Programme Specification for FdSc in Paramedic Science (Direct Entry)

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Health and Care Professions Council (HCPC)
4.	Final award or awards	Foundation degree (FdSc)
5.	Programme title	FdSc in Paramedic Science
6.	Pathways available and/or Linked Honours Degree progression route/s	Single Pathway
7.	Mode and/or site of delivery	University of Worcester is association with partner Ambulance Service
8.	Mode of attendance	Full time
9.	UCAS Code	B790
10.	Subject Benchmark statement and/or professional body statement	Foundation Degree Qualification Benchmark (2010), Paramedic Curriculum Guidance (2015, 3rd Edition)
11.	Date of Programme Specification preparation/ revision	July 2012, Feb 2014, August and October 2014 (Regulations) June 2015 for HCPC re-approval December 2016 Periodic Review update August 2017 AQU amendments

12. Educational aims of the programme

This course is designed to provide students with the necessary skills and knowledge to apply for registration as a paramedic.

This course aims to:

1. Provide students with the opportunities to develop subject specific and transferable skills necessary to become a safe, competent, responsible and accountable paramedic.

2. Provide opportunities for students to develop graduate skills in preparation for further study and/or employment and lifelong learning, this includes such skills as reflective practice.

3. Promote critical reflection and reflective practice

4. Develop students' appreciation and application of the core values underpinning paramedic practice.

5. Enable students to accurately assess, plan implement and evaluate care in accordance with the core values of health and social care work whilst acknowledging the boundaries of their professional competence.

6. Critically engage students in the social, cultural, moral, legal and political context of health and social care work

7. Provide opportunities for students to locate and critically analyse different types of evidence and apply this in providing appropriate care in a range of different situations.

8. Develop an analytical and problem solving approach to care practice

9. Develop students' interpersonal and communication skills and provide opportunities for students to practise these in a variety of different situations.

10. Further develop skills and strategies necessary for partnership working with a range of service users, services, professionals and the public.

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

<u>**Knowledge and understanding**</u>:

Learning Outcome *On successful completion of the Foundation Degree, students will be able to:*	Module Code
Demonstrate knowledge and understanding of functional levels of organisation within the body	FDPH1001
Demonstrate knowledge and understanding of the nervous system, skeletal system, the three stages of labour and gastrointestinal systems	FDPH1001
Demonstrate a basic knowledge of pharmacokinetics, pharmacodynamics, legal and general aspects of medicines management	FDPH1001
Demonstrate knowledge and understanding of the respiratory and cardiovascular systems	FDPH1002
Discuss the concepts of health and safety and infection control in relation to paramedic practice	FDPH1003
Discuss the role and responsibilities of the paramedic practitioner within the broader context of the NHS and inter-professional agenda.	FDPH1003
Explore the role of the paramedic in the promotion of health and health education	FDPH1003
Demonstrate an understanding of the legal, professional and ethical frameworks associated with the delivery of care and paramedic practice	FDPH1003
Demonstrate an understanding of theories of interpersonal communication	FDPH1003
Demonstrate ability to practice within legal, ethical and professional frameworks	FDEC1005
Apply legal and ethical principles to the care and safeguarding of vulnerable people	FDPH2001
Explore theoretical concepts related to loss, grief and bereavement	FDPH2001
Examine the value base underpinning the provision of care for the dying and bereaved	FDPH2001
Demonstrate understanding of different research approaches and methodologies in relation to Evidence Based Practice	FDPH2002
Demonstrate an understanding of the design and execution of evidence, data production and application.	FDPH2002
Demonstrate an understanding of ethical and anti-oppressive issues in relation to research and evidence based practice	FDPH2002

Demonstrate knowledge of pharmacology and pharmacokinetics and the appropriate administration of a range of drugs including (not exclusively) JRCALC.	FDPH2003

Cognitive and intellectual skills:

