

PGCERT PRACTICE DEVELOPMENT: PARAMEDIC FIRST CONTACT PRACTITIONER

Institute of Health

Academic Level:	7	Credits:	60
UCAS Code:	Not applicable		
Awarding Body:	University of Cumbria		
Delivery Site:	Distance Learning		
Programme Length:	Part-Time: 2 year standard		
Mode of Delivery:	Online Learning		
Pattern of Delivery:	Part time		
	Total weeks of study:	52 weeks	
	Delivery pattern:	3x12 week semesters	
	Standard semester dates:	Yes	
Programme Webpage:	PgC Practice Development: Paramedic First Contact Practitioner - University of Cumbria		

Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [RPL](#), please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage.

The following additional requirements apply for entry to this programme:

- Applicants must be a registered paramedic currently registered on the HCPC professional register;
- Applicants must have a minimum of 5 years post registration experience as a paramedic.
- You must be either employed in primary care or are able to secure clinical supervision via a placement in primary care to meet the minimum clinical hours and supervision. Your clinical mentor must be a GMC registered Doctor or a qualified Advanced Clinical Practitioner/Advanced Nurse Practitioner (MSc qualified) and have clinical responsibilities

within the relevant area of practice in primary care. You are required to undertake a minimum of (10 days) 75 clinical hours across the whole programme in primary care to achieve this award with an appropriate clinical mentor identified who will assess your clinical competencies within the work-based learning (WBL) in primary care document. It is essential that your clinical mentor is identified at the start of the module. Your local primary care training hub might be able to facilitate the identification of a suitable clinical mentor.

- Placements/workplaces are subject to a self-administered educational audit of the learning environment.
- If you undertake a placement outside a Contract of Employment with the placement provider, there is an expectation that adequate arrangements for Indemnity Insurance will be in place and this is your responsibility.
- Normally you must hold an Honours degree classification 2ii or above in a cognisant subject.
- If you do not hold a 2ii Honours degree you will be considered as a non-standard entrant. Standard University practice will be followed with respect to you if you are without traditional entry requirements. Non-standard entrants are required to demonstrate ability to benefit from and successfully complete the course. All non-standard entrants are interviewed.
- You will need to provide evidence of successful study at Level 6 (or equivalent) within the last 5 years.
- If English is your second language you may be required to provide evidence of passing an International Language Testing System (IELTS) with a score of 7.0 with a mean score of 6.5 in all elements.
- The application must be supported by two references one of which must make reference to the applicant's professional competence. One referee must be the applicant's current employer.
- Applicants must have support from employers to undertake this educational route.
- Evidence of up-to-date mandatory training will be required as part as the application process to include - Basic Life Support, Equality and Diversity, Adult and Child Safeguarding.
- As part of the application process applicants should complete the free e-learning package incorporating 8 core modules found at <https://www.e-lfh.org.uk/programmes/musculoskeletal-primary-care/> and 3 personalised modules found at [Your learning options \(personalisedcareinstitute.org.uk\)](https://personalisedcareinstitute.org.uk). You will require an NHS email address to access theses. Certification of completion of the above will be required.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

This programme aims to:

1. Effectively work as a safe, competent First Contact Practitioner, demonstrating a critical knowledge and understanding of the legal, professional and ethical aspects of the role and its function within primary care
2. Provide a transformative learning experience for you to advance your academic and professional development through critical self-reflection and reflexivity
3. Critically evaluate and apply models of consultation and physical examination skills, demonstrating ability to assess, diagnose and manage undifferentiated and undiagnosed presentations
4. Critically evaluate and apply models of clinical decision making within first contact practice, demonstrating professional judgement in complex and unpredictable situations
5. Demonstrate critical appreciation of the importance of collaborative working and development of therapeutic relationships, and application of underpinning principles and frameworks for effective, inclusive, person-centred and holistic practice
6. Critically appraise and apply different approaches to quality and service improvement within primary care, including user/carer and stakeholder engagement.

