

Higher/Degree Level Apprenticeship Programme Specification

This programme specification is designed for prospective employers and their apprentices, academic staff, enrolled students and their employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Apprenticeship Standard Title	Paramedic		
Programme Title and Name of Award	BSc (Hons) Paramedic Science		
Academic Level	6	Total Credits	360
Apprenticeship Standard and Assessment Plan	<p><u>Apprenticeship Standard</u> https://www.instituteforapprenticeships.org/apprenticeship-standards/paramedic-(degree) (version 1.2)</p> <p><u>Assessment Plan</u> https://www.instituteforapprenticeships.org/media/4898/st0567_paramedic_l6_v12_aligned-integrated-epa_annotated-ap_for-publication-18022021.pdf</p> <p>The QAA Characteristic Statement for Apprenticeships can be found here.</p>		
LARS Code of the Apprenticeship Standard	318	LARS Code of the University Award	00304688
Professional Body Accreditation / Qualification	<p>The programme has been accredited by the Health and Care Professions Council (HCPC) endorsing it as meeting the national Apprenticeship Standard published by the Education and Skills Funding Agency and the Institute for Apprenticeships.</p> <p>Successful completion of the BSc (Hons) Paramedic Science programme confers eligibility to apply to register with the Health and Care Professions Council (HCPC)</p> <p>Exit awards do not confer eligibility to apply for registration. (SET 3.18)</p>		
Date of Professional Body Accreditation	25 September 2020	Accreditation Period	Open ended approval
Employer Organisation	North West Ambulance Service (NWAS)		

	<p>South Central Ambulance Service (SCAS)</p> <p>South West Ambulance Service (SWAST)</p> <p>South East Coast Ambulance Service (SECAMB)</p> <p>London Ambulance Service (LAS)</p> <p>Isle of Wight Ambulance Service (IoW)</p> <p>East of England Ambulance Service (EEAST)</p>
End Point Assessment	Integrated
End Point Assessment Organisation	University of Cumbria
External Quality Assurance Body	OfS
HECoS Code	100749
Criteria for Admission to the Programme	<p>Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. Selection of apprentices (in England) is principally an employer-led activity.</p> <p>Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way:</p> <ul style="list-style-type: none"> • Levy paying employers with sufficient funds in their digital account – 100% funding • Non Levy payers -95% ESFA funding, 5% Employer co-funding. Non-levy paying companies will be asked to pay their 5% of the full cost of the apprenticeship at the start of the programme. • Non levy paying organisations, must register on the Governments Digital Apprenticeship Service and reserve funds for their apprenticeship prior to the programme starting unless they are being funded by levy-transfer. <p>All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply directly via an employer. After acceptance by an employer, the University of Cumbria will require a formal application, which it will assess according to the programme entry criteria:</p> <p><u>Employer selection criteria</u></p> <ol style="list-style-type: none"> 1. Undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting

2. You must meet the 15 standards as set out in the [Care Certificate](#)
3. The CQC expect that providers that employ apprentice Paramedics follow these standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles

4. You will also be subject to Occupational Health Screening

University selection criteria

Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect ESFA funding. For further information, see the University website:

<https://www.cumbria.ac.uk/business/apprenticeships/apprentices/>

Detailed criteria for admission to this programme can be found on the programme webpage:

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

Further information about APL requirements is provided in Appendix 3.

The following additional requirements apply for entry to this programme:

112-128 UCAS Pts. This must include either a natural science (Biology, Human Biology, Chemistry or Physics) or a social science (such as Sociology or Psychology). General Studies is accepted, and a maximum of 16 UCAS tariff points from one AS level subject will be accepted. GCSE English, Maths and Science at Grade C or Grade 4 or above.

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 apprentices entering onto a HCPC registered programme must undertake DBS and Occupational Health clearance. Below are the links to the university DBS and Occupational Health Policy;

DBS

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

Occupational Health

<https://www.cumbria.ac.uk/applicants/admissions---next-steps/medical-clearance/>

Detailed criteria for admission to this programme can be found on the programme webpage:

<https://www.cumbria.ac.uk/business/apprenticeships/>

	<p>It is expected that APL will be awarded where you can demonstrate and evidence that you meet the criteria for the award (or module(s)), and that this is reflected in both the price of the apprenticeship and its duration. One of the key requirements of ESFA is that there is a discussion with you and your employer prior to commencement of the apprenticeship about any prior learning or experience that you have undertaken.</p> <p>Where you have undertaken a similar or higher level of award in a similar subject area to the apprenticeship, then a clear rationale must be provided by the employer, together with details of the added value that the apprenticeship will bring to the organisation. This must be considered and counter-signed by the Programme Leader to agree that the rationale is strong enough to warrant accepting you on the programme.</p> <p>For external awarding bodies where APL is being sought, the Team should contact the external body directly to ensure that the APL meets their criteria in terms of currency of award.</p> <p><u>English & Maths</u></p> <p>Apprentices should have a minimum of Level 2 qualifications in English and Maths (or must complete both before the Apprenticeship gateway point is reached).</p> <p>For this programme holding level 2 qualifications in English and maths is a pre entry requirement</p> <p><u>Exit from employment</u></p> <p>If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University have a legal duty to help the apprentice try to find alternative employment.</p> <p>If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.</p> <p>If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme.</p>
Additional Qualifications	You must complete the Level 3 Certificate in Emergency Response Ambulance Driving Course. This will be a responsibility of your employer as it is required for gateway.
Teaching Institution	University of Cumbria
Owning Institute	Health
Programme delivered in conjunction with	Ambulance Trusts

Principal Mode of Delivery	Blended Learning	
Pattern of Delivery	Full time - Blended	
	Total weeks of study:	52 pa
	Delivery pattern:	Day release/block delivery over the year
	Standard Semester Dates:	No
Delivery Site(s)	NNAS - Lancaster Campus SCAS/IoW - Newbury/ Bicester SWAST – Bristol, St Leonards, Semington, Derriford LAS - Fulham SECAMB --Hayward Health EEAST – New Market	
Programme Length	Typical Duration 36 months	
Exit Awards	*Exit awards are not permitted within an apprenticeship	
Period of Approval	August 2020 to July 2026	
<p>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, locations, and employers in every academic cycle. Potential apprentices should contact the University for details of the recruiting offer.</p>		

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places

- Ambitious and proud

Programme Features

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

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

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

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

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

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

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

The Apprenticeship Standard has been mapped against the modules of this programme. This can be seen both within our Module Descriptor Forms (MDFs) and the programme specification curriculum map. MDFs also detail how the module assessments prepare students for End Point Assessment. The list of assessment methods given in the apprenticeship assessment plan has been cross referenced to ensure that these methods are located within this programme.

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

Level 3 Certificate Emergency Response Ambulance Driving

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

Level 2 English and Maths

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

15 standards as set out in the Care Certificate

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

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

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

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

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

Within the work-based learning, you will learn and develop towards Paramedic status, through the support of your dedicated Paramedic Practice Educator. Your practical learning will be split into two parts;

- Supervised Work-based Learning (SWBL)
- Integrated Work-based Learning (IWBL)

The supervised learning section comprises of dedicated shifts with a Practice Educator. This is where you will be supported to develop your skills and behaviours through applying the knowledge you have learned in the classroom. You will also have learning experiences whilst you are undertaking your normal working hours. This 'integrated' learning will expose you to additional placement contact hours and directly support your learning on the programme.

