported by practice placement partners, who facilitate and support the underpinning philosophy of contextual learning, and the embedding of employable knowledge and skills within the curriculum.
Practice Placement Educators are supported by the university to prepare for and undertake their role. Online and face to face workshops are facilitated to enable mentors to keep up-to-date with programme requirements and developments. Practice Placement Educators also have access to a webfolio, via an external web-address, which provides them with up-to-date information, documentation and guidance. A link tutor supports both the student and Practice Placement Educator in the learning and assessment process in practice. Students remain in contact with their tutors and other students through interactive media.

(iii) Learning, Teaching and Assessment Methods

A variety of methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. Students will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independence-based learning.

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

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

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

Intellectual, professional and key transferable skills are developed throughout by methods identified above. Students are actively encouraged to critically reflect on their development of skills in practice in order to develop their 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, all students will gain experience within an NHS Paramedic Emergency Service, and will also gain experiences from placements within other secondary care, primary care and out of hospital services.

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support.
Additional support to learning is provided by Learning Information and Student Services.

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

Through use of a virtual learning community called Stilwell, we can include the patient perspective effectively into teaching and learning. For example, use is made of a video resource based around a young person with learning disabilities, which includes their perspectives of emergency care, following involvement in a road traffic collision. It also highlights issues within a community such as prejudice and hate crimes, and the videos were produced with full involvement of young people with learning disabilities (one young person does the voice-over on the video).

The following is an indicative range of assessment methods utilised within the programme:
Portfolio
Case studies
Reflective Account
Report
Evidence-based assessment
Practical skills assessment
Academic essay

Patchwork text portfolio
Observed Structured Clinical Examinations (OSCEs)
Patient / client management plan
Practice based vignette
Written report
Work Based Assessment
Short answer paper
Oral exposition
Peer-Reviewed Presentation

(iv) Formative Assessment

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. 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 students timely feedback on formative tasks. (Reference: University of Cumbria [2011] Guidelines for Good Assessment Practice). The use of a patchwork text portfolio within the 40 credit module HPHP5002 Developing Clinical Care Judgement and Competence in Paramedic Practice particularly promotes developmental learning and assessment, and, as such, it is scheduled throughout the entire second year of the programme as a *long, thin* module. The patchwork text assignment will be assembled during the length of the programme. Spaced throughout the programme, the student will write a range of short pieces of work, or "patches", which require them to personally and critically reflect on aspects of practice. Formative, constructive comment will be provided on the patches as they develop and some of the formative feedback will include peer feedback. Following this formative feedback, the student is encouraged to reappraise and redraft their patches to reflect their learning from the feedback provided. Gibbs (1999) advocates the notion of formative assessment being a shared experience, with a "social dimension", arguing that it facilitates students' ability to make judgements about the quality of work and to take responsibility for their own development and learning, responding to constructive feedback.

4. Programme Outcomes

The DipHE Paramedic Practice programme provides opportunities for students to develop and demonstrate:

(i) Knowledge and Understanding

The student will be expected to demonstrate that they have developed a body of knowledge and understanding of the following:

1. The centrality of inter-personal communication and collaborative working as the basis for forming professional relationships with patients / clients, their families and other healthcare staff and services

2. The principles of scientific enquiry and evidence based practice, to develop as a critically reflective practitioner

3. The principles and concepts of life and social sciences that underpin and inform practice

4. Health and disease, including applied anatomy and pathophysiology as it underpins practice

5. Theories and models of practice for patient assessment, clinical decision making and management and evaluation of care

6. Pharmacology and its application in relation to drugs administered by paramedics

7. The standards of conduct and performance and the values underpinning legal, ethical and professional practice

8. The principles and policies for risk assessment, health protection and for establishing and maintaining a safe environment.

