

## PROGRAMME SPECIFICATION

<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> N/A
<b>4</b>	<b>Final award</b> Diploma in Higher Education
<b>5</b>	<b>Programme title</b> Applied Health Sciences (Paramedic Studies)
<b>6</b>	<b>Pathways available</b> N/A
<b>7</b>	<b>Mode and/or site of delivery</b> Flexible delivery of taught modules, supported by online learning resources (Blackboard/Moodle)
<b>8</b>	<b>Mode of attendance</b> part-time. Attendance week days and for certain modules in the evening.  Students have 5 years to complete Diploma and are permitted to undertake a maximum of 2 modules at a time.
<b>9</b>	<b>UCAS Code</b> N/A
<b>10</b>	<b>Subject Benchmark statement and/or professional body statement</b> College of Paramedics (2008) Paramedic Curriculum Guidance & Competence Framework. College of Paramedics
<b>11</b>	<b>Date of Programme Specification preparation/revision</b> September 2010

### **12 Educational aims of the programme**

This programme is aimed at HPC registered paramedics who possess the IHCD qualification. It is designed to provide the paramedic with additional knowledge to underpin paramedic practice

#### **Educational Aims**

This course aims to:

1. Promote critical reflection and reflective practice.
2. Develop students' appreciation and application of the core values underpinning pre hospital, unscheduled and emergency care and paramedic practice.
3. 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.
4. Critically engage students in the social, cultural, moral, legal and political context of paramedic practice.
5. 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.
6. Further develop an analytical and problem solving approach to care practice.
7. Further develop students' interpersonal and communication skills and provide opportunities for students to practise these in a variety of different situations.

8. 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**

By the end of the programme students should be able to:

1. Demonstrate and critically reflect on the knowledge and skills necessary to work effectively with individuals requiring pre-hospital, unscheduled and emergency care health and social care services.
2. Demonstrate competence and independence in the selection, performance and application of skills necessary for paramedic practice, whilst acknowledging the boundaries of professional competence.
3. Critically analyse relevant theoretical frameworks and concepts and critically apply these to the practice of health and care in a variety of contexts.
4. Reflect upon care for others, accurately assess needs and select, plan and implement appropriate care strategies using a patient centred approach.
5. Demonstrate the ability to make sound judgements in an unpredictable and changing environment that are in accordance with legal ethical and professional requirements.
6. Reflect on practice using a range of different evidence.
7. Discuss and analyse concepts of difference and diversity and reflect on the importance of anti oppressive and inclusive practice.
8. Reflect on the rights and the interests, dignity and independence of service users and carers and analyse strategies aimed at protecting them from danger or harm.
9. Reflect on the need to maintain the trust and confidence of service users, carers, the public and other professionals.
10. Develop lifelong learning skills and debate the need for continuing professional development in engaging in effective paramedic practice.
11. Analyse the importance of working in collaboration and partnership with others across a range of different agencies and disciplines within the care sector.
12. Evaluate strategies aimed at empowering and involving individuals as active participants in the care process.
13. Locate and evaluate evidence and research and apply to practice and decision making in relation to paramedic practice.
14. Communicate effectively through a range of media and in a range of contexts.

### Knowledge and Understanding

Demonstrate competence and independence in the selection, performance and application of skills, whilst acknowledging the boundaries of professional competence.	Practical demonstrations, student led discussion surrounding professional guidelines. OSCE's, practical assessments.
Effectively care for others, accurately assess needs and select, plan and implement appropriate care strategies using a patient centred approach.	Practical demonstrations and seminar discussion. Theoretical input concerns care pathways and development OSCE's, written assignment.

### Cognitive and Intellectual Skills

Locate and evaluate evidence and research and apply to practice and decision making in relation to paramedic practice.	Seminar lectures, opportunity for tutorials Assignment development, research proposal, literature critique.
Critically analyse relevant theoretical frameworks and concepts and critically apply these to the practice of health and care in a variety of contexts.	Seminar delivery, study skill development and use of IT. Assessed via assignment and presentation.

### Transferable Skills

Develop lifelong learning skills and debate the need for continuing professional development in engaging in effective paramedic practice.	Seminar delivery with student led discussion. Ongoing discussion imbedded in to all modules. Formative assessments, development within assignments and practical assessments.
Reflect on the rights and promote the interests, dignity and independence of service users and carers whilst protecting them from danger or harm.	Discussion, imbedded throughout the various modules primarily in FDPS2004 and FDPS2300. Practical assessments, written assignments.

## 14 Assessment Strategy

HPC registered, IHCD paramedics are competent and skilled practitioners. The assessment strategy for this programme is designed to provide paramedics with the opportunity to extend their knowledge of paramedic practice and to reflect on their own practice in the light of this knowledge.

Paramedics need to develop research knowledge and participate in developing best practice guidelines for their profession.

Students will participate in formative assessments throughout the module to provide support and feedback to students. Summative assessments will be used at the end of each module to assess individual development. A range of assessment strategies will be used for example written assignments, OSCE's, reflection, presentations and discussions.

Assessment criteria will be provided for each assessment.

## 15 Programme structures and requirements

HPC registered, IHCD paramedics are credited with 120 credits at level 4 through approved APL processes. This course will provide an additional 120 credits at level 5 to enable students to gain a Diploma in Higher Education.

All students will be required to take the three mandatory modules. In addition students will be able to select three further modules from a menu of optional module choices in order to support their individual professional development and to achieve the Diploma.