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

The Paramedic Delivery team have a proven track record for transitioning students into Higher Education. Previous programmes conducted with the Military and various Ambulance Service Trusts

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

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

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

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

Aims of the Programme

The overall aims of the Programme are:

1. To prepare you to manage your own autonomous professional practice and that of others within the changing and diverse paramedic context and in accordance with the HCPC; Standards of Conduct, Performance and Ethics, Standards of Proficiency – Paramedics.
2. To enable you to select and apply comprehensive knowledge and skills to complex emergency and urgent situations, while having a critical understanding of principles and concepts of paramedic practice and how these inform rational clinical decision-making activities.
3. To enable you to demonstrate the ability to implement sound clinical judgement across a range of situations and critically evaluate the effectiveness of clinical judgement and teamwork across a range of professional care contexts; facilitating safe and competent practice in accordance to law.
4. To enable you to apply theories, concepts and principles of paramedic practice to deliver patient-centred care for individuals, families and communities in urgent, emergency, critical or other care settings.
5. To enable you to be able to implement strategies to promote, exchange and evaluate collaborative working within a multi-disciplinary team, comprising of patients, clients, colleagues and others in both therapeutic and preventative healthcare.
6. To enable you to collaborate with others, contribute to the organisation of, and participation in, activities relevant to the development and enhancement of paramedic practice as a profession including appropriate levels of guidance, role-modelling, mentorship and support to others in the health and social care setting.

7. To enable you to use critical problem-solving skills that informs the interpretation and documentation of clinical and other data and contributes to effective clinical reasoning and decision-making skills as part of the wider healthcare team, promoting rationalised clinical leadership.
8. To enable you to reflect upon and appraise practical skill levels and care provision in order to deliver the expected standards of Paramedic practice and update priorities within a dynamic environment in self and others.
9. To ensure you are 'practice ready' for the role of Paramedic in an array of working environments, by ensuring your ability to continue your clinical development, promoting scholarly activity, research, audit and development of clinical practice guidelines.

Programme Outcomes

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

Level 4: After 120 credits of study (CertHE) you will typically be able to –

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

Level 5: After 240 credits of study (DipHE) you will typically be able to demonstrate to –

- K9.** A comprehensive and cohesive knowledge of human anatomy and physiology, sufficient to recognise, identify and differentiate between normal and abnormal structures and processes, with emphasis on the cardiovascular, respiratory, nervous, digestive, endocrine, urinary, musculoskeletal systems.
- K10.** Knowledge of human growth and development across the lifespan including the factors influencing individual variations in human ability and health status.

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

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

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

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

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

Level 6: After 360 credits of study (BSc Hons) you will typically be able to –

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

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

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

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

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

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

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

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

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

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

Programme Outcomes – Skills and other Attributes (including Employability Skills and Behaviours)

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

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

- S1.** Fundamental skills in academic writing, including assignment and report writing.
- S2.** Strategies for enhancing self-awareness of personal strengths and weaknesses to inform self-development.
- S3.** Application of reflection to enhance personal development.
- S4.** Applying effective communication to a range of people across the lifespan, with the intention to develop and maintain a rapport.
- S5.** Perform the necessary basic observations as part of a patient physical assessment, including the basics of ECG interpretation.
- S6.** Develop confidence in presentation skills in front of an audience.
- S7.** Develop organisational and time management skills.
- S8.** Become accustomed to working shift patterns, that encompass unsociable hours.
- S9.** Develop and practice the required manual handling skills required of ambulance service work.

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

- S10.** Enhanced skills in academic writing, including assignment writing, report writing, Patient Report Form completion, showing the ability to evaluate key theories and concepts.
- S11.** Develop skills and methods applied to research.
- S12.** Enhanced effective communication to a range of people across the lifespan, with the intention to develop and maintain a rapport and modify approach to account for difference and manage evolving situations.
- S13.** Emerging leadership skills and an ability to engage in complex decision-making promoting developed autonomy.
- S14.** Perform paramedic assessment skills and infer the findings to differentiate between normal and abnormal, including enhanced ECG interpretation.
- S15.** Perform practical paramedic skills promoting the therapeutic benefit of their application to the patient.
- S16.** Promote confidence in presentation skills in front of an audience.
- S17.** Enhanced organisational and time management skills.

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

- S18.** Advanced skills in academic writing, including assignment writing, report writing, dissertation writing and Patient Report Form completion, showing the ability to critically evaluate and synthesis key theories and concepts specific to paramedic practice.
- S19.** Enhanced skills and methods applied to research in the paramedic field.
- S20.** Developed leadership skills promoting an ability to make complex decisions showing independence as a practitioner.
- S21.** Performing Advanced Clinical Assessment skills to enable the most according management of service users.

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

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

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

Programme Outcomes – Behaviours

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

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

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

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

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

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

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

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

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

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

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

[https://www.instituteforapprenticeships.org/apprenticeship-standards/paramedic-\(degree\)-v1-2](https://www.instituteforapprenticeships.org/apprenticeship-standards/paramedic-(degree)-v1-2)

External Reference Points

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

- [UoC Vision, Mission and Values](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)

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

Graduate Prospects

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

This programme offers a good range of employment opportunities, within the NHS and within other organisations which deliver pre-hospital and emergency care, such as offshore sites as a remote medic, within rescue services and disaster management. The role of Paramedic is developing to include roles in new clinical areas. For example, Paramedics may work alongside Doctors and Nurses as Advanced Clinical Practitioners based in:

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

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

The University of Cumbria also offers a Master's Degree, Master of Science (MSc) Practice Development: Enhancing Paramedic Practice, which should you wish to continue your studies on completing your BSc (Hons) Paramedic Science degree, is an ideal programme to compliment your development. This is a distance-learning programme and can be studied whilst in employment.

Delivery Arrangements and Attendance

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

The programme is broken down into the following components;

Taught

- Face-to-face (70%)
- Tutor led VLE (30%)

Modules will be studied in blocks where you will be required to attend two periods of three days learning per week to achieve the modular indicative apprentice workload (please see the programme schedule) which shows when your modules will be studied). To achieve this, you will be exposed to

an approximate 70% face-to-face to 30% distance learning arrangement for all modules you will study on your programme.

Work-Based Learning (WBL)

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

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

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

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

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

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

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As an apprentice at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and 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, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

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

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

Learning and Teaching (SET 4.6, 3.8)

Knowledge, understanding, skills and other attributes are taught at the University with apprentices putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your

learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

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

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

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

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

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

- High Fidelity Practice Simulation
- Tutor Led Group Work
- Technology Enhanced learning
- Case Study Approach
- Problem Based Learning
- Interprofessional Learning
- Interactive online and class-based workshop activities
- Use of virtual electronic learning environment
- Facilitated discussion and debate
- Tutorials
- Guided study and reading
- Work based learning
- Reflection on professional practice
- Peer Assisted Learning

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

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

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

Summative and Formative Assessment

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

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

The programme ensures summative assessments are designed to provide a creative and balanced strategy throughout the programme, challenging you to meet the requirements of the module learning outcomes accordingly. The programme team ensure a fair balance of modular assessment guidelines throughout each academic year, to ensure you are afforded according time to plan, prepare and submit your respective assessments and avoid overloading of workload. The format of modular assessment has been strategically considered to ensure the learning outcomes are assessed in the most according manner to complement the requirements of the module; leading to efficient and timely feedback. The programme formative and summative assessment formats include:

Formative Assessment

Online Virtual Learning Environment Activity
Mock Examination Papers
Provided Written Assessment (including assignment plan)
Observed Structured Clinical Examination (OSCE's) preparation
Practical Skill Assessments (sometimes including a written report)
Completing a Research Diary
Written Reflections

Summative Assessment

Written Clinical Reports
Written Assignments
Written Case Study Reports
Oral Presentations
Poster Presentations
Written Examinations
Observed Structured Clinical Examination (OSCE's)
Project Work

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

Clinical Assessment of Practice (CAP)

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

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

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

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

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

Off the Job Training

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

(<https://www.gov.uk/government/publications/apprenticeships-off-the-job-training>). The first is the taught component of the programme, which has 41 days of delivery. This is split between face-to-face and Tutor Led Virtual Learning Environment (VLE). The breakdown of this is dependent on the individual module and is details in the Module Descriptor Form. This totals 307.5 hrs per year which equates to 20% of the total programme.

