

## Programme Specification for BSc (Hons) Paramedic Science

<b>This document applies to Academic Year 2022/23 onwards</b>
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*Table 1 programme specification for BSc (Hons) Paramedic Science*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	Health and Care Professions Council (HCPC)
<b>4.</b>	<b>Final award or awards</b>	BSc (Hons)
<b>5.</b>	<b>Programme title</b>	Paramedic Science
<b>6.</b>	<b>Pathways available</b>	Single Honours
<b>7.</b>	<b>Mode and/or site of delivery</b>	Standard taught programme.  Clinical practice delivered predominantly by West Midlands Ambulance Service NHS Foundation Trust, complemented with a smaller number of health and social care placements.
<b>8.</b>	<b>Mode of attendance and duration</b>	3 years, full time; 42 week timetabled year, with 10 weeks pre-planned holiday  Attendance for the taught contact at the University of Worcester during conventional academic hours. Placements will be undertaken reflecting the 24-hour cycle of care including weekdays, weekends, and bank/public holidays.
<b>9.</b>	<b>UCAS Code</b>	B950
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">HCPC Standards of Proficiency for Paramedics (2014)</a> <a href="#">HCPC (2017) Standards of Education and Training</a> <a href="#">QAA Subject Benchmark Statement: Paramedics (2019)</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	February 2021. Approved at ASQEC June 2021. August 2021 – AQU amendments. August 2022– AQU amendments

### 12. Educational aims of the programme

This BSc (Hons) Paramedic Science programme enables students to grow in ability and confidence so that as graduates they are equipped to deliver high quality patient-centred care as caring and compassionate health care professionals. It ensures students become resilient and thriving Registered Paramedics, developing global and social responsibilities through learning in critical and creative ways.

The programme enables students to develop skills, knowledge and understanding progressively to achieve technical excellence and nurtures the professional values that place the patient at the centre of paramedic practice. This programme has at its core a concept of a holistic approach to clinical care, through the integration of evidence-based and patient-centred practice. Students will foster an understanding of their role as aspiring paramedics through the development of analytical, evaluative, and clinical reasoning skills and the autonomous application of these principles in their practice. Therefore, this programme aims to develop a contemporary graduate paramedic who is

safe and competent in practice and equipped to make a positive contribution to the profession.

Students will be encouraged to take ownership of their own learning, supported by colleagues in the university setting and in the practice arena. They will learn through experience, reflection, inquiry and problem-solving; thus, enabling them to understand and not just know. This programme aims to prepare students to find sound solutions to the complex, emergency, and unpredictable situations they will encounter as professionals. Graduates will be able to demonstrate personal leadership and be able to work well as part of a team. They will have shown that they hold patient care in the prioritisation of workload, and at the point of qualification, they will be fit to practice as newly qualified paramedics.

The programme also reflects the vision of the [NHS \(2019\) Long Term Plan](#), in particular the role paramedics play in ensuring patients receive the most clinically effective response, without the need for the patient to be transported to hospital where appropriate. This programme will develop graduates who are qualified for advancement in a range of careers within the ambulance service, other NHS trusts and within the private sector, they will meet the demands of today's health service and other private sector workforces but also have the skills to adapt practice to meet changing needs of the workforce inside and outside of the NHS.

The curriculum is influenced by the guidance provided by the College of Paramedics in the form of the [Paramedic Curriculum Guidance 5e \(2019\)](#). In particular the guidance has influenced the use of the spiral curriculum model as a framework for student development and progression. The guidance has also been influential in providing assurance that the programme reflects the expectations, of the College of Paramedics as a Professional Body.

The programme aims to:

1. Develop newly qualified paramedics who are rounded healthcare professionals, with technical expertise, sound clinical reasoning and critical skills, professional values, and an understanding of the person at the core of everything they do.
2. Develop critically reflective practitioners, with the ability to utilise contemporary knowledge, theory, evidence, and research to underpin professional practice, who strive for understanding over knowing as the basis of continual professional development and lifelong learning.
3. Promote technical, evidence based, excellence in clinical skills commensurate with an accountable generalist newly qualified paramedic through achievement of the [HCPC \(2014\) Standards of Proficiency for Paramedics](#).
4. Develop an understanding of the needs of patients across the lifespan, respond inclusively to diversity and the unpredictable nature of patients' clinical conditions and presentations, working in partnership with patients, families, carers and the wider interdisciplinary health and social care team.
5. Promote evidence based professional excellence, in areas such as leadership, team working, collaboration, communication, commensurate with a generalist newly qualified paramedic.
6. Ensure the public are safeguarded by facilitating the development of independent, autonomous, and accountable professionals who are equipped to

practice according to the [HCPC \(2016\) Standards of Conduct, Performance and Ethics](#).