### Award Map:

#### Title:

**Diploma in Higher Education: Applied Health Sciences (Paramedic Studies)**

**Year: 2010/11 Last Updated: Sept 2010**

All IHCD Paramedics registered with the Health Professions Council will receive 120 credits APEL at level 4.

LEVEL 5				
Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O))	Prerequisites (Code of Module required)
APPS2100	Academic Skills for Higher Education	20	M	None
APPS2133	Mentorship for assessment in Practice	20	M	None
FDPS2900	Evidence and Research for practice	20	M	None
FDPS2004	Effective Care for Vulnerable People	20	O	None
FDPS2110	Care, Loss, Death and Bereavement	20	O	None
FDPS2003	Clinical Health Assessment	20	O	None
FDPS2200	Care across the Lifespan	20	O	None
FDPS2300	Principles of Trauma Care	20	O	None
FDPS2400	Diabetes	20	O	None
FDPS2500	Vascular Disease	20	O	None
FDPS2600	Respiratory conditions	20	O	None
FDPS2700	Clinical leadership in Paramedic Practice	20	O	None
FDPS2800	Negotiated Contract	20	O	None

### **Attainment for the Diploma at Level 5**

*Students must take the three (3) Mandatory modules (APPS2133, APPS2100, FDPS2900), **plus** three (3) Optional modules from those listed above.*

Attendance requirements; Students will be encouraged to attend all taught sessions. However, some sessions will have mandatory attendance.

Module delivery will be flexible to enable students who are engaged in full-time employment to access the programme.

Delivery of modules will either be in short block delivery or evening delivery. Both delivery patterns will be supported by online learning opportunities. **It is important to note that not all modules will run every semester.**

### **16 QAA Academic Infrastructure**

The Programme has been designed to take account of the Framework for Higher Education Qualifications and the Curriculum Guidance for Paramedic Practice (2006) and the Health Professions Council Standards for Education and Training (2005) and the Standards of Proficiency (Paramedic Practice) (2007).

### **17 Support for students**

Students will be provided with a comprehensive Course Handbook at the commencement of the programme and this will contain information required for the programme, including the contact details of the programme team.

Prior to commencement of the course all successful applicants will attend a mandatory induction day for the award. This day will introduce the student to the support mechanisms and learning resources on offer at the university. Given that students will access modules in individual patterns, all modules will begin with introductory information and will be supported by a comprehensive Module Outline - providing module-specific detailed information and updated reading lists. Throughout the modules students will be able to access online support via Blackboard/Moodle. All Students will also be allocated a personal tutor who they can access for pastoral and academic support. Students will also be able to seek support from dedicated module tutors, ILS support and Student Services

The University and the Course Team are committed to the principles of access and equal opportunity in learning. The principles of anti-oppressive practice, inclusion and equal opportunity are key themes within the course and the team has a strong commitment to these principles. Students will have an opportunity to have a learning needs assessment to ensure that individual learning needs are met. Students with identified learning needs are encouraged to declare these to relevant staff in order that appropriate support can be provided. The Course team is committed to the principle of valuing existing knowledge and skills therefore a process of accreditation of prior learning (APL/APEL) is in operation.

## **18 Admissions policy, criteria and procedures**

### Admissions Policy for the course

This programme requires the applicant to be a registered paramedic with the Health Professions Council (HPC) and hold the IHCD paramedic certificate. This will entitle the applicant to receive 120 academic credits at level 4. HPC registration must continue throughout the entire programme of study.

The admissions policy for the programme is designed to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

### Admissions procedures

**All** applicants apply directly to University of Worcester (UW)

**All** applicants will be required to attend a selection interview. The interview panel will consist of members of the programme course team. During the interview the student will be required to present their professional portfolio showing their development and suitability for the programme. It is expected that this portfolio will also demonstrate how the paramedic is maintaining their professional registration

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

### Admissions/selection criteria

Successful applicants will be able to demonstrate their potential to study successfully within higher education, their commitment to the diploma programme and their career as a paramedic.

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

Quality mechanisms for evaluation will be:

- Annual Evaluation and Review at Course Level
- Appointment of a Programme Co-ordinator
- Clinical Instructors
- External Examiner
- Student Feedback and Evaluation
- Course Management Committee with student representation
- Internal moderation of assessment
- External moderation of assessment and External Examiner's Report
- Post Examination Board Moderation Group
- Peer Learning
- Account of HPC Standards of Proficiency Paramedics (2007) HPC Standards of Education and Training (2005)

## **20 Regulation of assessment**

### **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 in some modules, a pass mark in each item of assessment may be required.
- Some 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.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

#### **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 or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative 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.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- 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**

<b>Award</b>	<b>Requirement</b>
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

## 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 best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

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.

## 21 Indicators of quality and standards

- Annual Evaluation Process and Reports
- External Examination and Annual External Examiners Reports
- Periodic Review
- QAA Institutional Audit
- Investors in People (2005)
- QAA Benchmark Statements for Paramedic Science

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. The University will be audited next in 2011.

## 22 Career Opportunities & Links with Employers

Should the student be successful with level 5 study they can progress on to study at level 6 within the same degree pathway. This will provide the student with a BSc in Applied Health Studies. As students are in employment this course is designed to support career development.

The programme has been developed in conjunction with the West Midlands Ambulance Service to provide opportunities for paramedics to develop personally and professionally. Some modules therefore may be commissioned by ambulance services. These modules may involve additional application and admissions processes.

**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 the module study guides and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.