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

On the Job Training

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

Maths and English Development

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

British Values, Prevent and Safeguarding

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

Maintaining consistency across delivery sites

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

Management of Work Integrated Learning

Apprenticeships are written so that apprentice can learn whilst they are working. This integration of theory and practice is fundamental to the design of apprenticeship. Within this programme there are two types of Work-Based Learning (WBL):

- Supervised WBL
- Integrated WBL

Supervised WBL (also classed as Off the Job Training) will be the component of your programme where you work with a Paramedic Placement Educator. These paramedics have undertaken additional training to support learners or apprentices in practice. This may have been known as 'Placement' on more traditional paramedic programme. On this programme you will have 400 hours with a dedicated Practice Educator.

Integrate WBL (also classed as On the Job Training) is the hours that you spend in your normal work environment. For example, this could be where you work as a Technician on an ambulance. As an employee, you will learn and reflect on your work-place experiences and engagement with colleagues. This gives you the opportunity to apply what you have learnt in the 'real world' of work. The Apprenticeship curriculum is designed to combine academic and work-integrated learning so you can demonstrate the knowledge, skills and behaviours required by the Apprenticeship Standards.

Your employer manages your work activities with the University overseeing these to ensure your employer meets its obligations. The University manages your academic programme. Work integrated learning takes place at work with active support by the University who set and mark assignments that are designed to draw together your professional and academic learning. Your tutors will liaise with your employer and yourself to ensure your opportunities for professional and academic development are the best they can be.

Although work integrated learning takes place in the employer's premises, it is the responsibility of the University, as ESFA regulations, to ensure this takes place.

WBL hours

Your hours will be recorded and held within the University's Apprenticeship Management System. This is a very important metric of your learning and the University will report to your employer and the government on how you are progressing. This will mainly focus around whether you are meeting the 20% off the job training. On this programme you will achieve a considerably higher amount than 20%.

Placement Educator

You will be supported on this programme by a Placement Educator. This person will be responsible for all your work-based learning on this programme. Twice a year (unless otherwise specified by the programme, PSRB or Employer) you and your Placement Educator will meet with a University Lecturer to discuss your progression. This is known as the Tripartite Review (TPR).

You may not have all your shifts with your dedicated Placement Educator. This will mean that you will undertake shifts with other paramedics who will also support your development. However, you will have regular shift with your Placement Educator who will have the overall understanding of your progression and development on the programme.

How will WBL be monitored and assessed?

Whilst on placement you will have placement documentation that you must complete. This documentation has been mapped against the Professional and Apprenticeship Standard. Your progression on this programme will be measured against these competences and your Tripartite Reviews (TPRs) will be guide by your development against these metrics.

End Point Assessment

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

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

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

Gateway

- Apprentice has met the knowledge, skills and behaviours

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

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

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

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

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

End-Point Assessment

The EPA is:

Examination Board

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

Independence of the EPA will be assured through:

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

Roles and Responsibilities

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

	<ul style="list-style-type: none"> • have, and operate, an appeals process • arrange for apprenticeship certification
External examiner	As a minimum an external examiner should: <ul style="list-style-type: none"> • understand the standard and assessment plan • be a registered paramedic • comply to the requirements of the EPAO (HCPC Approved Education Provider) • be independent of the apprentice, the EPAO (HCPC Approved Education Provider) or employing organisation who are involved in delivering the apprenticeship

Internal Quality Assurance (IQA)

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

- appoint external examiners who:
 - meet the EQA provider's recommendations for external examiners

- meet the Approved Education Provider's requirements as set out in their 'Assessment, Progression and Awarding' or similar guidance

Re-sits and Re-takes

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

Professional Body Recognition

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

Reasonable Adjustments

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

Student Support

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

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

Support in your Workplace

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

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

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

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

University Induction

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

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

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

Personal Tutoring

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

Personal Development Planning

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

Library Services and Academic Skills

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. 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 electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: skills@cumbria.ac.uk
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Head Start to Apprenticeships](#) Head Start to Apprenticeships is a self-learning module that is completed online and at your own pace. The module gives new apprentices an opportunity to prepare for their transition into university study by starting to develop the academic skills and digital capabilities, as well as understand the apprenticeship processes, to help become successful apprentices. A digital badge is generated for each finished unit and a complete set of badges results in a Certificate of Completion for Head Start to Apprenticeships. All apprentices are given the opportunity to register and complete Head Start prior to registering for their main programme of study. This course is free and available via Blackboard, the Virtual Learning Environment and MOOC. More details and guidelines on how to access the course are available in the [Head Start to Apprenticeships](#) section of our website.

[Head Start Plus](#) Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful

in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Chaplaincy: Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

Disability and Specific Learning Needs: The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

Any apprentice identified as having a learning support need either through self-declaration or through assessment by a tutor will be offered an individual assessment of their learning support needs, in order to develop a learning support plan. Learning support will then be given by the disability support team in line with this plan.

Health and wellbeing: Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

UoC Active: Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

International Student Support: Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

Money Advice: The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Resources for apprentices studying off campus.

The University has a good selection of Paramedic and wider health-oriented books you can access, a large number of which can be downloaded as e-Books. The University has an excellent library search engine, OneSearch, where books, e-books and e-journals can be searched for and downloaded to help your development. The University also has an array of lecturing facilities ranging from standard classrooms and lecture theatres to computer-based facilities.

You will have access to a huge resource of library and IT facilities whilst studying at the University of Cumbria. The University has over 15 years' experience of teaching Paramedic students who are based off-campus. The University has an **Online First** policy, where an online version will always be bought if available. The Library team have created specific resources that you can access from any location at any time. This not only benefits you as distance learners, but also as those who are working whilst studying.

[Subject Resource Pages](#)

These resources are all located within the 'Paramedic' subject resource page;
<https://my.cumbria.ac.uk/Student-Life/Learning/Resources/Subjects/Paramedics/>

This resource has links to all our online reading material, e-book & journals, Postal Loan service
Within this page there is also a link to the 'Distance Learners' subject resource page:

<https://my.cumbria.ac.uk/Student-Life/Learning/Resources/Subjects/Distance-Learners/>

Office 365

Microsoft's Student Advantage gives you the ability to install Office on up to 5 personally owned (not university issued) PCs and Macs.

Office 365 Professional Plus is provided on a subscription basis - you can use the latest version of Office while you are registered with the university and have an active network login account.

<https://my.cumbria.ac.uk/Student-Life/it-media/Computers-and-Software/Educational-software-discounts/>

Linkedin Learning

The LinkedIn Learning library of 10,000+ digital courses are taught by industry experts and cover a wide range of business, creative and technical topics, from leadership soft skills to design principles to programming. They are always evolving the library, adding at least 25 courses a week, and teaching the leading-edge skills you need to stay current.

<https://my.cumbria.ac.uk/Student-Life/Learning/Linkedin-Learning/>

Refworks

Refworks is used to collect and manage your sources. It will also create your reference list (bibliography) in the referencing style of your choice. This resource is free to use for all university students.

<https://my.cumbria.ac.uk/Student-Life/Learning/Resources/Eresources/RefWorks/>

Anatomy.TV

Enables you to select a part of the body and view 3D images in greater or less detail as required. The images may be rotated, and MRI imaging may be selected. Movie clips and slide images are also included. There are interactive quizzes and tests, as well as study guides.