Programme Outcomes – Knowledge and Understanding

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

(these are based on the Knowledge, Skills and Attributes identified for this programme by Health Education England (HEE) (2021)

K1. The evidence, theories and principles that underpin effective communication, patient consultation and referral within the primary care context

K2. A critical awareness of the determinants of health, their impact & relevance in undertaking first contact patient assessment, health promotion and personalising care

K3. The holistic nature and function of integrated care and applying the concepts and frameworks for collaborative and partnership working

K4. The development of reflective/reflexive practice as a First Contact Practitioner within primary care and the contemporary legal, ethical and professional frameworks that underpin the role

K5. The complex nature of clinical consultation, history taking and the synthesis and analysis of collated information

K6. The processes and principles underpinning use of physical and clinical examination techniques and nationally recognised tools within first contact practice

K7. The complexities of making clinical judgements and clinical decision making in practice and the contemporary models and strategies that support these

K8. Critical awareness of the diversity of care needs and the importance of the principles of shared care management and prioritisation of care

K9. Contemporary knowledge of the legislative and professional frameworks for safe and effective management and administration of medicines within primary care

K10. Critical awareness of organisational policies, processes and principles that underpin safe practice and risk management in primary care

K11. Personal learning theories and approaches that support development as a self-directed

K12. The use and evaluation of a wide range of quality sources of evidence and exploration of innovative approaches and technologies that support quality and service improvement within primary care.

Programme Outcomes for Exit award:

After completion of 60 academic credits but not successful completion of the Qualificatory Practice Unit (PGCert Primary Health Care) you will be able to demonstrate:

Knowledge and Understanding Outcomes K1 – K12

Programme Outcomes – Skills and other Attributes

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

(these are based on the Knowledge, Skills and Attributes identified for this programme by Health Education England (HEE) (2021)

After 60 credits of study and successful completion of the Qualificatory Practice Unit (to complete the PGCert Paramedic First Contact Practitioner) you will be able to demonstrate the following:

S1. Communicate effectively and empathetically with patients, carers and others in complex and unpredictable situations

S2. Practice using an adaptive person-centred, holistic and public health approach to care, embracing equality and diversity

S3. Effectively manage own time and work in collaboration and partnership within a primary care environment, appropriately referring to other agencies and professionals

S4. Critical application of ethical frameworks to complex situations and ethical dilemmas in practice

S5. Critically apply models and approaches to consultation and history taking across range of physical and mental health presentations, synthesising and analysing incomplete contradictory evidence

S6. Appropriately select and correctly utilise a range of evidence-based physical examination and clinical examination techniques and nationally recognised tools, work effectively within recognised legal and professional frameworks for practice

S7. Use initiative in complex clinical decision making, with use of critical clinical judgement and problem-solving approaches, applying a rigorous approach to ordering of clinical investigations

S8. Ability to work within scope of first contact practice, recognising and effectively undertaking safe care management & prioritisation of care

S9. Apply safe and person-centred practice to management of medicines in primary care

S10. Apply a critical approach to risk assessment and management, and incident management, working within and contributing to the development of organisational policies and service improvement

S11. Development as a reflective and reflexive First Contact Practitioner and self-directed learner, able to analyse self and own actions to inform personal and professional development

S12. Analyse and critique a range of evidence to inform first contact practice; actively engage in research, advancements and innovations in practice.

Programme Outcomes for Exit award:

After completion of 60 academic credits but not successful completion of the Qualificatory Practice Unit (PGCert Primary Health Care) you will be able to demonstrate:

Skills and Attributes (including Employability Skills): S11, S12

PROGRAMME FEATURES

Programme Overview

Our long-established Practice Development Framework comprises tailor-made continuing professional development (CPD) for all healthcare professionals including nurses, occupational therapists, physiotherapists, radiographers, paramedics as well as unregistered staff working in the health, wellbeing and social care sector. Your programme of study has been designed to meet your needs and interest in developing your professional and personal knowledge and expertise to develop excellence in practice within community, workplace and health and social care settings. Studying with us you will be offered the opportunity of tailoring your own programme of study. Delivery is flexible online distance learning.