7. Develop an awareness of the need for care and compassion for themselves including resilience and wellbeing.
8. Recognise the contribution of paramedics to service improvement and quality enhancement, and in the promotion of health and well-being across the health-illness continuum

### 13. Intended learning outcomes and learning, teaching and assessment methods

*Table 2 knowledge and understanding outcomes for module code/s*

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Evaluate and apply understanding of human anatomy and pathophysiology across the age range, including mental illness, acute conditions, long term conditions, disability, and pregnancy, to patient assessment and decision making in clinical care.	BSPS3104 BSPS3105 BPSP3106
2.	Evaluate and apply understanding of pharmacology and therapeutics, to patient assessment and decision making in the provision of clinical care.	BSPS3104 BSPS3105 BPSP3106
3.	Incorporate a critical understanding of people as individuals with psychological, social, cultural, spiritual, and diverse needs, into the assessment and care of patients and significant others.	BSPS3104
4.	Critically evaluate determinants of health and their impact on the provision of healthcare, patient assessment and paramedic intervention	BSPS3104

*Table 3 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
5.	Apply and adapt evidenced based knowledge and skills to inform clinical care in situations unique to the prehospital environment.	BSPS3103 BSPS3104
6.	Critically utilise underpinning knowledge in order to prioritise competing demands, to stratify risk and to take a balanced approach to the management of risk	BSPS3102 BSPS3104
7.	Evaluate efficacy of assessment and interventions, adapting approach where efficacy could be improved.	BSPS3104 BSPS3105 BPSP3106
8.	Justify approaches taken and decisions made, but willing to concede position and re-evaluate their approach in the face of new information or compelling counter argument	BSPS3102

Table 4 skills and capabilities related to employment outcomes for module code/s

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
9.	Taking a problem-solving approach utilise and adapt a range of clinical skills in providing safe and effective patient interventions.	BSPS3104 BSPS3105 BPSP3106
10.	Implement and evaluate a complete package of care for patients from assessment through intervention to evaluation and developing a reasoned and logical plan of care for a diverse range of patients with acute, urgent, or long-term needs.	BSPS3104 BSPS3105 BPSP3106
11.	Embed the principles of the <a href="#">HCPC (2016) Standards of Conduct, Performance and Ethics</a> and <a href="#">HCPC (2014) Standards of Proficiency for Paramedics</a> with their own professional practice; in doing so become a role model for others.	BSPS3104 BSPS3105 BPSP3106
12.	Embed safe working practices in their work, including, but not limited to, infection control, moving and handling, operation of equipment, use of personal protective equipment, conflict resolution medicines management and wellbeing	BSPS3104 BSPS3105 BPSP3106

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
13	Evaluate the value of lifelong learning, incorporate lifelong learning within their practice, assess the efficacy of their approach to lifelong learning, and understand their motivation as a lifelong learner.	BSPS3101
14	Exercise independent thought and problem-solving skills to find appropriate solutions to novel situations as a clinician, leader, team worker and educator.	BSPS3101 BSPS3104
15.	Develop a clear understanding of their professional accountability, responsibility, and their scope of practice.	BSPS3101 BSPS3104
16.	Recognise, evaluate, and evolve their professional values as a dynamic process	BSPS3101 BSPS3104 BSPS3105 BSPS3106
17.	Develop critical self-awareness and understand the impact they have on practice and practice has on them, exhibiting care and compassion for others as well as themselves.	BSPS3104 BSPS3105 BSPS3106
18.	Evaluate and adapt their communication style and interpersonal skills to any given situation they encounter, to support individuals, convey information and to influence others.	BSPS3104 BSPS3105 BSPS3106
19.	Generate and evaluate knowledge underpinning clinical and professional practice through independent research and enquiry in addition to the critical evaluation of the existing body of knowledge.	BSPS3103