<https://my.cumbria.ac.uk/Student-Life/Learning/Resources/Eresources/AnatomyTV/#d.en.59447>

Instant Anatomy

Interactive human anatomy

<https://my.cumbria.ac.uk/Student-Life/Learning/Resources/Eresources/Instant-Anatomy/#d.en.63436>

As this programme is delivered off campus within an ambulance training location the university has created:

Big White Wall

An anonymous and stigma-free environment, you follow your own path towards better mental wellbeing.

- Peer support through our online community
- Resources for self-management
- Information and advice
- Guided support programmes on a range of common issues

- Monitored 24/7 by trained clinicians

People come to Big White Wall for help with a wide range of mental health and wellbeing issues – from anxiety, depression, stress and trauma, to relationship problems and lifestyle challenges.

<https://my.cumbria.ac.uk/Student-Life/Health-and-Wellbeing/Big-White-Wall/>

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

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.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support

Pop Up Information Points

Keep a look out for these! They are happening on your campus around Sept/October and January. There will be approachable students and staff around to help out with any practical queries as you settle into your studies, and to remind you of the wide range of support available. You are encouraged to attend as it will give you the opportunity to talk to people about a range of things, such as your finances, and budgeting, additional help for a specific learning difficulty or disability, finding part-time work and working towards your dream career, getting involved in new activities, or juggling everything alongside your studies.

Programme Curriculum Map						
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
4	HPHP4124	Development of Academic Skills and Reflective Practice	20	Core	After 120 credits of study (Cert HE) you will be able to demonstrate: K3 S1, S2, S3, S7	You will know and understand: K46
4	HPHP4126	Fundamental Practice and Protection of Service Users in Pre-Hospital and Emergency Care Environments	20	Core	After 120 credits of study (Cert HE) you will be able to demonstrate: K2, K4, K5, K6, K7, K8 S4, S7 B1, B2	You will know and understand: K1, K2, K3, K4. K5, K6, K7, K8, K11, K12, K17. K18, K19, K20, K21, K36, K40, K41, K42, K43 You will be able to: S13, S14, S15, S16, S17 B1, B2, B3, B4, B5, B6
4	HPHP4130	Foundations of Anatomy and Physiology	20	Core	After 120 credits of study (Cert HE) you will be able to demonstrate: K1, K4 S6, S7	You will know and understand: K24
4	HPHP4128	Clinical Knowledge and Skills for Assisting with Pre-Hospital and Emergency Care	20	Core	After 120 credits of study (Cert HE) you will be able to demonstrate: K2, K6	You will know and understand: K14, K15, K17, K26

					S6, S7 B1, B2	You will be able to: S3, S18, S23 B1, B2, B3
4	HHP4132	Foundations for Decision Making and Legislative Aspects of Pre-Hospital Care	20	Core	After 120 credits of study (Cert HE) you will be able to demonstrate: K3, K7, K8 S7 B1,B2	You will know and understand: K1, K2, K3, K4. K5. K6, K7, K8 You will be able to: S21, S22, S28
4	HHP4134	Pre Hospital and Emergency Care: Developing Evidence Based Practice	20	Core	After 120 credits of study (Cert HE) you will be able to demonstrate: K3, K6, K7 S7	You will know and understand: K1, K2, K27, K44, K45, K46
4	HHP9108	Constructing Values, Skills and Competencies for the Emerging Paramedic	0	Qualificatory Unit	After 120 credits of study (Cert HE) you will be able to demonstrate: K2, K3, K4, K5, K6, K7, K8 S2, S3,S6, S7, S8, S9 B1, B2	You will know and understand: K1, K2, K3, K4, K5, K6, K7. K8, K11, K12, K17, K18, K19, K20, K21, K36, K40, K41, K42, K43 You will be able to: S13, S14, S15, S16, S17 B1, B2, B3, B4, B5, B6

5	HPHP5115	Developing Clinical Care, Judgement and Competence in Paramedic Practice	40	Core	<p>After 240 credits of study (Cert HE) you will be able to demonstrate:</p> <p>K10, K11, K12, K14</p> <p>S10, S12, S13, S14, S15, S17</p> <p>B3</p>	<p>You will know and understand:</p> <p>K24, K25, K26, K30, K38, K39</p> <p>You will be able to:</p> <p>S13, S14, S21, S22, S23</p>
5	HPHP5125	Pre-Hospital Recognition and Management of Acute Illness and Long-Term Conditions	20	Core	<p>After 240 credits of study (Cert HE) you will be able to demonstrate:</p> <p>K9, K11, K12</p> <p>S10, S12, S13, S14, S15, S16, S17</p> <p>B3</p>	<p>You will know and understand:</p> <p>K24, K25, K26, K27, K28, K29, K30, K39</p> <p>You will be able to:</p> <p>S5, S21, S22, S23, S24, S25, S26, S27, S28, S29, S35, S42</p> <p>B6</p>
5	HPHP5135	Pre-Hospital Care and Management of Trauma and Environmental Emergencies	20	Core	<p>After 240 credits of study (Cert HE) you will be able to demonstrate:</p> <p>K11, K12</p> <p>S10, S12, S13, S14, S15, S17</p> <p>B3</p>	<p>You will know and understand:</p> <p>K5, K6, K7, K14, K15, K16, K17, K19, K23, K24, K25, K26, K27, K28, K29, K30, K31, K34, K36, K37, K38, K39, K40, K48, K49</p> <p>You will be able to:</p> <p>S4, S6, S7, S17, S18, S19, S21, S22, S23, S24, S25, S26, S27, S28, S29, S31,</p>

						S32, S33, S34, S35, S39, S46, S47, S48 B4, B5, B6
5	HPHP5145	Pre Hospital Care of Paediatric and Obstetric Patients	20	Core	After 240 credits of study (Cert HE) you will be able to demonstrate: K10, K11, K12, K13 S12, S13, S14, S15, S17 B3	You will know and understand: K7, K8, K17, K18, K19, K20, K21, K24, K25, K26, K28, K29, K30, K31, K35, K36, K37, K38, K39, K40, K41 You will be able to: S2, S7, S13, S14, S17, S18, S19, S21, S22, S23, S24, S25, S26, S27, S28, S29 B1, B2, B3, B4, B5, B6
5	HPHP5155	Research Methods	20	Core	After 240 credits of study (Cert HE) you will be able to demonstrate: K15 S10, S11, S16, S17	You will know and understand: K1, K44, K45, K46
5	HPHP9109	Developing Values, Skills and Competencies of the Paramedic	0	Qualificatory Unit	After 240 credits of study (Cert HE) you will be able to demonstrate: K9, K10, K11, K12, K13 S10, S12, S13, S14, S15, S17 B3	You will know and understand: K11, K12, K13, K14, K15, K16, K17, K24, K25, K26, K27, K28, K29, K30, K39, K40, K41 You will be able to:

						S1, S2, S3, S4, S10, S11, S12, S13, S14, S15, S16, S17, S18, S21, S22, S23, S24, S25, S26, S27, S28, S29, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S44, S45, S46, S47, S48 B1, B2, B3, B4, B5, B6
6	HPHP6124	Dissertation	40	Core	After 360 credits of study (Cert HE) you will be able to demonstrate: K25 S18, S19, S22	You will know and understand: K46
6	HPHP6126	Enhancing Clinical Practice and Decision Making for the Contemporary Paramedic	20	Core	After 360 credits of study (Cert HE) you will be able to demonstrate: K16, K19, K20, K22 S20, S21, S22 B4	You will know and understand: K5, K6, K7, K8, K18, K19, K20, K21, K22, K25, K26, K27, K28, K30, K32, K33, K44, K45, K46, K48, K49 You will be able to: S1, S16, S17, S18, S19, S20, S24, S25
6	HPHP6132	Understanding Primary and Urgent Care	20	Core	After 360 credits of study (Cert HE) you will be able to demonstrate: K16, K19, K20, K22 S20, S21, S22	You will know and understand: K6, K7, K8, K18, K19, K20, K25, K26, K27, K28, K30, K35, K36, K37, K38 You will be able to:

					B4, B5	S6, S7, S16, S17, S18, S31, S32, S33, S34, S42
6	HHPH6130	Holistic Approach to Patient Health and Wellbeing	20	Core	<p>After 360 credits of study (Cert HE) you will be able to demonstrate:</p> <p>K17, K19, K20, K21, K22, K23</p> <p>S18, S20, S21, S22</p> <p>B4, B5</p>	<p>You will know and understand:</p> <p>K5, K6, K7, K8, K17, K18, K25, K26, K27, K28, K30, K44, K45, K46</p> <p>You will be able to:</p> <p>S5, S6, S7, S13, S14, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S32, S33, S34, S35</p> <p>B1, B2, B3, B4, B5, B6</p>
6	HHPH6128	Preparing the Professional Practitioner	20	Core	<p>After 360 credits of study (Cert HE) you will be able to demonstrate:</p> <p>K18, K19, K23</p> <p>S18, S20, S23, S24</p> <p>B4, B5</p>	<p>You will know and understand:</p> <p>K1, K2, K21, K22, K32, K33, K37, K44, K45, K46, K47, K48, K49</p> <p>You will be able to:</p> <p>S1, S6, S7, S19, S20, S30, S42, S43, S44, S45, S46, S47, S48</p> <p>B4, B5, B6</p>
6	HHPH9110	Consolidating Values, Skills and Competencies of the Paramedic	0	Qualificatory Unit	<p>After 360 credits of study (Cert HE) you will be able to demonstrate:</p>	<p>You will know and understand:</p>

					K16, K17, K19, K20, K21, K22, K24 S18, S20, S21, S22 B4, B5	K5, K6, K7, K8, K18, K19, K20, K21, K22, K25, K26, K27, K28, K30, K32, K33, K44, K45, K46, K48, K49 You will be able to: S1, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48 B1, B2, B3, B4, B5, B6
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Notes

In accordance with the Apprenticeship Standard and Assessment Plan, students must maintain a portfolio of their completed work to demonstrate their achievements and capabilities. It consists of the practical output of all assessments completed during the programme, including the final project report and presentation (if applicable).

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Health and Care Professions Council.

All taught modules within the programme are core modules and must be taken and successfully passed to complete the programme, each module achieving the minimum module pass mark of 40% for undergraduate programmes. There are no compulsory or optional modules, therefore **compensation will not apply.**

Qualificatory Practice Units

To progress through each academic level an apprentice must pass the respective Qualificatory Unit attached to each year of study.

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

- **Reassessment** – reassessment of the Qualificatory Units will be undertaken in a reassessment period at the end of your academic year. This Qualificatory Unit will align to standard Academic Regulations of one reassessment opportunity.
- **Retake** – you are unable to retake this unit.

- **Progression/Completion** - You will not be able to progress onto the following academic year/complete your programme without successfully passing each academic year's Qualificatory Unit (as well as the 120 credits from each academic Level). Should the Qualificatory Unit be failed, once reassessment opportunities have been exhausted you must leave the programme.

Exit Awards

Exit awards are not available within the apprenticeship programme and do not confer eligibility to apply for registration with the Health and Care Professions Council.

Apprentices successfully completing 360 credits across all levels of the programme and the three qualificatory practice units will achieve the BSc (Hons) Paramedic Science award.

Only those apprentices successfully completing the BSc (Hons) Paramedic Science award are eligible to apply for registration with the Health and Care Professions Council.

A failed apprentice will not be permitted to re-register on the same programme.

Aegrotat awards will not confer eligibility to apply for registration with the Health and Care Professions Council (HCPC)

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

Indicative Apprenticeship Journey: Full Time

The precise arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

Journey Milestone	Method of Checking	Approximate Deadline
Year 1		
Commence Learning	Register on programme / attend lectures	Week 1
L2 Functional Skills Diagnostic Completed	Entry requirement to enter the programme to be checked on APTEM	Prior to commencing on programme
Tripartite Review 1	Apprentice Learning Plan - APTEM	Week 6
Care Quality Certificate Complete	This is mapped against the programme, checked at the end of the programme at Gateway.	End of Year 3
Module Assessment	University Assessment Board	End of Semester 1
Tripartite Review 2	Apprentice Learning Plan - APTEM	Week 20
Module Assessment	University Assessment Board	End of Semester 2E
Qualificatory Unit Assessment	University Assessment Board	End of Semester 2E
Functional Skills Exam	Entry requirement to enter the programme to be checked on APTEM	Prior to commencing on programme
Tripartite 3	Apprentice Learning Plan - APTEM	Week 40
University Assessment Board – Confirm of Progression	University Assessment Board	End of Semester 2E

Year 2

Commence Learning	Register check Day 1 of Academic Learning (Year 2)	Week 1
Tripartite Review 4	Apprentice Learning Plan - APTEM	Week 20
Module Assessment	University Assessment Board	End of Semester 1
Module Assessment	University Assessment Board	End of Semester 2E
Qualificatory Unit Assessment	University Assessment Board	End of Semester 2E
Tripartite Review 5	Apprentice Learning Plan - APTEM	Week 40
University Assessment Board – Confirm of Progression	University Assessment Board	End of Semester 2E

Year 3

Commence Learning	Register check Day 1 of Academic Learning (Year 3)	Week 1
Tripartite Review 4	Apprentice Learning Plan - APTEM	Week 20
Module Assessment	University Assessment Board	End of Semester 1
Module Assessment	University Assessment Board	End of Semester 2E
Qualificatory Unit Assessment	University Assessment Board	End of Semester 2E
Tripartite Review 5	Apprentice Learning Plan - APTEM	Week 40
Gateway Review	Apprentice Learning Plan - APTEM	Week 50

University Assessment Board (Integrated EPA) – Confirm Academic Award	University Assessment Board	End of Semester 2E
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Indicative Academic Programme Delivery Structure: Full Time

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment	Approximate Assessment Deadline
			Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Block Release / Day Release / Distance Learning / Work-based Learning		
HPP4124	Development of Academic Skills and Reflective Practice	48	Autumn Semester	Block Release (70%) / Distance Learning (30%)	Written Report (40%) Project Work (60%)	Early December (both)
HPP4126	Fundamental Practice and Protection of Service Users in Pre-Hospital and Emergency Care Environments	48	Autumn Semester	Block Release (70%) / Distance Learning (30%)	Portfolio (100%)	Late December
HPP4130	Foundations of Anatomy and Physiology	48	Spring Semester	Block Release (70%) / Distance Learning (30%)	Multi-Choice Question (MCQ) Exam (100%)	Early February
HPP4128	Clinical Knowledge and Skills for Assisting with Pre-Hospital and Emergency Care	48	Spring Semester	Block Release (70%) / Distance Learning (30%)	Short Answer Paper (100%)	Mid-Late April

HPHP4132	Foundations for Decision Making and Legislative Aspects of Pre-Hospital Care	48	Extended Spring Semester	Block Release (70%) / Distance Learning (30%)	Written Assignment (100%)	Mid July
HPHP4134	Pre-Hospital and Emergency Care: Developing Evidence Based Practice	48	Autumn Semester	Block Release (70%) / Distance Learning (30%)	Written Assignment & Presentation (100%)	Mid-September
HPHP9108	Qualificatory Practice Unit: Constructing Values, Skills and Competencies for the Emerging Paramedic	400	Year-Long	Work Based Learning	Assessment of Values, Skill and Competency in Placement Documentation (Pass/Fail)	Mid-September
Apprentices exiting with 120 credits at this point would not receive an exit award and would not be eligible to apply for Paramedic registration with the Health and Care Professions Council (HCPC)						
HPHP5115	Developing Clinical Care, Judgement and Competence in Paramedic Practice	72	Year-Long	Block Release (70%) / Distance Learning (30%)	Practical Skill Assessment (OSCE) (50%) Report (50%)	Mid-September / Mid-June
HPHP5125	Pre-Hospital Recognition and Management of Acute Illness and Long Term Conditions	36	Spring Semester	Block Release (70%) / Distance Learning (30%)	Oral Assessment / Presentation (50%) Practical Skills Assessment (OSCE) (50%)	Early February (both)