Your programme provides accessible higher education opportunities at a level which is appropriate to you, the student. The programme utilises a collaborative approach in the provision of inclusive person-centred continuing professional development education, which is responsive to market demand, and which has been developed following extensive engagement with employers, current students and external commissioners. Whilst undertaking this programme of study, you will be introduced to and experience the process of transformative learning, founded upon personal critical reflection which will develop you as a knowledgeable, flexible, enquiring practitioner, capable of problem solving and leading innovative approaches.

Your programme *"will provide a distinctive, enabling framework to unlock innovation in programme design and delivery and prepare our graduates for sustainable success in their workplace, their community and the world"* (University of Cumbria, Learning, Teaching and Assessment Strategy [LTA]). Equally focussing upon one of the key themes from the same strategy we aim to *"informed and enhanced through our research and professional practice, drawing on innovative and sector-leading approaches and contributions of employers and practice."* This theme not only provides a foundation for your chosen area of study, but it also recognises the importance of using a clear educational curriculum model and framework to structure your programme, with you as the learner being central to this process.

Focussing on the knowledge and skills required for your employment, the curriculum accommodates the latest contemporary practice developments, key elements of reflective practice and transformative learning. Our University of Cumbria graduate attributes recognise the importance of you being *"self-reliant, adaptable and flexible"* in your thinking and practice. This will be reflected in developing and enhancing your skills of enquiry and encouraging you to be *"enquiring and open to change"* embracing the principles which underpin transformative learning. Our collaborative approach to learning has underpinned Practice Development programmes for many years and moving forward together we can support you as you adopt and benefit from the transformative learning process, which indicates an ongoing change and reflects the importance of life-long learning.

Managed by an overall framework leader, with individual programme leaders for each target award, the Practice Development Framework is based on the principles of credit accumulation (and transfer), flexibility and choice. You may be able to transfer existing internal (University of Cumbria) credit into your award, providing you can demonstrate currency and applicability of the credit to the

award. Your programme incorporates a pre-determined selection of relevant health, wellbeing and social care modules.

The assessment activity will be appropriate to the module content and may include an assessment of skills as well as knowledge, as appropriate to the subject of the NL/WBL. The learning contract will be submitted as part of the final coursework. For WBL, a practice-designated mentor will provide support and guidance within your workplace, the exact nature of this support will be agreed within the learning contract and approved by the tutor.

Our aim is to help you enhance your professional prospects and enable you to play an active role in developing your own practice. The facility to study modules online from your own home at a time that will fit around your shift pattern and day-to-day commitments further supports access to this advanced learning. We have extensive experience as CPD distance learning providers. All tutors are experienced in both clinical and academic practice.

The **PGCert Practice Development: Paramedic First Contact Practitioner** aims to provide a bespoke programme for paramedics to advance their knowledge, understanding and skills in order to practice as a First Contact Practitioner in the primary care setting.

A First Contact Practitioner (FCP) is a diagnostic clinician working in primary care, able to assess and manage undifferentiated and undiagnosed presentations.

To build clear national Primary Care education pathways for Paramedics wishing to move into FCPs and progress into an AP role, HEE (2021) *First Contact Practitioners in Primary Care: Paramedic – a roadmap to practice* aims to standardise the quality and governance of education provision and care provided by FCPs as these roles develop in primary care. It sets out the knowledge, skills and attributes (KSA document) you require for moving into FCP roles in primary care, including capabilities that have been mapped to existing frameworks, including the HEE (2019) Paramedic Specialist in Primary and Urgent Care Capabilities Framework and the HEE (2020) Core Capabilities Framework for Advanced Clinical Practice (Nurses) Working in Primary Care in England.

