

## PROGRAMME SPECIFICATION - FdSc Pre Hospital, Unscheduled and Emergency Care (Technician to Paramedic route)

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	Health Professions Council (HPC)
4.	<b>Final award</b>	Foundation Degree (FdSc)
5.	<b>Programme title</b>	FdSc Pre Hospital, Unscheduled and Emergency Care (Technician to Paramedic route)
6.	<b>Pathways available</b>	Single Pathway
7.	<b>Mode and/or site of delivery</b>	University of Worcester in association with partner Ambulance Service
8.	<b>Mode of attendance</b>	Full time over 32 weeks
9.	<b>UCAS Code</b>	B790
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Foundation Degree Qualification Benchmark (2010), Paramedic Curriculum Guidance and Competence Framework (2008)
11.	<b>Date of Programme Specification preparation/ revision</b>	Sept 2006/July 2011

### 12 EDUCATIONAL AIMS OF THE PROGRAMME

This course is designed to allow ambulance IHCD technicians already employed within the Ambulance Service, to convert to Registered Paramedic status by following a 32 week programme (FdSc Pre-Hospital, Unscheduled and Emergency Care).

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.
3. Promote critical reflection and reflexive practice
4. Develop students' appreciation and application of the core values underpinning pre hospital, unscheduled and emergency care and 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**

### **13.1 Intended Learning Outcomes**

By the end of this course 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. Effectively 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. Use reflective practice to develop knowledge and skills for care practice within the pre-hospital, unscheduled and emergency care environment.

7. Respect difference and diversity and demonstrate anti oppressive and inclusive practice.
8. Respect the rights and promote the interests, dignity and independence of service users and carers whilst protecting them from danger or harm.
9. Establish and maintain the trust and confidence of service users, carers, the public and other professionals.
10. Demonstrate accountability for the quality of their work and take responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role as paramedics.
11. Work in collaboration and partnership with others across a range of different agencies and disciplines within the care sector.
12. Empower and involve individuals as active participants in the care process.
13. Locate and evaluate evidence and research and apply to practice and decision making in paramedic science.
14. Communicate effectively through a range of media and in a range of contexts.
15. Develop key skills for lifelong learning.

### **13.2 Transferable and Graduate Skills**

1. Recognise own learning needs and draw up a personal action plan to develop these.
2. Engage in, and disengage from, professional relationships using appropriate and sensitive communication and interpersonal skills.
3. Prioritise own work.
4. Solve problems and practice independently to the level of their competence.
5. Communicate effectively through a variety of media.
6. Use word processing, e-mail, spreadsheets and databases.
7. Use information technology applied to the needs of users of services.
8. Locate and evaluate appropriate evidence and research to underpin practice and decision-making.

### 13.3 Learning, teaching and assessment strategy

This section has been developed taking into account the recommendations of the University of Worcester's Learning and Teaching Strategy and the Institute's assessment and moderation policies.

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. This intensive 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 programme is delivered in a block format, whereby students attend university for a block of theory, taught over 5 full working days. The students then undertake a block of practice placement. This format continues for three blocks of theory and three block of practice on average. Students will be assessed at various points during both theory and practice blocks.

Exemplar programme:

3 weeks in university – theory block 1  
4 weeks in practice – practice block 1 (including assessment at level 4)  
8 weeks in university – theory block 2  
4 weeks in practice (to include 2 weeks annual leave) – practice block 2  
4 weeks in university – theory block 3  
7 week in practice – practice block 3  
Level 5 assessment occurs at various points within both practice and theory blocks 2 and 3

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.

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.

#### **14.1 University Based Learning**

Each module undertaken in the university is summatively assessed. Appropriate formative assessments have been utilised in order to appropriately prepare students for summative assessment. All modules studied are double modules and they attract 30 credits and 5000-6000 words equivalency assessment. The assessments have been designed to enable the student to demonstrate their achievement of learning outcomes and to provide opportunities for the student to integrate theory and practice.

The Foundation Degree Pre Hospital, Unscheduled and Emergency Care is located as part of the Undergraduate Regulatory Framework (URF) and the generic assessment criteria and assessment regulations can be found in this document – [Undergraduate Regulatory Framework](#).

#### **14.2 Work Based Learning Modules**

FDTP 1005 and FDEC 2007 are double modules (i.e. 30 credits each), which focus on work based learning achieved through practice in pre hospital, unscheduled and emergency care environments. The assessments for these modules provide opportunity for students to demonstrate competence in practice and encourage reflection on practice in the light of theory and best evidence.

These modules have been designed in accordance with the Curriculum Framework for Ambulance Education ((BPA 2008) and the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education Section 9 'Placement Learning' (QAA, 2010), which it defines as:

To be assessed, over the two double modules of work-based learning (FDTP1005 and FDEC2007) will require a minimum of 600-650 hours supervised practice in a relevant work base with mentor support, additional simulated practice must be achieved and to enable students to evidence a total of 750 hours. FDTP1005 requires a minimum of 150 hours clinical practice, with the remained being achieved within FDEC2007. The timing of work based learning will allow for some flexibility, although it is essential that certain parameters are met to ensure opportunities to link university based learning to practice, facilitate reflection on work based learning and ensure that assessment deadlines can be met. Students will participate in shift work patterns during work-based learning.

It is recognised that to work effectively as members of the wider health care team, pre hospital, unscheduled and emergency care practitioners should have some appreciation of work by professionals in other health care settings. Therefore, in addition to the 750 hours minimum, work based learning experience students will have the opportunity to participate in planned experience in a variety of health environments outside of the Ambulance Service Trust.