HPHP5135	Pre-Hospital Care and Management of Trauma and Environmental Emergencies	36	Extended Spring Semester	Block Release (70%) / Distance Learning (30%)	Written Assessment (100%)	End of May
HPHP5145	Pre Hospital Care of Paediatric and Obstetric Patients	36	Extended Spring Semester	Block Release (70%) / Distance Learning (30%)	Short Answer Paper (100%)	Early July
HPHP5155	Research Methods	36	Autumn Semester	Block Release (70%) / Distance Learning (30%)	Project Work (100%)	Mid-September
HPHP9109	Qualificatory Practice Unit: Developing Values, Skills and Competencies of the Paramedic	400	Year-Long	Work Based Learning	Assessment of Values, Skill and Competency in Placement Documentation (Pass/Fail)	Mid-September
Students exiting at this point with 240 credits would not receive an exit award and would not be eligible to apply for Paramedic registration with the Health and Care Professions Council (HCPC)						
HPHP6124	Dissertation	36	Year-Long	Block Release (70%) / Distance Learning (30%)	Dissertation (100%)	Mid-September
HPHP6126	Enhancing Clinical Practice and Decision Making for the Contemporary Paramedic	36	Autumn / Spring Semester	Block Release (70%) / Distance Learning (30%)	Practical Skills Assessment (OSCE with VIVA) (100%)	Early February
HPHP6132	Understanding Primary and Urgent Care	36	Extended Spring Semester	Block Release (70%) / Distance Learning (30%)	Oral Assessment / Poster Presentation	End of June

					(100%)	
HPHP6130	Holistic Approach to Patient Health and Wellbeing	36	Spring/Extended Spring Semester	Block Release (70%) / Distance Learning (30%)	Written Assignment (100%)	Mid-late May
HPHP6128	Preparing the Professional Practitioner	36	Autumn Semester	Block Release (70%) / Distance Learning (30%)	Portfolio (100%)	Mid-September
HPHP9110	Qualificatory Practice Unit: Consolidating Values, Skills and Competencies of the Paramedic	400	Year-Long	Work Based Learning	Assessment of Values, Skill and Competency in Placement Documentation (Pass/Fail)	Mid-September
Apprentices who have successfully passed all qualificatory placement modules and passed all assessments and modules to attain 360 credits would achieve the target award of the BSc (Hons) Paramedic Science and be eligible to apply for registration with the HCPC.						
	End Point Assessment					
Apprentices exiting at this point with 360 credits plus passes in the End Point Assessment would receive Paramedic Degree Apprenticeship status						

Training Hours

According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one day per working week. The ESFA has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*".

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

Off the job training must be completed in normal paid working hours and 20% is a minimum requirement. The actual number of hours required for each apprentice will be set out in the apprentice's commitment statement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed. The number of hours required in the commitment statement must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the commitment statement. A separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum of 20% for the duration of the apprenticeship.

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Paramedic Science Degree Apprenticeship.

Qualificatory Practice Units

To progress through each academic level you must pass the respective Qualificatory Unit attached to each year of study.

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

- **Reassessment** – reassessment of the Qualificatory Units will be undertaken in a reassessment period at the end of your academic year. This Qualificatory Unit will align to standard Academic Regulations of one reassessment opportunity.
- **Retake** – you are unable to retake this unit.
- **Progression/Completion** - You will not be able to progress onto the following academic year/complete your programme without successfully passing each academic year's Qualificatory Unit. Should the Qualificatory Unit be failed, once reassessment opportunities have been exhausted you must leave the programme with an exit award. **Exit awards do not confer eligibility to apply for registration with the Health and Care Professions Council.**

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<ul style="list-style-type: none"> • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • OFSTED Steering Group • Apprenticeship Steering Group • Student Success and Quality Assurance Committee • ESFA Learner Survey / Quality Curriculum Review
<p>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</p>	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Employers • External surveys requested by regulatory bodies

<p>Date of Programme Specification Production:</p>	<p>March 2020</p>
<p>Date Programme Specification was last updated:</p>	<p>August 2021</p>
<p>For further information about this programme, refer to the programme page on the University website</p>	

Appendix 1

Apprenticeship delivery structure

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

- 1) The Curriculum Map, which consists of:
 - the modules including the level, delivery mode (e.g. face to face or blended learning), and delivery activities (e.g. lectures, guided independent study);
 - the designation of modules as core, compulsory, or optional
- 2) The Programme Delivery Structure, which consists of:
 - the semester(s) in which each module is delivered
 - the delivery method for each module (e.g. block release or day release)
 - the method of assessment and indicative assessment deadline(s)

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

- a) Standard Mode of Study:
 - the initial offer by the University: with the defined curriculum map and programme delivery structure
 - flexible duration of 3, 4 or 5 years
 - delivered full-time through a mix of day release and block release across all three semesters
 - with a cohort open to all employers.
- b) Custom Mode of Study:
 - determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.

Appendix 2

Apprenticeship Standards to which the Curriculum Map refers

Knowledge

- K1:** The HCPC regulated standards for paramedics: the 'Standards of Proficiency – Paramedics' and the HCPC 'Standards of Conduct, performance and ethics'
- K2:** The statutory regulation and legislation that inform paramedic practice
- K3:** The principles and practice of gaining consent
- K4:** Data protection and confidentiality in relation to the role of paramedic
- K5:** The principles and practice of risk management, safeguarding and the duty of candour
- K6:** The range of theories and concepts that describe paramedic practice within emergency and urgent care
- K7:** The decision-making processes associated with paramedic practice
- K8:** The role and responsibilities of paramedics and that of other health and social care professionals including delegation and referral protocols
- K9:** Road safety legislation, high speed driving techniques and codes of practice
- K10:** Vehicle safety checks required for ambulances and rapid response vehicles including tyre pressure, oil, water and fuel levels
- K11:** Cleaning and decontamination protocols and processes used in paramedic practice
- K12:** The clinical, diagnostic, invasive and therapeutic equipment and resources required for paramedic practice including relevant safety checks
- K13:** Vehicle, stock and equipment recording and ordering processes and protocols
- K14:** A range of communication methods, strategies, interventions and media used in paramedic practice
- K15:** Verbal and non-verbal cues and how communication should be modified to address and take account of factors such as age, capacity, learning and physical ability and the condition of the patient
- K16:** The protocols and procedures required to ensure timely and efficient contact with the Emergency Operations Centre
- K17:** Various ways of communicating difficult and complex information in potentially challenging circumstances and how to check that it has been understood
- K18:** The importance of a person-centred approach, shared decision-making and the active involvement of the patient in their own care
- K19:** Your own professional accountability to share accurate and timely information with other healthcare professionals and services such as the police, fire service, social care or general practice
- K20:** Current regulation and protocols for recording patient data and the decisions you have taken regarding their care and transfer
- K21:** Reporting and escalation processes relevant to paramedic practice
- K22:** Clinical governance and ways to maintain standards, monitor and improve the quality and cost effectiveness of services provided by your team
- K23:** Own role and that of others in scene and incident management; continuing to develop knowledge as exposed to new third party roles