This programme has been created to align with workforce development and supports the progression of staff, in accordance with the standards set by professional, statutory and regulatory bodies such as the Health and Care Professions Council (HCPC) and Health Education England. The programme will enhance your ability to complete a detailed assessment of undifferentiated and undiagnosed primary care presentations and provide you with the appropriate knowledge base to anticipate problems, thus enhancing your ability to manage patients accordingly. As you develop within the programme you will gain the skills and expertise to critically analyse situations and clinical presentations, approaching the patient holistically in the primary care setting. This programme and the modules within it, support self-development whilst meeting the requirements of the capabilities, knowledge skills and attributes set out within Health Education England's roadmap to First Contact Practitioner in Primary Care

[https://www.hee.nhs.uk/sites/default/files/documents/Paramedics-FINAL%20\(002\).pdf](https://www.hee.nhs.uk/sites/default/files/documents/Paramedics-FINAL%20(002).pdf).

Focussing on the knowledge and skills required for your employment as a paramedic in primary care, supported by a suitable clinical mentor you will be working in the Primary care setting throughout the programme whilst utilising the Qualificatory Practice Unit (QPU) 'work-based

learning in primary care' competencies framework, which will encourage the development of area specific competencies.

As part of this programme, you are required to log a minimum of 75 supervised hours within primary care, 50 hours of clinical practice must be undertaken under the direction and supervision of your clinical mentor who will contribute to your portfolio and competency sign off. The remaining 25 can be undertaken with either your clinical mentor or another member of the primary care team such as advanced/medical practitioners. If your clinical mentor is not a GP, it is recommended that you spend some of the remaining 25 hours with a GP. You are required to log these hours, then submit them as part of your portfolio at the end of the programme. **It is your responsibility to ensure you have appropriate supervision from a clinical mentor during the programme. If you are unsure about any aspect of this, please contact the module leaders.** There is ongoing support for clinical mentors throughout your studies, and they are encouraged to contact your Module Tutor at any point for advice and support. Clinical Mentors will also have access to a Practice Mentor handbook, which gives guidance on their role of mentoring you through the practice-based competency assessments within Qualificatory Practice Unit.

On successful completion of the programme student will be eligible to apply for First Contact Practitioner status via Health Education England Centre for Advancing Practice. .

Learning and Teaching

Teaching

The benefits of this programme are that the majority of your study will be asynchronous and accessible in a time and place convenient to you. Your module descriptor for the modules available to study will reflect the specific hours around each learning and teaching activity, as well as the expectations for guided independent study. These hours may differ between modules.

- At Level 7 you have 200 hours study per 20 credit module. For more specific information on how these hours are distributed, please consult the module descriptor form. As an example, these often consist of the following approximate hours:
 - 24 hours of personal scheduled learning time. This includes facilitated online discussion, synchronous VLE meetings, online presentations and tutorials and student formative feedback.
 - 176 hours of independent study. This may vary depending on the complexity of the topic and the student's own pace of learning.

Personal Tutoring hours may also be available on request.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study, both in the workplace and elsewhere. There is a significant amount of directed reading and independent critical exploration required to successfully complete your studies. All modules on the programme will have asynchronous learning requirements. It is expected that engagement with these tasks is undertaken and communication with module team is made where appropriate during the allocated independent learning weeks.

Teaching Staff

The framework is successfully delivered by a team of specialist, experienced lecturers, ensuring learning and teaching methods are contemporary and contextually relevant. Modules and programmes within the Practice Development framework have been written and are taught by a variety of professionals in their fields, with specialities in a wide range of subjects, including nurses, paramedics, occupational therapists, physiotherapists, midwives, radiographers, prescribers, advanced clinical practitioners as well as unregistered staff working in the health, wellbeing and social care sector. Programme leaders have extensive experience in supporting you to meet the needs of the programme, whilst achieving your own goals and aspirations for study on an individual level.

As a student 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 student 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. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The University of Cumbria, Learning, Teaching and Assessment Strategy (LTA) underpins all aspects of the Practice Development Framework.