9. Theories and approaches to clinical leadership and clinical governance within a multi-agency context

(ii) Employability Skills

The student will be expected to demonstrate that they have developed and have the ability to:

1. Communicate in oral and written forms to perform effectively in the role

2. Work as a creative and responsible member of a team, listening and attending to others.

3. Respond flexibly and positively to changing situations

4. Access, select and retrieve information from a variety of sources

5. Set objectives, problem-solve and action plan.

6. Lead, influence and negotiate, demonstrating assertive, supportive behaviours

7. Utilise a range of educational technology informatics and IT and develop generic research skills appropriate to independent study and enquiry

8. Manage own personal and professional development, understanding the obligation to maintain fitness to practise

(iii) Qualities, Skills and Other Attributes

Intellectual Skills:

The student will be expected to demonstrate that they have developed and have the ability to:

1. Research and assess subject specific information, principles and concepts, practice guidelines

2. Analyse and interpret data and text

3. Apply knowledge to problem solving within the context of practice

4. Reflect on their practice to aid personal and practice development demonstrate self-awareness

5. Develop strategic and creative responses in researching solutions to well defined concrete and abstract problems

6. Demonstrate ability to transfer theoretical and practical knowledge in creating solutions to problems

7. Make judgements requiring analysis, interpretation and comparison of options

Subject Specific Skills:

The student will be expected to demonstrate that they have developed and have the ability to:

1. Practise in accordance with recognised professional, legal and ethical frameworks

2. Practise in a safe and professional manner within the work-place, applying the principles of risk assessment and management, and public protection.

3. Communicate effectively across the age range and with people with different needs and abilities, to form supportive therapeutic relationships and involve patients/carers in decision making

4. Undertake a comprehensive structured patient assessment using a range of assessment tools.

5. Practice effective role-specific care delivery underpinned by clinical decision making and evidence base for practice

6. Perform a broad range of clinical scientific or technical procedures

7. Work collaboratively with a range of other practitioners and services, leading and advocating for others as appropriate.

8. Select and utilise community treatment or referral pathways to complete episodes of care

5. Level Descriptors

At HE Level 4: (Year 1 undergraduate), students will be able to demonstrate that they have the ability: to apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills; evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner;

identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At HE Level 5: (Year 2 undergraduate), students will be able to demonstrate that they have the ability: to apply & evaluate key concepts and theories within and outside the context in which they were first studied; select appropriately from and deploy a range of subject-specific, cognitive & transferable skills & problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms; accept responsibility for determining & achieving personal outcomes; reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

6. Curriculum Map

		Programme Structure			
Level	Module Code	Module Title and Module Aims	Credit Points	Core/ Compulsory/ Optional/ Qualificatory *	Notes *(eg pre/co-requisites, 'core optional' etc)*
4	**HPHP 4002**	**Development of Academic Skills and Reflective Practice** The module will enable students to develop study skills that will enhance their ability to develop as a reflective lifelong learner	20	Core	
4	**HPHP 4004**	**Fundamental Practice for Pre-Hospital and Emergency Care Assistance** The module will enable students to demonstrate a sound knowledge and understanding of the basic principles of practice for assisting in pre-hospital and emergency care, focusing on core aspects of professional conduct, behavioural emergencies and legal aspects of care and multidisciplinary team working	10	Core	
4	**HPHP 4006**	**Protection of Clients in Pre-Hospital and Emergency Care Environments** The module will enable students to demonstrate foundation knowledge and understanding of the clinical aspects of public protection, safety and risk reduction when assisting in pre-hospital and emergency care	10	Core	
4	**HPHP 4008**	**Clinical Knowledge and Skills for Assisting with Pre-Hospital And Emergency Care 1** The module will enable students to demonstrate clinical knowledge	10	Core	