- K24:** The structure and function of the human body relevant to paramedic practice
- K25:** How paramedic principles are expressed and translated into action through a range of assessment, diagnosis and management approaches
- K26:** The conditions and care requirements frequently encountered in paramedic practice, covering the physiological, psychological and social needs of patients
- K27:** Current evidence-based practice decision-making and how working practices can be adapted or modified to meet the changing needs of the patient and/or environment
- K28:** The relevant course of action, based on a rational decision-making process and clinical safety including critical consideration of personal scope of practice and patient choice
- K29:** The equipment and procedures required to deliver care packages to resuscitate and stabilise patients
- K30:** Decision making processes for initiating, modifying or ceasing treatment or procedures according to the changing needs and condition of the patient
- K31:** Manual handling techniques including consideration of patient and situational needs
- K32:** Clinical leadership theories and strategies
- K33:** Coaching, mentoring, training and teamwork theories and strategies
- K34:** The role of a paramedic and other services in accidents and emergencies, disaster management, major incidents and public health emergencies
- K35:** Referral and transfer of care processes and protocols
- K36:** Principles of a 'duty of care', what this means for a paramedic and why it is important
- K37:** Strategies to promote, exchange and evaluate collaborative working within a multi-professional/disciplinary team
- K38:** Current legislation governing the use of medicines by paramedics
- K39:** Relevant pharmacology and the administration of therapeutic medications, including pharmacodynamics and pharmacokinetics
- K40:** The processes and protocols for medicine management whilst in operation and on the station
- K41:** Infection prevention and control protocols and procedures
- K42:** Health and safety regulations relevant to paramedic practice
- K43:** Security measures relevant to paramedic practice including lone working, vehicle security and safe storage of medication
- K44:** The importance of an evidence-based approach, how to keep up to date with current best-practice and employ critical thinking when making decisions
- K45:** The importance of maintaining currency of knowledge and skills through continuing professional development in line with Health and Care Professions Council requirements
- K46:** The value of critical reflection, research and evidence-based practice and the need to undertake further study to continually improve the service and patient experience through career-long learning
- K47:** The importance of health, well-being, emotional intelligence and resilience for paramedics
- K48:** Quality assurance, audit and ways to continually improve your own clinical and operational performance and that of your team

K49: The importance of debriefing and review so that lessons can be addressed ready for future patient safety and management

Skills

S1: Practice autonomously, safely and effectively within the scope of practice and the legal and ethical boundaries of a paramedic

S2: Seek informed consent

S3: Be responsible and accountable for protecting data, maintaining confidentiality and sharing information in line with organisational policy

S4: Keep people safe, minimising risks, raising safeguarding concerns and reporting in line with organisational policy should errors or omissions occur

S5: Work within an unpredictable environment to carry out immediate and emergency care as required by the situation and patient

S6: Take professional accountability for your own practice and the decisions that you make

S7: Recognise the limitations of your own role and when to delegate or refer to others

S8: Use advanced driving skills to respond to emergency and routine calls and to safely transfer patients under emergency and non-emergency driving conditions

S9: Carry out vehicle checks, to ensure that the vehicle is road worthy, clean and stocked

S10: Clean, decontaminate and check equipment and stock to maintain a state of operational readiness

S11: Check and prepare diagnostic, invasive and therapeutic equipment

S12: Maintain accurate vehicle, stock and equipment records

S13: Communicate with patients and others in a professional, compassionate manner using methods, strategies, interventions and media relevant to the intended audience and context

S14: Communicate effectively using both written and verbal cues, modifying communication to address and take account of factors such as age, capacity, learning and physical ability and the condition of the patient

S15: Maintain regular and timely contact with the Emergency Operations Centre

S16: Explain and communicate information that may be complex, emotive or sensitive, maintaining a calm and professional manner to enable patients to make informed decisions and actively engage in their own care where possible

S17: Share relevant information in a timely manner with the wider multi-professional team, liaising with other services and giving your professional opinion as required

S18: Complete prompt, legible and accurate patient records, accurately recording observations, interventions, therapies and decisions taken, protecting data, maintaining confidentiality and sharing accurate information in line with organisational policy

S19: Report and escalate issues, risks and concerns in line with organisational policy

S20: Engage in the quality improvement of the service by sharing data, ideas, patient and colleague feedback in line with organisational policy

S21: Assess the scene, situation and environment and carry out risk management and/or mitigation

S22: Assess the physical and mental health needs of the patient and the criticality of their condition

S23: Diagnose and manage the patient's condition, gaining consent, maintaining dignity and seeking to enhance well-being

- S24:** Apply evidence-informed treatment to currently accepted best practice
- S25:** Use critical problem-solving skills to make clinical decisions, adapting and modifying working practices as required for the patient and/or situation
- S26:** Provide an immediate course of treatment at the scene, in the patient's home or on the way to the hospital or another service providing the highest standard of compassionate clinical care and personal care within the pre-hospital environment
- S27:** Use diagnostic, invasive, therapeutic and surgical equipment and procedures such as ventilation, defibrillation and airway management to resuscitate and stabilise patients
- S28:** Monitor the patient's condition
- S29:** Move and handle patients safely in varied and uncontrolled environments
- S30:** Provide leadership in paramedic care, supervising and training others and acting as a role model
- S31:** Work in partnership with other health and social care professionals and agencies as part of the multi-professional, multi-disciplinary team to manage accidents, emergencies, disasters or incidents
- S32:** Ensure continuous duty of care, monitoring and maintain treatment until the patient is either discharged, referred or transferred to the care of another healthcare professional and agency
- S33:** Co-ordinate inter-professional and inter-disciplinary care, liaising with other services to secure patient-centred care
- S34:** Comply with current legislation on medicines management for paramedics
- S35:** Administer therapeutic medications to patients in the correct way for the patient's condition and situation, recognising, recording and monitoring the effects
- S36:** Check supplies, request and dispose of medicines in line with organisational policy
- S37:** Ensure medicines are always stored securely when in operation and when at the station
- S38:** Apply infection prevention and control measures in line with organisational policy
- S39:** Adhere to current best practice for ensuring the health and safety of patients, self and others and relevant to the type of incident and location
- S40:** Ensure that the vehicle and contents are secure at all times
- S41:** Secure and keep safe patient's property and/or belongings during treatment and transfer
- S42:** Make evidence-based decisions, thinking critically and drawing on experience in all situations
- S43:** Participate in continuous professional development and maintain a CPD portfolio
- S44:** Proactively seek and respond to feedback to improve own knowledge and skills and to improve the service and patient experience
- S45:** Monitor and evaluate the impact of your daily work on your own health, well-being, emotional intelligence and resilience and that of your team showing an awareness of your own responses to external stimulus
- S46:** Reflect on judgements and decisions taken in routine, complex and challenging situations by yourself and your team seeking to continually improve performance
- S47:** Objectively consider, evaluate and interpret information, actively monitoring and managing performance continually across a diverse range of situations
- S48:** Participate in de-briefings and reviews as required by the role, incident and situation

Behaviours

- B1:** Treat people with dignity

B2: Respect individual's diversity, beliefs, culture, needs, values, privacy and preferences

B3: Show respect and empathy for patients, their families and carers and those you work with

B4: Be adaptable, reliable and consistent

B5: Have the courage to challenge areas of concern

B6: Recognise and act within the limits of own competence seeking advice when needed

Appendix 3

Guidelines for Admissions for Direct Entry to Level 5 (2nd year) of the BSc Paramedic Science

Introduction:

Recruitment to the BSc Paramedic Science is managed through the University's Admissions Policy and APL Processes:

<https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/samis/documents/AdmissionsPolicy.pdf>

<https://www.cumbria.ac.uk/study/how-to-apply/accreditation-of-prior-learning-apl/>

All applicants will be subject to a selection and interview process and a joint decision made between the university and the employing/supporting organisation in regard to the candidates suitability to be offered a place on the programme.