## **Learning, teaching and assessment**

The core intention of learning, teaching and assessment is to equip students with the requisite attributes and skills to function as a rounded, competent paramedic. Learning, teaching, and assessment acknowledges the need for a balanced relationship between theory and practice and takes an integrated approach to student learning. The skills and simulation modules are the key to enabling students to transfer their theoretical understanding and requisite skills into practice in a safe but authentic environment. These modules also support practice allowing students to address learning needs arising from practice to better prepare them to meet those needs when they return to practice. The nature of the placement environment means that specific learning opportunities cannot be created; however, such opportunities can be created in authentic simulation. The skills and simulation modules are viewed as a learning bridge between theory and practice with a two-way exchange of learning opportunities. They complement practice but are not a substitute as students need real world learning and experience to truly equip them for their future role as Registered Paramedics. While the course team values the benefit of real-world simulated learning, skills and simulation do not count towards clinical placement hours.

Modules take a blended approach to learning and teaching with students participating in lectures, seminars, groupwork most of which will be face to face on campus learning complemented with synchronised, real time sessions, asynchronous online learning materials and online activities. The virtual learning environment (VLE) is utilised as a point of access for information, such as course materials, session recordings, recorded presentations and static presentations.

Learning, teaching, and assessment integrate the professional requirements, core subject knowledge, practical skills, and professional attributes to promote the development of knowledgeable, safe, competent, and rounded health care professional.

## **Teaching**

Teaching resides in three domains of the curriculum: theory, skills and simulation and practice learning. All three domains of teaching aim to encourage and support students to take responsibility for their own learning, to become increasingly independent and autonomous in their academic and professional development. This approach further seeks to foster an understanding and adoption of a lifelong approach to learning, firmly embedded in professional practice. Teaching is fundamental in attaining this realisation through the integration of the domains of the curriculum with clearly defined relationships within and across academic years.

Theoretical modules provide the underpinning knowledge and intellectual skills as a foundation for both practice and academic development. Teaching adopts a blended, approach combining face to face, on campus learning with synchronous and asynchronous teaching sessions to create a stimulating, flexible and exciting learning experience for students. Formal lectures and seminars are complemented by a 'flipped classroom' approach, a blended learning strategy that reverses traditional learning. It is an active learning approach that requires students to complete a range of pre-reading of key information provided via the VLE, prior to attending lectures, which then forms the basis of in-class discussion, activities, and projects. Attendance is mandatory at specific teachings sessions, with a health and safety or patient safety focus, for example, moving and handling, conflict resolution, basic, intermediate, and advanced life support, and trust induction. Clear indication of these sessions will be provided in the module outlines.

Simulation modules provide the bridge between theory and practice. They are designed to enable students to understand and interpret the application of theory in a safe practice environment. Simulation allows students to discover ways in which the theory helps them to solve real world problems, engage in clinical reasoning and to develop practical skills in a safe and supportive environment. In these modules, students broaden their learning

opportunities and experience, being able to take risks, make mistakes, evaluate alternative approaches to patient management and hone skills in a safe learning environment. It also allows students to address their learning needs which cannot be assured in the opportunistic learning environment provided in the practice placement modules.

Simulation will be undertaken in environments as close to reality as possible, utilising human volunteers, service users and mannikins as simulated patients. This approach allows students to engage in experiential learning closely aligned to their levels of knowledge and experience as well as preparing them for undertaking their placements. Simulation will enhance student competence and confidence; it also promotes and develops the sense of professionalism.

In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course. Students are also able to access tutorials with the module team and final year dissertation supervision.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

### **Practice Education**

This BSc (Hons) Paramedic Science programme is a professional course requiring a minimum of 1200 hours of practice learning. Students spend 240 hours in practice placements in year 1 with 480 hours in years 2 and 3. Across the programme, students complete 5 practice learning modules, one in year 1, two in year 2 and two in year 3 to ensure alignment and integration between theory, simulation and placement. Practice education takes the form of short block placements interspersed by theory blocks, allowing theory to be aligned to practice enabling authentic learning.

Practice placements are predominately undertaken with West Midlands Ambulance Service NHS Foundation Trust but are complemented by experiences in a range of other settings; for example, residential/nursing homes, primary care emergency department, maternity, mental health, paediatrics, and palliative care placements.