		and skills for assisting in a range of pre-hospital and emergency care situations, with a focus on trauma, acute emergencies and basic life support			
4	**HPHP 4010**	**Clinical Knowledge and Skills for Assisting with Pre-Hospital and Emergency Care 2** The module will enable students to demonstrate clinical knowledge and skills for assisting in a range of pre-hospital and emergency care situations, with a focus on acute exacerbations of medical conditions, conditions affecting infants, children and older adults	10	Core	
Students exiting at this point with 60 credits at Level 4 **plus HPHP9001** would receive a, exit award of UCert Emergency Care Assistant. Students exiting at this point with 60 credits at Level 4 but without HPHP9001 would receive an exit award of UCert Practice Development					
4	**HPHP 4012**	**Foundations for Decision Making** This module will enable students to gain an understanding of the values and ethical principles that underpin decision making in complex human situations and reflect upon their own decision making processes	20	Core	
4	**HPHP 4014**	**Occupational, Environmental and Legislative Aspects of Pre Hospital Care** This module will enable students to develop a political, environmental and regulatory awareness of the workplace and an understanding of their role within it	20	Core	
4	**HPHP 4016**	**Pre-Hospital and Emergency Care: Developing Evidence Based Practice** To develop knowledge of the evidence base for pre-hospital and emergency care, the professional roles of registered health professionals and the importance of their supporting role, including	20	Core	

		the use of therapeutic and pharmacological interventions.				
4	**HPHP 9001**	**Qualificatory Practice Unit 1: Foundation Skills, Attributes and Dimensions of Pre-Hospital and Emergency Care** The aim of the qualificatory practice unit is to enable students to undertake a period of practice development and to be summatively assessed as competent in a range of foundation skills and attributes, as identified in the DipHE Paramedic Practice Year One Practice Assessment Document and the Year One Clinical Skills Competency Profile.	N/A	Qualificatory	

Students exiting at this point with 120 credits at Level 4 **plus HPHP9001** would receive a, exit award of CertHE Pre-Hospital and Emergency Care. Students exiting at this point with 120 credits at Level 4 but without HPHP9001 would receive an exit award of CertHE Practice Development

5	**HPHP 5002**	**Developing Clinical Care, Judgement and Competence in Paramedic Practice** This module aims to develop competence in the core clinical and interpersonal skills necessary within contemporary paramedic practice for patients across the lifespan, (childbirth to old age). It will develop consultation and physical examination skills, clinical judgement and reasoning taking into account difference and diversity within the population and the potential limits of the practitioner's knowledge, scope of practice and accountability. Safeguarding vulnerable children and adults will also be explored within the context of the paramedic role	40	Core	
5	**HPHP 5004**	**Pre Hospital Recognition and Management of Acute Illness and Long Term Conditions** The module will develop student's knowledge and understanding of the recognition and management principles of a range of conditions, both acute and chronic, commonly encountered in a	20	Core	

			pre-hospital care environment. Underpinning anatomy, physiology and pathophysiology will be explored and appropriate evidence based diagnosis and management principles for the conditions considered to include pharmacological intervention and the management of cardiac arrest and peri arrest emergencies		
5	**HPHP 5006**	**Pre Hospital Care and Management of Trauma and Environmental Emergencies** This module aims to develop a deeper understanding and level of skill in the assessment, care and management of patients who have sustained traumatic injuries or who are involved in emergency situations. Communication on scene, risk assessment, scene management and working with other agencies will be considered	20	Core	
5	**HPHP 5008**	**Pre Hospital Care of Women's and Children's Health** To develop the student's knowledge and understanding of the normal physiology of the child and the pregnant woman and to develop their recognition, assessment and management skills in managing emergency situations pertaining to obstetric, neonatal and paediatric patients, taking into account developmental stages and the family care context	20	Core	
5	**HPHP 5010**	**Preparation for Professional Paramedic Registration and Multi Agency Practice** This module aims to prepare students for the professional, legal and ethical aspects that underpin autonomous practice following registration, and through to lifelong learning. It will prepare the student as a critical reflective practitioner, able to work in a community and multi-agency context, able to protect and promote health. An appreciation of the political and social care	20	Core	

		policies which influence contemporary paramedic practice, the use of innovative technologies within pre hospital care and research and audit within this setting will be developed			
5	**HPHP 9003**	**Qualificatory Practice Unit : Paramedic Skills, Attributes and Dimensions of Pre-Hospital and Emergency Care Practice** The aim of the qualificatory practice unit is to enable students to undertake a period of practice development and to be summatively assessed as competent in a range of skills and attributes as identified in the DipHE Paramedic Practice Year Two Practice Assessment Document and the Year Two Clinical Skills Competency Profile, and as required to be eligible to apply for application for registration with the Health and Care Professions Council (HCPC) as a Paramedic	N/A	Qualificatory	HPHP9002 is a pre-requisite of HPHP9003