Learning Outcome *On successful completion of the Foundation Degree, students will be able to:*	Module Code
Evaluate and interpret deviations from normal physiological parameters within the nervous, skeletal and gastrointestinal systems and the kinematics of trauma	FDPH1001
Interpret the aetiology of conditions, illnesses and injuries associated with the nervous, skeletal and gastrointestinal systems and the kinematics of trauma	FDPH1001
Evaluate and interpret deviations from normal physiological parameters and the aetiology of conditions, illnesses and injuries associated within the respiratory and cardiovascular systems	FDPH1002
Critically explore the role of the paramedic practitioner and multi-agency professionals and major incidents	FDPH1003
Drawing on theoretical perspectives, develop and practice generic and specific skills relevant to their practice setting/service user group	FDEC1005
With structured mentor support, assess, plan and implement appropriate care strategies within their practice context	FDEC1005
Critically evaluate current and propose new strategies to meet the health needs and provision of care in the emergency setting for vulnerable people	FDPH2001
Critically explore the multi-agency agenda in relation to the care and support of vulnerable people	FDPH2001
Critically explore evidence based holistic care for the dying person and their significant others	FDPH2001
Utilise problem-solving approaches and evidence based practice in response to the needs of the service user.	FDPH2002
Critically compare and contrast clinical leadership, supervision, mentoring and coaching	FDPH2002
Critically demonstrate knowledge and understanding of cardiovascular, respiratory neurological and gastrointestinal systems and interpret deviations from the normal parameters	FDPH2003
Critically interpret the aetiology of conditions, illnesses and injuries associated with the cardiovascular, respiratory, neurological and gastrointestinal systems	FDPH2003
Critically explore different patient groups including the older person, paediatrics and pregnant people.	FDPH2003
Critically explore the effects of drowning, poisoning and extremes of temperature	FDPH2003
Assess, plan, implement and evaluate appropriate care strategies within their practice context and recognise their limitations	FDEC2007
Reflect on the legal and ethical frameworks relevant to their practice setting and demonstrate their ability to practice within them	FDEC2007
Promote the safety and wellbeing of self and others and respect the diversity and dignity of individuals	FDEC2007

Practical skills relevant to employment:

Learning Outcome	Module Code
On successful completion of the Foundation Degree, students will be able to:	
Competently demonstrate and discuss the holistic assessment and management of the nervous, skeletal and gastrointestinal systems.	FDPH1001
Safely demonstrate and discuss immediate life support in accordance with current European Resuscitation Council Guidelines	FDPH1002
Competently demonstrate and discuss the holistic assessment and management of respiratory and cardiovascular conditions	FDPH1002
Competently demonstrate and discuss holistic assessment and management of cardiovascular, respiratory, neurological and gastrointestinal systems and the trauma patient	FDPH2003
Competently demonstrate and discuss paediatric and adult advanced life support in accordance with current European Resuscitation Council guidelines	FDPH2003
Demonstrate competence in a range of generic and specific practice skills, knowledge and attributes relevant to their practice setting/specific service user group	FDPH2003

Transferable/key skills:

Learning Outcome	Module Code
On successful completion of the Foundation Degree, students will be able to:	
Enhance writing skills through planning and construction of a piece of academic work, taking into account academic conventions	FDPH1003
Locate, read and extract meaning from a range of relevant resources	FDPH1003
Identify personal learning needs and develop, implement and review action plans to meet development needs in collaboration with their mentors	FDEC1005
Demonstrate skills of reflective practice	FDEC1005
Promote the safety and well-being of self and others and respect the diversity and dignity of individuals	FDEC1005
Construct and use appropriate techniques and strategies for locating evidence for practice and research	FDPH2002
Demonstrate critical reasoning skills in the appraisal of evidence	FDPH2002
Enhance writing skills through planning and construction of a piece of academic work, taking into account academic conventions	FDPH2002
Locate, read, extract meaning and critically analyse information from a range of relevant resources	FDPH2002
In consultation with their mentor, identify personal learning needs and develop, implement and review appropriate action plans	FDEC2007
With structured support, maintain a reflective portfolio	FDEC2007

Demonstrate the ability to organise, prioritise and manage their own work under supervision from their mentor	FDEC2007
Communicate effectively with colleagues, managers, carers and clients and maintain appropriate records	FDEC2007

Learning, teaching and assessment
This section has been developed taking into account the recommendations of the University of Worcester's Learning and Teaching Strategy

The philosophy which drives this programme's learning, teaching and assessment methods is firmly rooted in the belief that every student should be enabled to maximise their learning potential through a variety of stimulating inclusive learning and teaching opportunities. The course utilises a range of learning strategies aimed to maximise students' potential for example: group work, individual projects, seminars, workshops, practical exercises, tutorials and technology based sessions. The programme seeks to fully integrate theory and practice therefore each module has been designed to reflect this integration.