The Practice Assessment Document (PAD) for each practice module identifies the academic level the student is at, the teaching that has taken place and the expectations of the student during that module. This provides a clear focus for teaching and learning for both student and practice educator. Cumulatively the practice documents allow the student and practice educator to see progression and provide clear insight into additional learning needs and areas for development. Learning opportunities can then be tailored to the student's particular needs.

The practice element of learning is supported by the practice educator within real world clinical environments. During placements students receive direct support and guidance from their practice educator and other supervising healthcare professionals, including coaching as well as mentoring.

### **Contact time**

University based weeks are alternated with placement weeks throughout the year, with the university teaching delivered by a combination of face to face lectures, seminars and workshops, online learning and practical sessions. So while there are similarities

between weeks, the exact mix of learning opportunities varies according to the subject material and module.

The university and practice placement weeks are based on 37.5-hour per week. During a typical theory week students will have around 8-16 hours of contact time constructed around a combination of, up to 6-8 hours of campus-based teaching, up to 4-6 hours synchronous online delivery and up to 4 hours of campus-based simulation teaching. The specific blend of campus based, and online teaching will vary across the modules. Full details are available in module outlines.

During placement weeks students will undertake between 20 and 30 hours of practice learning, typically 2-3 12-hour shifts per week. Students will achieve 240 hours or 20 shifts over the semester.

Students are provided with detailed semester planners which provides students with a day by day, week by week, breakdown of their placements and university contact time for that semester.

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 17 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, undertaking research for various assessments, preparing for examinations, and undertaking additional clinical simulation outside of the taught day.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team is made up primarily of Registered Paramedics from different backgrounds, proficient in their chosen field of practice/area of expertise. Teaching is also supported by the interdisciplinary and multiagency team when specialist knowledge is required. Contributions by service users, carers, and their families provides opportunity for them to share their lived experiences, as appropriate having a role in the teaching and assessment process. Where appropriate, guest speakers, health care professionals and associate lecturers contribute to the delivery of teaching sessions

Teaching is informed by research and consultancy, and seven of lecturers in the course team have a higher education teaching qualification, five are Fellows of the Higher Education Academy and one is a Senior Fellow.

### **Assessment**

The curriculum has been developed with the intention of supporting progress across the range of cognitive, academic, practical, and transferable skills across the course. The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments in all modules. Each module has one or more formal or 'summative' assessment which is graded, with the exception of the practice placement modules, and counts towards the overall module grade. Practice placement modules are assessed on a pass/fail basis and are therefore ungraded.

Typically, the formal summative assessment pattern for each year of the course is:

#### **Year 1**

2 written examinations

- 1 short answer assignment
- 1 clinical record
- 1 written self-evaluation report
- 2 practical assessments
- 1 practice assessment document

### **Year 2**

- 3 written examinations
- 1 case analysis
- 1 research proposal
- 2 short practical examinations,
- 1 written evaluation of practice
- 2 practice assessment documents

### **Year 3**

- 2 essays
- 1 dissertation
- 1 written report
- 2 practical assessments
- 2 practice assessment documents.

## **14. Assessment strategy**

Assessment is planned across the programme and is designed to provide students with the opportunity to demonstrate their core subject knowledge, complex technical skills and professional attributes across the practice and academic arena. It enables students to identify their progression and achievements towards becoming a competent, paramedic, providing safe, effective, and evidence-based care. Assessment is designed to be inclusive and adopts a range of techniques ensuring assessments have utility in the real world of professional practice, address the aims of an [Inclusive Assessment Policy](#) as well as meeting academic requirements meeting level 4, 5 and 6 characteristics. Assessment reflects the [University's Assessment Policy](#).

Summative assessments are constructively aligned to the modular learning outcomes. A student-focused range of assessment strategies are used to facilitate the integration of theory with paramedic practice, utilising the learning bridge of the skills and simulation modules. This promotes the development of transferable, sustainable, and utilitarian skills required of professional practice. In doing so this positions the students to be highly attractive to future employers.

The characteristics and skills assessed within the modules are each essential in their own right as well as collectively; for this reason, compensation between assessment items is not permitted in any module. For each summative assessment, a comprehensive assignment guide is provided outlining the task and providing explicit assessment criteria, aligned to the modular learning outcomes, and making it clear to the student what is required for success and to attain the best grades they are capable of.