Students completing the programme with 120 credits at Level 4, 120 credits at Level 5, **plus HPHP9001 and HPHP9003** would be awarded DipHE Paramedic Practice. Students completing the programme with 120 credits at Level 4 and 120 credits at Level 5 but without HPHP9001 and HPHP9003 would receive an exit award of DipHE Practice Development

Progression / Award requirements

Module pass mark: 40% (Undergraduate).
For students on this programme, condonement will not apply.
Further details of both progression and award are available Academic Regulations;
http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf

(*) Note: *Core Modules* – *must be taken and successfully passed.*
Compulsory Modules – *must be taken but can be carried as fails (if the award permits).*
Optional Modules – *students would be required to take an appropriate number of optional modules*
Qualificatory Unit of study – *Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies professional components that are not credit bearing and are pass/fail.*

7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge and understanding, employability and academic skills, qualities and other attributes as indicated in section 4 above.

D = programme outcome is **developed** in this module
F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module
S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module

Module Code	Module Name	Programme outcome 1	Programme outcome 2	Programme outcome 3	Programme outcome 4	Programme outcome 5	Programme outcome 6	Programme outcome 7	Programme outcome 8	Programme outcome 9
HPHP 4002	Development of Academic Skills and Reflective Practice	D	DFS					D		
HPHP 4004	Fundamental Practice for Pre-Hospital and Emergency Care Assistance	DFS	DS			D		DFS		DFS
HPHP 4006	Protection of Clients in Pre-Hospital and Emergency Care Environments	D	D			D		DFS	DFS	D
HPHP 4008	Clinical Knowledge and Skills for Assisting with Pre-Hospital And Emergency Care 1	D	DS	DFS	DFS	DFS	DFS	DS	DS	D
HPHP 4010	Clinical Knowledge and Skills for Assisting with Pre-Hospital and Emergency Care 2	D	DS	DFS	DFS	DFS	DFS	DS	DS	D

HPHP 4012	Foundations for Decision Making	DS	DFS	D		DFS		DFS	DFS	D
HPHP 4014	Occupational, Environmental and Legislative Aspects of Pre Hospital Care	DS	DFS			D	D	DFS	DFS	D
HPHP 4016	Pre-Hospital and Emergency Care: Developing Evidence Based Practice	DFS	DFS	D	DFS	DFS	DFS	DFS	DFS	DFS
HPHP 9001	Qualificatory Practice Unit 1: Foundation Skills, Attributes and Dimensions of Pre-Hospital and Emergency Care	DFS	DS	D	DFS	DFS	DFS	DFS	DFS	DS
HPHP 5002	Developing Clinical Care, Judgement and Competence in Paramedic Practice	DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS
HPHP 5004	Pre Hospital Recognition and Management of Acute Illness and Long Term Conditions	DS	DS	DFS	DFS	DFS	DFS	DFS	DFS	DS
HPHP 5006	Pre Hospital Care and Management of Trauma and Environmental Emergencies	DS	DS	DFS	DFS	DFS	DFS	DFS	DFS	DFS
HPHP 5008	Pre Hospital Care of Women's and Children's Health	DS	DS	DFS	DFS	DFS	DFS	DFS	DFS	DFS
HPHP 5010	Preparation for Professional Paramedic Registration and Multi Agency Practice	DFS	DS	D		D		DFS	DFS	DFS
HPHP 9003	Qualificatory Practice Unit : Paramedic Skills, Attributes and Dimensions of Pre-Hospital and Emergency Care Practice	DFS	DS	D	DFS	DFS	DFS	DFS	DFS	DS