The course team seeks to provide an inclusive, supportive and flexible learning environment in which e-learning is integrated fully. The aim is to provide "blended learning" opportunities where students can enjoy and access a range of teaching and learning methods, which utilize both online and face -to -face activities successfully.

All modules offered in this programme include both formal, summative and an informal, formative assessment; this process is also mirrored in the assessment of clinical practice.

14. **Assessment strategy**

All the modules in the programme integrate knowledge, skills, and attitudes for practice and enable students to learn through practice, reflection, experiential and problem based learning, and the range of assessment strategies used in this programme ensure that students are given every opportunity to demonstrate skills in all areas. Students partake in both formative and summative assessments. Assessments range from practical OSCE assessments, written exams, essays, presentations and group work. All assessments are devised and in line with the University of Worcester's Assessment Policy.

Work based learning and reflective practice are essential components of the learning in this programme and are integral to the achievement of the programme aims and learning outcomes.

Assessment strategies will enable students to use and reflect on their work experiences. It is recognised that using learning experiences from work environments can raise ethical issues, e.g. confidentiality, questioning of work practices, etc. Students will have an opportunity to explore and discuss strategies for managing ethical issues in reflective practice in FDPH1003 Professional development and this will be reiterated throughout the course. Students who identify any ethical problems or professional issues will be encouraged to discuss these with a mentor and/or course tutor.

15. **Programme structures and requirements**
The course comprises of **8 modules** in total: four modules at Level 4 and four modules at Level 5. Each module attracts 30 Credit Accumulation Transfer (CAT) Points. **All** modules at Level 4 and 5 are **mandatory.**

The course is designed to be studied, full-time, over a minimum of two years and a maximum of five years.

To gain the award for Foundation Degree students must successfully achieve 120 credits at Level 4 (3 mandatory taught modules and 1 mandatory work based module) and 120 credits at Level 5 (3 mandatory taught modules, and a mandatory work based module). Students must pass both theory and practice components of the programme. No compensation will be made between these two elements.

On successful completion of the programme students will be eligible to apply for Registration with The Health and Care Professions Council (HCPC).

A minimum of 1500 hours in total over the course duration must be spent in a relevant work based learning environment, 750 hours in each of the work-based modules in order to achieve the required experience and achieve the learning outcomes for these modules. This work experience will also provide valuable practice experience to use in reflective learning in other modules and in personal development planning.

Students need a minimum of 90 credits at Level 4 to progress on to Level 5 study

Students who intercalate or who are absent from the programme for other reasons for longer than 12 months will, on return to the programme, be interviewed by the course leader to assess the currency and validity of their knowledge prior to recommencing study on the programme. Where knowledge and skills are identified as out of date, individual study plans may be designed for students in order to up-date.

Exit awards

Students who achieve 120 credits at Level 4 and wish to exit the programme will be awarded Certificate of Higher Education, Health Care Studies– but **will not** be eligible to register with the HCPC.

Students who fail to satisfy the requirements of the course but who achieve sufficient credits for a Certificate of Higher Education award will receive a Certificate of Higher Education Health Care Studies, but again **will not** be eligible to apply for HCPC registration.

Attendance for the taught component of the course will normally be two days per week in the University in both semesters in both year 1 and year 2. The programme will commence with a three-week induction in order to ensure that health and safety and basic skills are covered at the commencement of the course. In addition, to attendance in the university setting students will undertake planned, work based learning within an approved work environment.

Progression

To prepare students wishing to progress on to honours degree programmes or further study in a University environment, students will be guided through personal tutorials and supervision of their personal action planning to support future work and study choices.

Award Map

LEVEL 4

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
FDPH1001	Bioscience for practice 1	30	M
FPPH1002	Bioscience for practice 2	30	M
FDPH1003	Professional Development	30	M

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional O)
FDEC1005	Work-based Learning (1) (Work-based learning will occur over a 35 week period)	30	M

LEVEL 5

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional O)
FDPH2001	Effective Care for Vulnerable People	30	M
FDPH2002	Research and Professional Practice	30	M
FDPH2003	Bioscience for practice 3	30	M
FDEC2007	Work-based Learning (2) (Work-based learning will occur over a 35 week period)	30	M

Semester 1

- Induction 3 weeks – Monday - Friday

- Attendance at University of Worcester 2 days/wk

- Attendance for Practice minimum 1 day/wk

Semester 2

- Attendance at University of Worcester 2 days/wk

- Attendance for Practice minimum 2 days/wk

Progression through the Course

In designing the course the team has been mindful of the need to enable flexibility of study and accessibility, in accordance with the aims of Foundation Degrees. Thus, each module in the programme is designed, delivered and assessed as an independent unit with each module contributing to the whole programme.