Formative assessment plays a key role in student learning and achievement. Students are encouraged to engage with all formative activities in order to receive regular feedback on their progress, allowing them to develop the ability to self-assess their progress and achievement, promoting independence in learning to support active, lifelong learning strategies. Formative activities are devised in response to student needs and which best support the student to learn, develop and achieve success in their summative assessments.



## Assessment of Practice

Summative assessment takes place at the end of each practice module. The intention with this is to provide a clear and contained focus for the period of practice with a single summative assessment point in year 1 and 2 assessment points in years 2 and 3. This enables early detection of those students requiring additional support and a breadth of opportunity to take remedial action without exerting pressure on the student at the end of the year. This inclusive approach also supports practice educators, avoiding the high stakes assessment of at the end of the year where the student either passes or fails the entire year. It also provides support for weaker students who may be able to secure some academic credit for practice rather than being in an all or nothing position, which may affect progression into the next year.

The assessment of clinical practice is aligned to five 15 credit modules, the first in semester 2 of the first year and one in each semester of years 2 and 3. Each practice module has a practice assessment document (PAD) associated with it. The PAD provides focus and direction for both student and practice educator. Collectively the documents evidence students' achievement in practice to the required standard. However, they also provide the student with a means to monitor and recognise their progression over time. The first semester of year 1 has an additional skills and simulation module to prepare students for practice and to offer intensive support in communication skills in a safe but realistic environment. All practice modules are closely associated with skills and simulation modules. All practice modules are assessed on a pass/ fail bases so are ungraded.

Students are supported in their achievement of the required level of clinical competence via the allocation of a practice educator in each placement area. Ambulance based placements are delivered in line with the Paramedic Mentor Framework (2014) (an update is pending and in press). Practice educators are Registered Paramedics who have completed additional training to prepare them for their role and receive regular updates in relation to the curriculum. The assessment process involves initial interviews, ongoing formative feedback, and a summative final assessment. Where necessary students are provided with a focused action plan to support their achievement in the practice setting. Confirmation of the number of practice hours achieved is made by the practice educator. Students are required to evidence all practice placement hours.

*Mapping of assessment strategies to modules can be found in the course handbook.*

## 15. Programme structures and requirements

The BSc (Hons) Paramedic Science is a 3-year and full-time programme. It is timetabled for 42 weeks per year to facilitate theory weeks and block practice placements. Students are allocated 10 weeks pre-planned holiday each year.

Table 6 BSc (Hons) Paramedic Science award map

Course Title: BSc (Hons) Paramedic Science			
Level 4			
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
BSPS1101	Biosciences & pathophysiology 1	30	M
BSPS1102	Professionalism	15	M
BSPS1103	Patient assessment	15	M
BSPS1104	Skills & simulation 1	30	M

Course Title: BSc (Hons) Paramedic Science			
Level 4			
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
BSPS1105	Skills & simulation 2	15	M
BSPS1106	Practice 1	15	M

Level 5			
BSPS2101	Biosciences & pathophysiology 2	30	M
BSPS2102	Patient assessment & clinical interventions	15	M
BSPS2103	Research methods	15	M
BSPS2104	Skills & simulation 3	30	M
BSPS2105	Practice 2	15	M
BSPS2106	Practice 3	15	M

Level 6			
BSPS3101	Leadership	15	M
BSPS3102	Reasoning	15	M
BSPS3103	Dissertation	30	M
BSPS3104	Skills & simulation 4	30	M
BSPS3105	Practice 4	15	M
BSPS3106	Practice 5	15	M

The detailed schedule for the course showing how modules are delivered over the academic year and any further detailed information is contained within the Course Handbook

## 16. QAA and professional academic standards and quality

The award is located at level 6 of the [Framework for Higher Education Qualifications](#) and is constructed to enable students to demonstrate core knowledge, understanding and skills as detailed in [QAA \(2019\) Subject Benchmark Statements: Paramedics](#).

The following key documents have informed the development of this programme:

- [HCPC \(2014\) Standards of Proficiency for Paramedics](#)
- [HCPC \(2017\) Standards of Education and Training](#)
- [HCPC \(2016\) Standards of Conduct Performance and Ethics](#)
- [College of Paramedics \(2019\) Paramedic Curriculum Guidance](#)

## 17. Support for students

Student support is a central component of the Paramedic programme and is available from within the Department of Paramedic Science & Physician Associates, the School of

Allied Health & Community and from the wider University. Examples of wider University support are [Student Services](#) and the [Disability and Dyslexia Service](#).