8. Indicative Assessment Calendar for a 24 month full-time programme

INDICATIVE YEAR ONE

Module Code	Module Title	Method(s) of Assessment	Weighting	Approx assessment deadline (eg mid semester)
HPHP 4002	Development of Academic Skills and Reflective Practice (20)	Formative: 750 wd equiv. Multi Part structured activity Summative: 750 wd Multi-part activity 1500 wd Reflection on learning plan and learning style	 30% 70%	Mid semester 1 Mid Semester 1 End semester 1
HPHP 4004	Fundamental Practice for Pre-Hospital and Emergency Care Assistance (10)	Formative: 300 wd Reflective study Summative: 1000 wd equivalent Case Study 1000 wd Reflective essay	 50% 50%	Mid semester 1 End Semester 1
HPHP 4006	Protection of Clients in Pre-Hospital and Emergency Care Environments (10)	Formative: 500 wd Written assessment Summative: 1750 wd Critical incident scenarios	 100%	Mid Semester 2 End Semester 2
HPHP 4008	Clinical Knowledge and Skills for Assisting with Pre-Hospital And	Formative: Skills station with oral exposition		Mid semester 1

	Emergency Care 1 (10)	Summative: 1.5 hour Short answer paper	100%	End Semester 1 End Semester 1
HPHP 4010	Clinical Knowledge and Skills for Assisting with Pre-Hospital and Emergency Care 2 (10)	Formative: 1 hour practice Case Scenarios Summative: 1.5 hour Short answer paper	 100%	Mid Semester 2 End Semester 2 End Semester 2
HPHP 4012	Foundations for Decision Making (20)	Formative: 1000 wd Written assessment Summative: 2500 wd equiv Portfolio – reflective pieces	 100%	Mid Semester 2 End Semester 2
HPHP 4014	Occupational, Environmental and Legislative Aspects of Pre Hospital Care (20)	Formative: 750 wd equiv Risk assessment 3000 wd equiv Report	 100%	Mid semester 2E End Semester 2E
HPHP 4016	Pre-Hospital and Emergency Care: Developing Evidence Based Practice (20)	Formative: 600 wd Evidence based assessment Summative: 2500 wd Evidence Based Analysis	 100%	Mid Semester 2E End Semester 2E
HPHP 9001	Qualificatory Practice Unit 1: Foundation Skills, Attributes and Dimensions of Pre-Hospital and Emergency Care	Assessment of skills set within a practice assessment document	100% (non-credit bearing)	Throughout Year One

	INDICATIVE YEAR TWO			
HPHP 5002	Developing Clinical Care, Judgement and Competence in Paramedic Practice (40)	Formative: 1000 wd Case Studies Summative: 5000 wd equiv Portfolio Observed Structured Clinical Examination (OSCE)	100% Pass/Fail	End Semester 2E End Semester 2
HPHP 5004	Pre Hospital Recognition and Management of Acute Illness and Long Term Conditions (20)	Formative: Skills stations Summative: 2000 wd Interactive Online Activities 2000 wd Structured Essay	40% 60%	Mid Semester One Mid Semester 1 End Semester One
HPHP 5006	Pre Hospital Care and Management of Trauma and Environmental Emergencies (20)	Formative: 1 hour Practical Skills Assessment & Patient Report Form Summative: 1500 wd Interactive Online Activities 2500 wd Evidence Based Management Plan	40% 60%	Mid Semester 2 End Semester 2 End Semester 2
HPHP 5008	Pre Hospital Care of Women's and Children's Health (20)	Formative: Viva Summative: 1000 wd Interactive Online activities 2000 wd Short Answer Paper	40% 60%	Mid Semester 2E End Semester 2E Mid Semester 2E