The framework is designed to be flexible, utilising the full range of UoC digital resources and supported communication through learning technology (including online and distributed places for learning). Learning is based in both academic study and practice environments. You are actively facilitated to use, apply and integrate your developing knowledge within your practice and to develop an enquiring, evaluative approach to your study and practice, through a transformative learning experience.

Where specifically included, work-based learning is facilitated by a practice designated clinical mentor.

Learning and Teaching Methods will:

- Promote the development of inclusive practice and address a range of learner types
- *"Scheduled learning and teaching"* encompasses a variety of approaches to learning and teaching across the framework. Strategies include online and / or class-based workshop activities, facilitated discussion and debate, tutorials, guided study and reading, work-based learning, reflection on practice
- Use learning technology to promote your learning and achievement, for example through the use of mobile technology, podcasts, webinars
- Provide active learning and social learning opportunities
- Provide appropriate engagement and facilitation models for distance, online and flexible learning students
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning

- Be relevant to the needs of your workplace, emphasising problem-solving and the interaction of theory and practice
- Use research-informed teaching, drawing on health, social care and workplace knowledge and expertise.

The framework is successfully delivered by a team of specialist, experienced lecturers, ensuring learning and teaching methods are contemporary and contextually relevant.

Assessment

A range of assessment methods appropriate to the specific module of study are used including;

Written Assignment

Oral Assessment/Presentation

Portfolio

Set Exercise

Practical Skills Assessment

Feedback

Timely and meaningful feedback is provided to ensure students achieve their potential. The University requires feedback on assessment to be provided to students within a maximum of 20 working days. This programme uses constructive alignment, formative work / feedback and discussion informs summative works. All feedback on summative assessment is provided electronically, attached to the student submission, ensuring consistency of feedback approach and to facilitate ease of access for students. Feedback is provided via in-text commentary, verbal recording (using the assessment platform) and use of rubric.

Summative and Formative Assessment Methods:

- Assessment load is minimised for your benefit whilst upholding robust academic standards
- Are designed to provide a creative and balanced strategy across the programme
- Provide a range of authentic, engaging and challenging formative activities which as well as being important for learning, promote the value of formative work and contribute to the successful completion of the summative assignment task(s). Examples include quizzes, group work, peer review, presentations, reflection, tutorials, online activities which are designed to generate feedback on performance in order to improve learning
- Enable the valid testing of the programme learning outcomes, through a variety of summative assessments including for example; portfolio, case study, reports, reflective accounts, response to peer review, academic essays, appraisal of evidence
- Are relevant to the needs of the workplace, allowing for authentic assessment and effective formative feedback to facilitate your success
- Encourage you to critically reflect on your knowledge and skills development, in order to develop your ability to make sound professional judgements.

Graduate Prospects

Successful completion of the **PGCert Practice Development: Paramedic First Contact Practitioner** will enable you to apply for posts in primary care as a First Contact Practitioner.

The HEE (2021) *First Contact Practitioners and Advanced Practitioners in Primary Care: Paramedic - a roadmap to practice* identifies a progression route from First Contact Practitioner to Advanced Practitioner, through completion of a MSc in Advanced Clinical Practice. At the University of Cumbria, you would be eligible to apply for recognition of prior learning (RPL) for 40 credits from the first 2 modules of the PGCert Practice Development: Paramedic First Contact Practitioner as part of an application to study the MSc in Advanced Clinical Practice.

MODULES

Code	Title	Credits	Status
HCPD7098	The Clinical Consultation in First Contact Practice: Integrating Theory and Practice	20	Core
HCPD7099	Clinical Decision Making in Primary Care: Improving Outcomes in Complex Patients	20	Core
HCPD7101	Primary Care: Challenges and Innovations in Practice	20	Core
HCPD9701	Qualificatory Practice Unit: Work Based Learning in Primary Care for First Contact Paramedic Practitioners	0	Qualificatory
Students exiting at this point with 60 credits but without a pass in the Qualificatory Practice Unit would receive a PGCert Primary Health Care Students exiting at this point with 60 credits with a pass in the Qualificatory Practice Unit would receive a PGCert Practice Development: Paramedic First Contact Practitioner			

Additional Module Information

There is a mandatory requirement that a minimum of 40 credits per academic year is studied unless a formal break from study or programme leader agreement exists.