### **Pre-programme**

Students are invited to attend a welcome/briefing day. This day focuses on introducing the students to the University and to the Paramedic programme. New students are provided with opportunity to meet fellow and current students, familiarise themselves with the University and gain helpful information. In addition, students are measured for their uniforms and have the opportunity to speak with book publishers and companies who may provide useful equipment to aid in their studies.

### **Induction**

There is a comprehensive induction programme for both theory and practice. The induction provides the student with opportunity to meet other students, the teaching team, and their Personal Academic Tutor. Students are introduced to the principles of learning and teaching in Higher Education, including sessions from the student union, student services, information, and learning systems such as the library resources. Practice induction focuses on preparing students for their first practice experience and is linked to the first Paramedic skills and simulation module (BSPS1104). Students will complete mandatory training including basic life support (BLS), infection control, conflict resolution and moving and handling prior to starting their first placement.

### **Personal Academic Tutors**

At the heart of supporting students personally, professionally, and academically is the Personal Academic Tutor. The Paramedic teaching team believe the Personal Academic Tutoring system is fundamental to student success. All students are allocated a Personal Academic Tutor from within the Paramedic team of lecturers. Students will be required to attend a Personal Academic Tutorial four times in the first year and three times in the second and third years.. These may be as part of a group tutorial or as an individual tutorial and will provide opportunity for sharing experiences and the provision of general professional and academic support.

Personal Academic Tutors act as the first point of contact for students experiencing problems or concerns arising while at University, offering signposting to wider University support services. They promote the academic and professional development of their tutees and provide the official University reference for their tutees. Students are advised to maintain regular contact with their academic tutor, with email being the communication tool of choice. A note of all tutorial contact is recorded in the students personal file on SOLE.

### **Progression and achievement**

The Paramedic Programme Lead, in partnership with Personal Academic Tutors, carefully monitors student progression and achievement across the programme. This helps with the identification of students who are struggling to adapt to Higher Education, either academically, practically, or personally. This ensures they can facilitate early intervention strategies to support students to develop the confidence, skills, and resilience to successfully progress across the programme and apply to Register with the HCPC as a Paramedic.

### **Dissertation support**

All students complete a level 6 dissertation. Students are supported in this via the module leader and a dissertation supervisor.

### **Practice placement support**

Prior to commencing their first practice placement students will have a practice induction, which includes professional responsibilities and expected conduct, introduction to practice learning and assessment including an introduction to the Practice Assessment

Document and Trust policy and guidance. Students are provided with a WMAS handbook. Additional practice inductions will occur dependant on the placement activity. Students are supernumerary and supervised during practice placement experiences, with the practice educator having primary responsibility for supporting and supervising learning experiences, either directly or indirectly.

The practice learning and assessment process is further supported by:

- Academic staff
- Practice module leads
- Skills and simulation module team
- Practice Lead
- Personal Academic Tutors
- Work Based Learning Team

*Further details related to practice placement learning support and assessment are available in the Course Handbook and Practice Assessment Document.*

## 18. Admissions

### **Admissions policy**

The University aims to provide fair and equal access to a University education to all those who have the potential to succeed or benefit from it, through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief, or age. Admissions to BSc (Hons) Paramedic Science are made in line with the University's [Admissions Policy](#).

The University is committed to widening participation to applicants from diverse backgrounds and therefore welcomes applications from young people leaving school or college, and from those entering through less traditional routes. Applications from mature applicants, particularly those with experience in health and care are encouraged.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 5 GCSEs (Grade C/4 or above) to include English Language, maths and science and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

### **Disclosure and Barring Service (DBS) requirements**

Students will be required to complete a Declaration of Offences form and will have an Enhanced Disclosure and Barring Service (DBS) check. Applicants are required to pay for their DBS check.

### **Recognition of Prior Learning**

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

## **Admissions procedures**

Full-time applicants apply through UCAS: B950

All applications received are scrutinised and shortlisted against set criteria, which include both educational and professional requirements. Shortlisting criteria are mapped to the values of [Department of Health and Social Care \(2015\) The NHS Constitution](#):

- Applicant meets/working towards academic entry requirements
- Personal statement demonstrates that the applicant has experience of working with members of the public, ideally in a health or social care setting and understands the role of a paramedic.
- Coherent and logical personal statement

All shortlisted applicants will be required to attend a values-based selection event.