HPHP 5010	Preparation for Professional Paramedic Registration and Multi Agency Practice (20)	Formative: 1000 wd equiv Peer-reviewed presentation Summative: 3500 wd equiv Reflective Portfolio	100%	Mid Semester 2E End Semester 2E
HPHP 9003	Qualificatory Practice Unit: Paramedic Skills, Attributes and Dimensions of Pre Hospital and Emergency Care	Assessment of skills set within a practice assessment document	100% (non-credit bearing)	Throughout year Two

9. Support for Students and their Learning

When you are a student of the University of Cumbria, you get a great package of support. Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and get that career you always dreamed of. Access university support and facilities easily and quickly via our help is at hand search:

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic content using our Quest discovery system. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

The University of Cumbria highly values the personal tutoring system, and all students are allocated a named Personal Tutor, whose role is to support individual student achievement and maximise their potential throughout their programme.
The Personal Tutor role will normally encompass:

- academic monitoring and advice
- support for personal development planning
- non-academic guidance and personal support
- communication with other programme staff concerning the student experience of the programme

Student support particularly features largely in the first year through Personal Tutor involvement in meetings, tutorials and assessment of academic work. Students are encouraged to acknowledge their abilities and learning needs and reflect on these as they progress through the programme. Students begin to develop the relationship with their PT which we know is crucial for assessment of fitness to practise as well as students' development of academic skills.

Students will also be supported during practice placements by a named Practice Placement Educator and by a link tutor from the University. Practice Placement Educators must meet the standards set within the HCPC (2012) Standards for Education and Training (SET), in that they must be a registered Paramedic with the HCPC and have the relevant knowledge, skills and experience to support students. This is facilitated through the requirement by UoC for all Practice Placement Educators to have undertaken a module on supporting learning and assessment of students in practice, at level 5 or above, and normally to have been qualified as a Paramedic for a minimum of two years, in order to be able to summatively assess competence in practice.

Armed Forces students will remain as employees of HM Armed Forces. As such they will have

continued access to their support and welfare systems within their Unit. A student's initial contact for support whilst on placement is their Practice Placement Educator and their link lecturer. If the concern is progress in practice, a link contact or visit would be initiated, and an action plan put in place. The HM Armed Forces Training link person would be informed and involved as necessary in student support. If the concern is pastoral or in relation to the welfare of the student, the link lecturer will directly involve the HM Armed Forces Training link person to ensure support mechanisms are put in place. The link lecturer will also ensure that the student is aware of the support mechanisms available within the university, as described above. Students will be made aware that, due to the nature of their employment, information regarding their progress or any concerns regarding their welfare will be shared with the relevant personnel within HM Armed Forces.

10. Criteria for Admission

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.

Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/undergraduate/paramedic-practice-closed-cohort-for-hm-armed-forces/

The normal entry qualifications for the Diploma in Higher Education Paramedic Practice are as follows:

112 UCAS tariff points, to include a natural or social science at A2 level or equivalent (such as Biology, Chemistry, Sociology etc.).
Grade C/4 or above in GCSEs in Mathematics, English and Science.
Conditional acceptance can be given to applicants who have yet to gain obtain these qualifications.

Applicants **must be employed within the HM Armed Forces** or SWASFT or other organisation with which there is a formal agreement (also agreed with the HCPC) to be eligible to apply for this programme.

Application for direct entry to Level 5 of the DipHE Paramedic Practice by submission of a Practice Portfolio can be considered when an applicant is an IHCD qualified Ambulance Technician and has verifiable experiential practice experience. The IHCD Ambulance Technician/Ambulance Aid award (BTEC Level 3) has a structured syllabus including 750 clinical placement hours. Submission of a Practice Portfolio is assessed as equivalence for 120 Level 4 academic credits, in order that the applicant can attain direct entry into Level 5 of the award. A Practice Portfolio enables academic staff to check evidence that underpinning knowledge, understanding and skills are evident to ensure readiness for Level 5 study and practice.