To be eligible to apply for this programme, applicants will be employed or supported by an Ambulance Service NHS Trust with which there is a formal agreement.

UoC staff involved in the recruitment and selection process will all have undertaken Equality and Diversity and Recruitment and Selection 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, to enable them to enrol on the most appropriate mode of study for them.

There are 3 non-standard recognised routes to enter into the second year of the BSc programme;

1. Entry with the CertHE Pre-Hospital and Emergency Care or equivalent- APCL
2. Associate Ambulance Practitioner (AAP)- APEL
3. Emergency Care Assistant (ECA) Bridging Programme- APEL

**all other application via APL will be assessed on a case by case basis*

1. Entry with the CertHE Pre-Hospital and Emergency Care or equivalent:

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 BSc Paramedic Science. The University of Cumbria Certificate HE in Pre-Hospital and Emergency Care (CertHE PHEC) is, in effect, the equivalent of the BSc Paramedic Science Level 4, both in terms of practice and academic components. It is used by Ambulance Service NHS Trusts as an academic qualification for staff within Technician/Assisting Paramedic roles. It also acts as an exit award from the BSc.

Relevant Cert HE or other qualifications comprising 120 level 4 credits from other universities will be assessed on a case-by-case basis in line with normal university APL procedures.

Qualifications are normally expected to be less than five years old in order to be eligible for APCL. Any qualifications older than this may be considered for exemption, subject to demonstration of currency of learning and at the discretion of the programme leader. Currency of learning will be judged on an individual basis.

APEL Practice Portfolio:

Both the AAP and ECA entry route will undertake via a Practice Portfolio. Submission of an APEL 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.

An APEL Practice Portfolio can be submitted to seek 120 credits at level 4. Each Practice Portfolio will be assessed by the programme team as equivalence for academic credit. Portfolios are assessed by the programme team using a formula which measures volume and level of experiential learning. At HE level, credit awarded learning is deemed to require 10 notional learning hours per credit.

Applicants seeking admission via the Portfolio route must therefore demonstrate double this amount of hours in terms of experiential/work-based learning, i.e. an applicant must be able to demonstrate 20 hours of experience in a relevant work setting for each credit sought. For a Portfolio seeking 120 level 4 credits, 2400 hours of work based evidence must be shown. This hourage equates to 18 months full-time employment based on 35hrs per week for a 45 week working year (total working hours = 2363).

Evidence in three key areas must be included in the Practice Portfolio, to align to University of Cumbria procedures:

1. Relevance and level(s) of learning
2. Currency of learning
3. Sufficiency of learning

An information sheet is available for applicants outlining how to select and prepare information for a practice portfolio. A BSc Paramedic Science interview form will be used to record the assessment of suitability of the Portfolio.

2. Associate Ambulance Practitioner (AAP)

Application for direct entry to Level 5 of the BSc Paramedic Science by submission of a Practice Portfolio can be considered when an applicant has the Associate Ambulance Practitioner (AAP) (QCF 4) qualification.

Applicants who apply via submission of an APEL Practice Portfolio will have already met this condition as standard:

- Have achieved Associate Ambulance Practitioner (AAP) (QCF 4)

The Associate Ambulance Practitioner (QCF Level 4) has a structured syllabus including 1112 Guided Learning Hours and 750 clinical placement hours. An APEL 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.

An APEL Practice Portfolio can be submitted to seek 120 credits at Level 4. The 750 hours would cover the requirement for the practical placement attached to the Qualificatory Practice Unit HPHP9108. If the university standard guided learning hours for 20 credit modules of 200 hours is applied to the full 120 credits, this would equate to 1200 hrs. There is therefore a deficit of 88 learning hours, which will be covered by the Practice Portfolio.

Those who have worked in an NHS Ambulance Service for over 18 months, will have addressed this deficit through a combination of experiential learning, mandatory and statutory training and therefore will not need to produce an APEL portfolio, but they will still be required to go through an interview process for APL.

Those who have achieved AAP but worked in an NHS Ambulance Service for less than 18 months must complete a Practice Portfolio.

The interviewer will use a combination of the above formula and their own professional experience to assess the volume, relevance and standard of the experiential learning presented via professional portfolio at interview.

3. Emergency Care Assistant (ECA) Bridging Programme

Application to the BSc Paramedic Science by submission of a Practice Portfolio can be considered when an applicant is an Emergency Medical Technician and has verifiable experiential practice experience. This role has replaced the ICHD technician role within the UK ambulance sector.

Currently there are a number of non-accredited ECA courses run by the local ambulance services. The ECA bridging programme has been created by the university to meet entry into the BSc Paramedic Science programme and follows the model previously approved to permit historic APL for IHCD Technicians. IHCD Technicians are not able to seek APL to Level 5 unless they also have AAP or ECA.

Entry via an APEL Practice Portfolio enables academic staff to check that the underpinning knowledge, understanding and skills are evident to ensure readiness for Level 5 study and practice.

Applicants who apply via submission of an APEL Portfolio must meet these conditions as standard:

- L3 Diploma in Ambulance Emergency and Urgent Care Support
- 24 months full time employment as an ECA with the pre-hospital care setting
- Level 4 APEL Practice Portfolio
 - a. Inclusive of bespoke academic skills training

L3 Diploma in Ambulance Emergency and Urgent Care Support

This is a regulated QCF level 3 diploma that will provide an academic award for their current job role. This award is used in several ambulance services across the country to train their ECAs. Therefore, this route will allow for student to access this qualification if they were tradition trained via a non-accredited route. This programme comprises of 480 learning hours.

24 months full time employment as an ECA with the pre-hospital care setting

This hourage equates to 24 months full-time employment based on 35hrs per week for a 45 week working year (total working hours = 3150).

Level 4 APEL Practice Portfolio

This portfolio will provide evidence to the academic team that the learner has the relevant knowledge and understanding to enter into level 5. This will include dedicated training focused on developing academic skills.

Summary of the APL process:-

Route	Qualification	Operational Practice	APL Portfolio?	APL credit?
1	CertHE Pre-Hospital and Emergency Care or equivalent	120 level 4 credits APCL awarded on receipt of transcript. Plus exemption of QPU HPHP9108. Additional work may be required if qualification is more than five years old, to demonstrate currency of learning.	No	120 level 4 credits and HPHP9108
2	L4 Diploma for Associate Ambulance Practitioner (AAP)- Level 4 qualification with a structured syllabus, including 1112 guided learning hours and 750 clinical placement hours.	Whilst this is a level 4 qualification, it doesn't equate in volume of study to 120 level 4 credits (1200 hours) - there is a deficit of 88 learning hours. Therefore, a Practice Portfolio is required to address this (if applicant has been employed by an NHS Ambulance Trust for less than 18 months). On successful completion, 120 level 4 credits recorded as APL. The 750 hours exceeds the requirement for the practical placement attached to the QPU HPHP9108.	No, if employed for more than 18 months. Yes, if employed for less than 18 months. APEL portfolio required. APEL fee applies. Must be approved by a MAB.	120 level 4 credits and HPHP9108
3	L3 Diploma in Ambulance Emergency and Urgent Care Support- (480 learning hours) + 24 month full time employment as an ECA (3150 hours) + Level 4 bridging programme APEL portfolio	Applicants must complete all three elements in order to be eligible for entry to level 5. The Portfolio will be assessed, alongside the other requirements, against level 4 skills, knowledge and practice to permit exemption via APEL. Hours across all three elements exceed the requirements for academic credit and QPU HPHP9108.	Yes. APEL fee applies. Must be approved by a MAB	120 level 4 credits and HPHP9108

