

BSC (HONS) PRACTICE DEVELOPMENT: PARAMEDIC

Institute of Health

Academic Level:	6	Credits:	120
UCAS Code:	Not applicable		
Awarding Body:	University of Cumbria		
Delivery Site:	Distance Learning		
Programme Length:	Part-Time: 3 years standard		
Mode of Delivery:	Online Learning		
Pattern of Delivery:	Part time		
	Total weeks of study:	36	
	Delivery pattern:	3x12 week semesters per year	
	Standard semester dates:	Yes	
Programme Webpage:	BSc (Hons) Practice Development: Paramedic (top-up) - 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 qualified Paramedic, registered with the Health Care and Professions Council (HCPC) or an equivalent regulator and presently working in an emergency ambulance service or similar accident and emergency/first contact health care practice environment, or appropriate setting.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

This programme aims to:

1. Provide a flexible, modular structure for negotiating a programme of study which provides a coherent scheme and progression route recognising and valuing prior experience and learning and building on this through a process of transformative reflection
2. Provide an opportunity to develop intellectual, analytical, and problem-solving skills which encourage the development of mature and independent decision making, transformative reflection and reasoned judgement, linked to your area of practice
3. Develop conceptual knowledge and practical understanding of how techniques of enquiry enable the critical analysis, interpretation and application of contemporary evidence within your sphere of influence, thus transforming practice
4. Develop graduate key attributes within the lifelong learning context
5. Facilitate your development of as a leader and/or change agent, able to respond to a dynamic practice environment
6. Provide a learning experience which promotes the application of a robust client/user focus and a collaborative approach to both learning and practice.

Programme Outcomes – Knowledge and Understanding

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

After 60 credits of study (Ordinary degree) you will be able to demonstrate understanding of:

- K1.** The evidence, theories and policy drivers that underpin decision making and judgement in holistic health and social care practice
- K2.** The professional, ethical and legal perspectives of health and social care practice, including diversity and cultural issues in the community and workplace
- K3.** The need for and constraints of developing reflective practice, managing change and of multi-professional working including concepts and frameworks for transformative reflection, collaborative and partnership working within paramedic practice.

After 120 credits of study (BSc Hons) you will be able to demonstrate understanding of:

- K4.** The combined theoretical and clinical concepts underpinning emergency and primary care; assessing and managing complex patient needs whilst incorporating safe and efficient methods and promoting patient-centred care
- K5.** Public health practice within the current social and economic context by delivering health within diverse practice settings using evidence-based practice in order to provide collaborative and definitive care
- K6.** The key aspects relating to your area of practice, in order to plan and execute a piece of independent work.

Programme Outcomes – Skills and other Attributes

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

After 60 credits of study (Ordinary degree) you will be able to:

- S1.** Make sound professional judgments and utilise different modes of decision making
- S2.** Search for, critically analyse and apply a contemporary evidence base for practice
- S3.** Use information technology effectively, as a resource of information, as a learning aid and for the presentation of information
- S4.** Take responsibility for own learning and development, using transformative reflection to analyse own capabilities, plan and implement actions.

After 120 credits of study (BSc Hons) you will be able to:

- S5.** Utilise acquired knowledge and skills to enhance service user experiences and your own personal development
- S6.** Use initiative in decision making and generate transformative solutions through the synthesis of ideas and information to enhance service user experiences and your own personal development.

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. There may be opportunity to RPL credits from other programmes you have studied into the programme-and there are flexible funding options available, with the option to pay on a module-by-module basis or via a student loan where appropriate.

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 be *"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 Practice Development Framework incorporates a variety of bespoke negotiated (NL) and work-based learning (WBL) modules which have been explicitly designed to meet your needs when working in a wide range of practice situations. Morris (2018) describe work-based learning as a means for integrating university level learning with learning from experience in the workplace, the bringing together of self-knowledge, expertise at work and formal knowledge. Work-based learning is a learning process rather than a teaching process, which encourages you to take responsibility for your own learning and develops attitudes and skills towards lifelong learning [Håkansson Lindqvist *et al.*, 2024](#)). These 'shell' modules allow you to undertake focussed study, relevant to you and your place of work which is directed by a pre-determined set of generic learning outcomes to ensure academic rigour and consistency is maintained. The nature of the content and assessed work will be determined cooperatively by you and / or your employer (where relevant) and a designated subject tutor.

Proposals to undertake either negotiated or work-based learning are submitted to the module leader for approval at the beginning of the semester. A designated subject tutor is appointed to supervise your study. Working with your tutor, you will agree a learning contract, specifying the exact focus and content of your NL / WBL module. This will detail your personal aims and specify the learning outcomes and agreed assessment activities which you will undertake in order to fully address the generic, pre-determined learning outcomes. Your tutor will assist you to identify key learning resources related to the area of study.

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.

In the case of the **BSc (Hons) Practice Development: Paramedic**, you will be required to study the following core modules:

- Evidence Based Practice (20 credits)
- Choice of core module: Either Negotiated Learning (20 credits) or Dissertation (40 credits)

The remaining credits may be selected from the list of optional modules which is appended to this programme specification to a total of 120 credits. The dedicated list of optional modules reflects the diverse settings paramedics can opt to work and the College of Paramedics (2018) four pillars of the Paramedic Career Framework (Clinical Practice, Leadership and Management, Education and Research and Development). All modules must be relevant to your area of practice and target award and agreed in your personal development plan with your personal tutor.