Progression from Level Four to Level Five will be managed in accordance with the progression requirements laid down in the UW Taught Courses Regulatory Framework (TCF).

Students who successfully achieve the requirements for the course will be awarded the FdSc in in Paramedic Science and will be eligible to apply for Registration with the HCPC.

16. **QAA and professional academic standards and quality**
   This Foundation Degree Pathway is situated within the Taught Courses Regulatory Framework at the University of Worcester and complies with the QAA Foundation Degree

Benchmark Statement (2010). Foundation Degrees are located within level five of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland. Additionally a number of key documents have informed the development of this programme:

- College of Paramedics Curriculum Guidance (2015)
- QAA Benchmark Statement for Paramedic Science (2004)
- QAA Benchmark Statements for Health Care Programmes (2008)
- HCPC Standards of Proficiency Paramedics (2014)
- HCPC Standards of Education and Training (2012)
- National Occupational Standards for Health and Social Care (Skills for Care 2005)
- Guidance on Conduct and Ethics for Students (HCPC 2016)

This award is located at level 5 of the FHEQ.

17. Support for students

Student support is a key component of the programme from pastoral, academic and practice perspectives; therefore students and their learning will be supported in a number of ways.

17.1 Handbooks

Students will be issued with comprehensive course and work based learning handbooks at the commencement of the course, outlining course team members and contact details and detailing in depth information about the course.

Module Outlines

Students will be provided with module outlines on the student online learning environment. The outlines will detail the modules learning outcomes, assessment strategies and how to obtain support.

Personal Academic Tutor

All students will be allocated a Personal Academic Tutor on commencement of the course. The role of the Personal Academic Tutor is one of academic support of students. Students are encouraged to discuss personal learning needs, personal development planning, work based learning and progress in general. Students will have access to a number of support networks within their practice environment.

Personal Development Planning (PDP)

PDP will be encouraged through selected module activities and assessments, and supported by Personal Academic Tutors through tutorials and by mentors in work-based learning. Specific knowledge and skills for PDP will be introduced in FDPH 1003 and further developed in the work based modules. Students will be required to maintain a reflective journal in which they will record and reflect on their personal development through learning activities and specific assignments in modules. Critical reflection and application of theory to practice will be an essential component of all modules. Students will be encouraged to identify their own learning and development needs and develop action plans to meet their individual needs.

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. Reference should be made to the University policy, procedure and guidance on [Arrangements for Disabled Students](#).

Student learning support is available within both the IHS and the University as a whole:

- Prior to commencing the programme, students are invited to attend an induction day that will familiarise them with the University, the IHS and the programme.
- Programme Handbooks and module guides provide more detailed information in respect of the programme and individual modules.

http://www.worcester.ac.uk/student-services/index.htm
http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm

18.   Admissions

Admissions Policy

This programme offered as full time only, and applications must be made via the UCAS process. The Paramedic Science Foundation Degree seeks to recruit hardworking, dedicated applicants that are able to deal with the varied nature of the paramedic profession.

Entry requirements

The current UCAS tariff requirements for entry to the course are published on the University website: http://www.worcester.ac.uk/courses/paramedic-science-fdsc.html

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

Candidates must demonstrate evidence of adult care or customer facing experience (minimum of 6 months full-time, 12 months part-time).

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

All candidates that meet the entry requirements will be invited to a selection event.
Full-time applicants apply through UCAS (B790)

Admission and selection criteria

Suitable applicants will be invited to attend a selection event. This will take the form two different exercises:

- Group Activity – the purpose of this exercise is to gauge applicant's behavior and abilities when faced with a specific task

- Group Activity Feedback – the selection team will assess all candidates for suitability to the course, and will select candidates to attend second stage of the process. Unsuccessful applicants will be advised and receive feedback. The selection team will base their decision on demonstration of excellent communication skills, problem solving ability and demonstration of professional behavior
- Candidates who are invited to continue the process, will attend an individual interview lasting approximately 20 minutes

In addition, candidates who are selected following interview will be required to undertake successful Disclosure and Barring Service (DBS) checks and undertake an Occupational Health clearance which includes a hearing test.