Application for direct entry to Level 5 of the DipHE Paramedic Practice by submission of a Practice Portfolio can be considered when an applicant holds the Associate Ambulance Practitioner (AAP) award. The AAP Future Quals (QCF level 4) has a structured syllabus including 750 clinical placement hours. Submission of a Practice Portfolio is assessed as equivalence for 120 Level 4 academic credits, in order that the applicant can attain direct

entry into Level 5 of the award. A Practice Portfolio enables academic staff to check evidence that underpinning knowledge, understanding and skills are evident to ensure readiness for Level 5 study and practice.

Applicants who have studied the Certificate HE in Pre-Hospital and Emergency Care, or equivalent, will be eligible to apply for entry to Level 5 of the DipHE Paramedic Practice.

In addition, the university has the discretion to admit students who may not meet the standard entry requirements providing there is evidence that the student otherwise demonstrates the potential to benefit from and succeed on the course. Evidenced professional/work experience may demonstrate equivalence.

Suitable applicants will be invited for interview. UoC staff have all undertaken Equality and Diversity Training. Advice and guidance will be given to the student during the interview, to ensure that they understand what is required of them whilst on the programme and enrol on the most appropriate mode of study for them. Interviews are held within a Joint Selection Panel, comprising UoC programme staff, training personnel and/or with relevant partner organisations, such as an NHS Ambulance Trust/HM Armed Forces. Interviews are scored against a person specification and highest scoring candidates are offered a place. For Armed Forces applicants, scoring will be related to report from their Commanding Officer in relation to conduct, performance and fitness as well as academic level. A literacy assessment is included in the interview process.

Modules can also be studied as stand-alone as CPD, and can achieve a Certificate of Achievement. For applications to stand-alone modules, candidates will have to be able to demonstrate that they will benefit from such study and that they will be able to cope with the academic demands of the module.

Applicants also:
  o Must hold a full UK driving licence by the time the student attends the interview stage.
  o Must show on application that the student has the relevant experience relating to some aspect of the paramedic role.
  o Must be settled in the UK – (British Citizen, holder of Certificate of Entitlement to the Right of Abode in the UK, have Indefinite Leave to Enter/Remain or Refugee status.
  o Must also be ordinarily resident in the UK on the first day of the first academic year of the course and must have been ordinarily resident in the UK and islands for the full three year period before the first day of the first academic year of the course.
  o Need a reference from a current or recent employer or from an educational institution where you have completed recent study.
  o Need to complete emergency driving as an integrated part of the course in partnership with the ambulance service.

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 Occupational Health Clearance

All students will be required to have disclosure clearance (DBS) and occupational health

clearance before being able to attend for a clinical placement. This will be undertaken by HM Armed Forces for their students. Clearance will be agreed by the NHS Trust which is providing the placements, and the outcome shared with the university. Students will be advised of the process and procedures when a provisional offer of a place is made. Prompt completion of online processes and return of forms and ID documents is crucial and compliance is carefully monitored by staff throughout the programme to ensure fitness to practice as required by the HCPC.

11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching

Mechanisms for review and evaluation of LTA, the curriculum and outcome standards	Module Reviews, AERs, Peer Review, External Examiner Reports, Student Module Evaluations, Departmental Quality Committee (DQCs)
Committees with responsibility for monitoring and evaluating quality and standards	Departmental Quality Committees (DQCs), Faculty Academic Quality and Standards Committee (FAQSC), Academic Quality and Standards Committee (AQSC)
Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience	Staff/Student Forums, Student Module Evaluations, Departmental Quality Committees (DQCs), Penultimate Year Survey
Staff development priorities for staff teaching this programme	PgC Academic Practice; MSc study; scholarly and research activities; staff working to achieve PhDs, mandatory training such as Equality & Diversity and Data Protection. Staff appropriately qualified to teach on the modules with relevant professional bodies.

12. Additional Information

Practice-based learning is a fundamental part of the programme. The University programme team will work closely with employers to ensure a safe, positive learning environment is in place for students. Placements are co-ordinated with practice placement providers, to ensure that each student gains diversity and breadth of appropriate experiences, to enable them to achieve the programme aims and learning outcomes, and to meet the standards of proficiency (SOP) required to be eligible to apply for registration with the HCPC as a paramedic. Placements are audited prior to use, and monitored through students and tutor evaluation, and through an audit cycle.