Our flexible online programme was developed initially in collaboration with local ambulance services and employers to meet the educational needs of paramedics, it will see you gain the qualities and knowledge you need to become a high-calibre professional able to confidently deal

with the changing dynamics of the health care economy. With paramedics taking on more in-depth roles in the care of patients, both in and out of the community, taking your knowledge and skills to a higher level will help you deal with the changing challenges whilst improving your career prospects. Our aim is to help you enhance your professional prospects and enable you to play an active role in developing your own practice. Therefore, you can study module-by-module from your own home at a time that will fit around your shift pattern and day-to-day commitments. We have extensive experience as CPD distance learning providers. All tutors are experienced paramedics and clinicians within the NHS. Interactive online classrooms give you the opportunity to debate and discuss real-life scenarios and experiences with fellow students, so you won't feel like you are learning alone.

Following completion of Level 6 study, the framework facilitates seamless progression to Level 7 study including PGCert Practice Development: Paramedic and MSc Practice Development: Paramedic.

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 6 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:
 - 36 hours of personal scheduled learning time. This includes facilitated online discussion, synchronous VLE meetings, online presentations and tutorials and student formative feedback.
 - 164 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 mentor, supported by the University.

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 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 learning students
- Provide opportunities for you to select modules appropriate to your professional context thus fostering employability prospects
- 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

Completion of this programme of study will enhance employability and career prospects. This may manifest in a number of ways, for example, you may use this qualification to gain promotion within your professional role or to develop or extend your sphere of practice.

MODULES

Code	Title	Credits	Status
HCPD6218	Evidence Based Practice	20	Core
HCPD6002-6005	Negotiated Learning	20	Core (students choose one) Will be dependent on what the student negotiates to study and the nature of the assessment chosen
HCPD6221	Dissertation	40	
Optional modules at Level 6 on BSc (Hons) Practice Development: Paramedic			
HCPD6002-6005	Negotiated Learning	20	Will be dependent on what the student negotiates to study and the nature of the assessment chosen
HCPD6007-6010	Negotiated Learning	10	Will be dependent on what the student negotiates to study and the nature of the assessment chosen
HCPD6109	Electrocardiograms in Clinical Practice	20	
HCPD6200	Developing Practice: Supporting and Assessing Students in Healthcare Settings	20	
HCPD6215	Work Based Learning	20	Will be dependent on what the student negotiates to study and the nature of the assessment chosen
HCPD6231	Clinical Reasoning and Assessment Skills in Healthcare (CRASH)	20	
HCPD6232	Emergency Care of Women and Children	20	
HCPD6233	Clinical Decision Making	20	
HCPD6235	Disaster Response	20	
HCPD6237	Humanitarian Action	20	

HCPD6239	Dementia: Understanding Key Concepts	20	
HCPD6240	Advancing Mental Health Across The Healthcare Spectrum (Intermediate Level)	20	
HCPD6245	Foundations of End-of-Life Care for All Healthcare Professionals	20	
HCPD6247	Holistic Assessment and Case Management of the Complex Patient with Long Term Conditions	20	
HCPD6250	Consultation and Physical Examination: Health Assessment Skills	20	
HCPD6251	Care of Minor Illness and Minor Injuries	20	
HCPD6252	Management of Major Illness and Major Trauma	20	
HCPD6258	Leadership and Change	20	
HCPD6266	Acute and Critical Care: Foundations for Practice	20	
HCPD6267	Critical or Acute Care: Independent Study	20	
HCPD6268	Acute Care: Initial Assessment and Management of the Acutely Ill Adult	20	
HCPD6269	Patient Safety in Clinical Practice	20	
HCPD6270	Pathophysiology and Diseases in Practice	20	
HCPD6271	Medicines- Therapeutics and Pharmacology	20	
HCPD6273	Clinical Supervision	20	
HCPD6288	Preparing to Expand Paramedic Practice	20	
HCPD6296	Safeguarding Across the Lifespan	20	

HCPD6298	Foundations of Diabetes Care and Management	20	
HCPD6299	Pain: Assessment and Management	20	
Students exiting at this point with 60 credits would receive a BSc Practice Development Students exiting with 120 credits including all core modules would receive a BSc (Hons) Practice Development: Paramedic			

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.

In addition to the core module, you will be required to select 60 or 80 credits of optional modules from the choice available above (60 credits of options if you choose the 40 credit core Dissertation module, or 80 credits of options if you choose the 20 credit core Negotiated Learning module).

There is no defined sequence of study, unless identified in the module descriptor forms. Guidance is available from your Personal Tutor regarding both optional module choice and choice between the Dissertation and Negotiated Learning modules. Work based learning modules may require a facilitator in practice such as a medical practitioner /mentor/ nurse practitioner please see individual requirements via the relevant module descriptor form.

To ensure that modules containing elements of negotiated and work-based learning contribute to meeting the programme outcomes for your target award, you must discuss and agree the content of any such modules with your Personal Tutor and document this in your personal development plan.

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
Optional modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may be possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

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 [BSc \(Hons\) Practice Development: Paramedic \(top-up\) - 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:

- Public Health England (2017) consultation document [Facing the Facts, Shaping the Future](#) (a draft health and care workforce strategy for England to 2027)
- [QAA Subject Benchmark Statement: Health Studies](#) (March 2024). Whilst there are no specific subject benchmark statements relating to the generic content of the Practice Development framework, the generic Health Studies benchmark statement has been used as a reference point for the BSc (Hons) programmes
- [National Standards for Adult Critical Care Nurse Education](#) V2 (CC3N, May 2023)

Internal reference points include:

- [UoC Strategic Plan](#)
- UoC Institutional Business Plans
- [UoC Access and Participation Plan](#)
- [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