N.B. Prior to employment students wishing to work in the paramedic or prehospital environment may be required to pass a fitness test.

19. **Methods for evaluating and improving the quality and standards of teaching and learning**

   The following are mechanisms for evaluating and enhancing the quality and standards of the course:

   - Annual Course Review against NHS contractual requirement (internal process to enhance quality)
   - Annual Evaluation Reports
   - Student evaluation of modules
   - Practice evaluation
   - Course Management Committee with student representation
   - Internal moderation of assessment
   - External moderation of assessment and External Examiner's Report
   - Post Examination Board Moderation
   - Periodic Review
   - Annual Monitoring by the HCPC
   - Learning environment profile audit of placement learning
   - Quality Steering Group
   - HEI Education Consortium

20. **Regulation of assessment**

   The course operates under the University's <u>Taught Courses Regulatory Framework</u>

   The assessment strategy is aligned with the University of Worcester's Assessment Policy.

   Variation to standard UW regulations
   Work-based learning modules (FDEC1005 and FDEC2007) differ from the standard UW regulations.

   - students can have a maximum of one attempt to retrieve practice failure.
   - students have no right to repeat the module.
   - students must evidence 1500 hours of clinical practice in total.

   Requirements to pass modules
   - Modules are assessed using a variety of assessment activities which are detailed in 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 in some modules, a pass mark in each item of assessment may be required.
- All modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see http://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module

Requirements for Progression
- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Students who achieve 120 credits at Level 4 and wish to exit the programme will be awarded Certificate of Higher Education, Health Care Studies– but **will not** be eligible to register with the HCPC.

Students who fail to satisfy the requirements of the course but who achieve sufficient credits for a Certificate of Higher Education award will receive a Certificate of Higher Education Health Care Studies, but again **will not** be eligible to apply for HCPC registration.

Award	Requirement
CertHE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map, plus 750 hours successfully completed in clinical practice.
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5 + 1500 hours successfully completed in clinical practice

These awards are not classified.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

Work-based learning modules (FDEC1005 and FDEC2007) differ from the standard UW regulations.
Students can have a maximum of one attempt to retrieve practice failure.
Students have no right to repeat the module.
Students must evidence 750 hours of work based learning practice.

21. Indicators of quality and standards

- Course re-approval August 2015
- Annual monitoring by the HCPC (2016) confirmed that the Course continues to meet the HCPC Standards for Education and Training and that students who successfully complete the course are eligible to apply for Registration with the HCPC
- 100% of our graduating students gain employment
- Regular audits of clinical placements
- Completion of the NSS and UWSS
- Regular contract review meeting with partner ambulance trust

22. Graduate destinations, employability and links with employers

Graduate destinations

This Foundation Degree has been designed and operates in partnership with colleagues from West Midlands Ambulance NHS Trust.

Students will be eligible to apply for registration as paramedics with the HCPC on successful completion of the course and will be able to apply for roles as appropriate.

The WMAS HEI education forum provides opportunities to discuss upcoming job employment vacancies.

Progression to Linked Honours Degree(s)/Top-Up Degree(s)

The course provides clear progression routes for individuals in health and social care work. Students that successfully complete the course will exit with a Foundation Degree (FdSc) in Paramedic Science, which is a recognised qualification in its own right. However, students will also be eligible to progress on to the third year of some existing degree programmes at UW.

Student employability

From the start of the programme, the students are being prepared to work as paramedics within the local regional ambulance service or further afield. Students work with the careers department of the University of Worcester to help prepare for interviews. They are given access to all material sent to us from employing ambulance services, so the students can make an informed choice about where to work.

Over 98% of students gain graduate employment within the first 6 months of graduation. A large percentage of these students have offers of employment before they have completed the programme.

Links with employers

We have strong links with our practice partner, West Midlands Ambulance Service who through the HEI and consortium groups, work to keep the programme applicable and current. We work closely with the HCPC and college of paramedic's curriculum guidance to ensure the course meets national standards.

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.