Students are supported in practice by Practice Placement Educators, who meet the standards set within the HCPC (2012) Standards for Education and Training (SET), in that they must be a registered Paramedic with the HCPC and have the relevant knowledge, skills and experience

to support students. The Practice Placement Educator will orientate the student to the learning environment, and will facilitate appropriate learning experiences to enable development of practice-based knowledge and competence. They will undertake assessment of the student against the HCPC (2012) Standards of Proficiency for Paramedics.

All students receive an induction into the programme, which includes embedded skills interventions and will cover IT network passwords, basic introduction to Blackboard and webmail, library services and electronic resources (ebooks, ejournals, image collections etc). Induction will also include an introduction to the programme aims, outcomes and structure, and students will be supported to gain an early understanding of the professional nature of the programme in terms of fitness to practise and expected codes and conduct. Details of support services available will be provided. For students with disabilities, an assessment will be made in relation to any reasonable adjustments that may be required, in line with the QAA Code of Practice – Students with Disabilities. *For more information, refer to the following:*
QAA Quality Code – Chapter B4: Student Support, Learning Resources and Careers Education, Information and Guidance
Special Educational Needs and Disability Act (2001) (SENDA)
Techdis

This programme offers a good range of employment opportunities, within the NHS, within the Defence Medical Services and within other organisations which deliver pre-hospital and emergency care, such as off-shore sites as a remote medic, within rescue services and disaster management.
For students with disabilities, an assessment will be made in relation to any reasonable adjustments that may be required, in line with the *QAA Quality Code – Chapter B4: Enabling Student Development and Achievement*
Special Educational Needs and Disability Act (2001) (SENDA)
Techdis

13. Administrative and Supporting Information

Key sources of information about this programme and its development can be found in the following:	• Health and Care Professions Council (HCPC) Standards of Proficiency (SOP) as a paramedic. • Quality Assurance Agency (QAA) (2004) Benchmark Statements for Healthcare Programmes for Paramedic Science • Quality Assurance Agency (QAA) (2007) Work-Based and Placement Learning • College of Paramedics (2014) Paramedic Curriculum Guidance Skills for Health: National Occupational Standards related to emergency care • Joint Royal Colleges Ambulance Liaison Committee (JRCALC) (2006) UK Ambulance Service Clinical Practice Guidelines
Department:	Lifelong and Interprofessional Learning
Faculty	Health and Science
Teaching Institution	University of Cumbria
Collaborative Partners	Army Medical Directorate Training NHS Ambulance Services Trusts

Description of type of Collaboration	Off-site delivery via an off-site agreement Provision of placements
JACS code:	B950
Programme code (CRS):	UD-PMDPRC
UCAS code: (where applicable)	N/A
Date of last engagement with external bodies (eg QAA, Ofsted, etc)	N/A
Date of Programme Specification validation	February 2014
Validated period of programme:	5 years from Sept 2014 to July 2019 Update: Validation period extended to July 2020

Date of changes to Programme Specification:	*Reason for change: (eg minor changes)*	*Date:*
	Web link update	July 2016
	AAP Future Quals APL route	September 2016
	Updated Terminology	*Feb 18*
	Updated entry requirements	*Apr 18*

The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.

About Programme Specifications

This programme specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information is provided in the Programme Handbook and associated Module Guides.

Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:
- As a source of information for students and prospective students seeking an understanding of the programme.
- For the teaching team to ensure there is a common understanding about the aims and

learning outcomes for a programme.
- As a reference point for audit, review and monitoring purposes
- As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme.

For more details about Programme Specifications, refer to the QAA Quality Code, Chapter A3: The Programme Level.

DEFINITIVE DOCUMENT		Date:	
Record of Changes:			
Date	Section(s) affected	Actioned by	SITS updated (Y/N/NA)
	29		