## **Admissions/selection criteria**

Selection days involve the academic team, who have attended training in the principles of selection, anti-discriminatory practice and equal opportunities through the University or practice partners employing institution. Service users and students are consulted and advise on the nature and content of the interview process in addition to the selection tasks, questions, and criteria.

Applicants are asked to undertake a pre-interview activity, selecting one of two possible topic areas and present their findings via a discussion with the interviewer. Applicants participate in a discussion around an ethical dilemma, undertaken as a group activity or within the individual interview. The applicant is also offered an individual interview at which the applicant is assessed using criteria based on communication, problem solving, self-awareness and the values of the [Department of Health and Social Care \(2015\) The NHS Constitution](#) and the [Department of Health \(2012\) Compassion in Practice](#)

All components of the selection event are focused on ensuring applicants have the aptitude and personal qualities expected of an aspirational health care professional and are potentially capable of delivering excellent patient care.

All offers are subject to satisfactory Health Clearance and an agreement to undergo appropriate blood tests and immunisations. All offers are also subject to a satisfactory Enhanced Disclosure and Barring Service (DBS) check.

## **19. Regulation of assessment**

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and a pass mark in each item of assessment is required.
- BSPS1106, BPS2105, BPS2106, BPS3105 and BPS3106 each require students to complete 240 hours in the practice setting to pass the module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- Students are only able to be reassessed in practice a maximum of 2 times during the course.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 120 credits at Level 4.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 240 credits, including 120 credits at Level 5.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 120 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's fitness to practice procedures

### Requirements for Awards

Table 7 Requirements for Awards

Award	Requirement
Certificate of Higher Education (Cert HE) Prehospital Healthcare	To be eligible for the exit award of Certificate in Higher Education in Prehospital Healthcare, a student must have passed 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education (DipHE) Urgent & Acute Care	To be eligible for the exit award of Diploma in Higher Education in Urgent and Acute Care, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map
Degree (non-honours) Urgent & Acute Care	In order to be eligible for the exit award of BSc Urgent & Acute Care, a student must have passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the modules for Level 5 and Level 6 of the award as specified on the award map. Modules BSPS3101, Leadership and BSPS3102, Reasoning must be passed to be eligible for this exit award

	<b>This does not confer eligibility to register with Health and Care Professions Council</b>
Degree with honours in Paramedic Science	In order to be eligible for the exit award of BSc (Hons) in Paramedic Science, a student must have passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.  <b>This confers eligibility to apply for registration, as a paramedic, with Health and Care Professions Council</b>

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

## 20. Graduate destinations, employability, and links with employers

### Graduate destinations

Graduates of the programme are highly successful at securing employment on completion of the programme and professional registration. Typically, students secure employment within NHS ambulance trusts in the UK as newly qualified paramedics. Subsequently previous graduates have secured roles as team leaders, managers, and educators. Former students also secure specialist roles in advancing practice.

The programme is also specifically designed so that students will be well placed to undertake further study as specialist paramedics in urgent care or critical care. They are well placed to undertake postgraduate study in a range of specialist areas and are well prepared to undertake additional learning in non-medical prescribing.

### Student employability

The practice element of the programme is predominantly undertaken in real world environment of ambulance practice in collaboration with West Midlands Ambulance Service NHS Foundation Trust. Placements are undertaken in the second half of the first year and across the year in years 2 and 3 of the programme. The placements allow students to translate theory into real world experience. In addition, students gain preparatory simulation experience supported by ambulance clinicians engaged in contemporary ambulance practice.

### Links with employers

The programme is designed with reference to the requirements of the professional regulator, the Health and Care Professions Council. Subsequent approval by the professional regulator accredits the course as an approved route to registration as a Registered Paramedic. The profession regulator works closely with employers to ensure registrants meet the requirements of the public, the profession, and employers. In

addition, the programme aligns with the curriculum guidance set down by the College of Paramedics who work closely with employers to ensure the needs of the employer are recognised in the programme structure and delivery. Employers are involved in both the design of the programme and throughout the delivery of the programme to ensure the programme is and continues to be fit for purpose.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in associated course documentation e.g., course handbooks, module outlines and module specifications.