Compensation is not possible for 60 credit awards.

HCPD7098 is the **first** in the sequence of 3 modules for the **PGCert Practice Development: Paramedic First Contact Practitioner**

HCPD7099 is the **second** in the sequence

HCPD7101 is the **third** in the sequence

HCPD9701 will be studied alongside HCPD7098, HCPD7099 & HCPD7101

If the reassessment is failed, after all opportunities have been exhausted, you will be awarded a Postgraduate Certificate in Primary Healthcare on successful completion of HCPD7098, HCPD7099 and HCPD7101 and will not be eligible for the FCP professional award. You will not be permitted to re-register on the same programme.

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
Qualificatory practice 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. These units must be successfully completed in order to pass the award but do not affect the

	final degree classification. An alternate award is available if you are not successful in the QPU element of your programme.
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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 student friendly as possible, scheduled learning can take place on any day of the week.

Our Timetabling team work hard to ensure that timetables are available to students as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

ADDITIONAL INFORMATION

Student 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](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student 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.

Course Costs

Tuition Fees

Course fees can be found [PgC Practice Development: Paramedic First Contact Practitioner - University of Cumbria](#)

The following course-related costs are included in the fees:

- Use of equipment and PPE

Additional Costs

The following course-related costs are not included in the fees:

- Books and Journals: You will be able to access essential reading materials in hard or electronic copy, via the University's library or the module reading list; however, you may wish

to buy copies of any texts used to support your learning on your course. This may cost between £50 - £100 per year.

- Stationery: You should budget for stationery and consumables for your own personal use. This should include notebooks, pens and pencils for taking notes in class and/or in the field, as well as budgeting for the purchase of USB pen drives.
- Printing: You should also budget for any occasional printing and photocopying costs incurred in the preparation or submission of coursework. Whilst you will choose how much you need; there is an estimated cost of 10p per sheet which may cost around £15 - £40 per year.

For information Health Continuing Professional Development (CPD) standard module fees can be found <https://www.cumbria.ac.uk/study/student-finance/cpd/>

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 variation:

- Length of the standard registration period.

External and Internal Benchmarks

External reference points include:

Health Education England (2021) *First Contact Practitioners and Advanced Practitioners in Primary Care: Paramedic. A roadmap to practice.* [First Contact Practitioners and Advanced Practitioners in Primary Care: \(Paramedics\) \(hee.nhs.uk\)](https://www.hee.nhs.uk/first-contact-practitioners-and-advanced-practitioners-in-primary-care-paramedic)

Health Education England (2019) *Paramedic Specialist in Primary and Urgent Care Core Capabilities Framework*

[https://www.hee.nhs.uk/sites/default/files/documents/Paramedic Specialist in Primary and Urgent Care Core Capabilities Framework.pdf](https://www.hee.nhs.uk/sites/default/files/documents/Paramedic%20Specialist%20in%20Primary%20and%20Urgent%20Care%20Core%20Capabilities%20Framework.pdf)

- QAA (2019) Subject Benchmark Statements: paramedic https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-paramedics.pdf?sfvrsn=7735c881_4
- College of Paramedics (2017) Postgraduate Curriculum Guidance https://collegeofparamedics.co.uk/COP/ProfessionalDevelopment/Paramedic_Curriculum_Guidance.aspx
- College of Paramedics (2017) Post-Reg Career Framework https://collegeofparamedics.co.uk/COP/ProfessionalDevelopment/post_reg_career_framework.aspx
- NHS Long Term Plan (2019) <https://www.longtermplan.nhs.uk/>

Internal reference points include:

- [UoC Strategic Plan](#)
- UoC Institutional Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)

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.

Date of Programme Specification Production	Feb 25
Date Programme Specification was last updated	May 26