A pass mark in work-based learning requires the achievement of:

- A (minimum) aggregate of D- in the theory assessment component(s)
- A pass in the practice outcomes.

In the work-based learning modules, a student shall have one opportunity for being re-assessed in any failed component of the module. No compensation will be made between theory and practice elements. If the student is not successful in the re-assessment attempt, they would be unable to progress to level 5 or would be unable to register as a Paramedic.

### **14.3 Practice Skills in Work Based Learning**

Work based mentors will be responsible for formally assessing competence of student's practice during the work based learning modules. The assessment requirements for FDTP 1005 and FDEC 2007 can be found in the Module Specifications and relate to the achievement of the generic knowledge, skills and values underpinning effective care practice as outlined in the learning outcomes for each module. In addition, students will be required to reflect on theory and best evidence in relation to their practice. Students will be facilitated to develop specialist knowledge, skills and attitudes that can be drawn on in order to demonstrate the ability to effectively participate in or manage the care of patients in the pre hospital, unscheduled and emergency care environment.

## 15. PROGRAMME STRUCTURE AND REQUIREMENTS

This is a linear programme, which offers no free or optional modules.

The course comprises of **6 modules** in total: two modules at Level 4 and four modules at Level 5. Each module attracts 30 Credit Accumulation Transfer (CAT) Points. **All** modules at Level four and five are **mandatory**.

The course is modular and is designed to be studied, full-time, over 32 weeks.

To gain the award for Foundation Degree students must successfully achieve 120 credits at Level 4 (60 of these credits will be APL credits in respect of the IHCD Technician qualification) and 120 credits at Level 5 (3 mandatory double taught modules, and a double 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 Professions Council (HPC).

A minimum of 750 hours in total over the course duration must be spent in a relevant work based learning environment or in simulated practice, 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

### 15.1 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 HPC.

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.

## Programme Structure – FdSc Pre-Hospital, Unscheduled and Emergency Care

### AWARD MAP FOR A HIGHER NATIONAL OR FOUNDATION DEGREE AWARD

**Title: FdSc Pre-hospital unscheduled and emergency care**

**Year: 2011**

**Last Updated: July 2011**

**(Subject to Approval)**

<b>LEVEL 4</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)	<b>Prerequisites</b> (Code of Module required)
FDPH1003	Professional Development	30	M	NONE
FDTP1005	Work-based Learning (1)	30	M	NONE

<b>LEVEL 5</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)	<b>Prerequisites</b> (Code of Module required)
FDPH2001	Effective Care for Vulnerable People	30	M	NONE
FDPH2002	Research and Professional Practice	30	M	NONE
FDPH2003	Bioscience for practice 3	30	M	NONE
FDEC2007	Work-based Learning (2)	30	M	NONE

### 15.2 Student Progression

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.

**NB** Students who intercalate or who are absent from the programme for other reasons for longer than 6 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.

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

### **15.3 Award**

Students who successfully achieve the requirements for the course will be awarded the FdSc in Pre Hospital, Unscheduled and Emergency Care and will be eligible to apply for Registration with the HPC.

## **16. QAA ACADEMIC INFRASTRUCTURE**

This Foundation Degree Pathway is situated within the Undergraduate 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. A number of key documents have informed the development of this programme:

- College of Paramedics Curriculum Guidance and Competence Framework (2008)
- QAA Benchmark Statement for Paramedic Science (2004)
- QAA Benchmark Statements for Health Care Programmes (2008)
- HPC Standards of Proficiency Paramedics (2011)
- HPC Standards of Education and Training (2009)
- National Occupational Standards for Health and Social Care (Skills for Care 2005)
- Guidance on Conduct and Ethics for Students (HPC 2009)

## **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.

### **17.2 Module Outlines**

Students will be provided with module outlines on the student online learning environment. The outlines will detail the modules leaning

outcomes, assessment strategies and how to obtain support – see section 3.

### **17.3 Academic Tutors**

All students will be allocated an Academic Tutor on commencement of the course. The role of the Academic Tutor is one of academic and 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.

### **17.4 Personal Development Planning (PDP)**

PDP will be encouraged through selected module activities and assessments, and supported by 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:

## **18 ADMISSIONS POLICY, CRITERIA AND PROCEDURES**

### **18.1 Admissions Policy for the course**

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.

Applicants must have successfully completed the ambulance services selection process. Applications are then made directly to the university.

**All** applicants will be required to attend a selection interview. The interview panel will include representatives of employing agencies, and tutorial staff from the University of Worcester in order to assess that the student is able to fulfil both academic and professional requirements.

Applicants will be offered a place subject to successful interview and clearance by the ambulance service. Applicants portfolio of evidence is also reviewed during the interview process.

Applicants for this programme will:

- have undertaken an IHCD Technician programme and have had a minimum of 750 hours clinical experience working as an Ambulance Technician within pre hospital unscheduled and emergency care environments.
- be employed as an Ambulance Technician and supported by their employer to undertake the programme.

Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level.

The programme will be 32 weeks in length. Whilst undertaking the programme students will be required to participate in a number of practical activities such as simulations and role play, these may be recorded by video or audio recording. Students will be required to sign a consent form to confirm their acceptance of these requirements.

### **Accreditation of Prior Learning**

On production of evidence the student will be granted APL/APEL for 60 level 4 CAT points which will result in the student not having to undertake FDPH1001 (Biosciences for practice 1) and FDPH1002 (Biosciences for practice 2).

Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Experiential Learning (APEL) are welcomed and will be undertaken in accordance with UW Admissions Policy and APL/APEL procedures.

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 accreditation 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).

## 19. METHODS FOR EVALUATING AND IMPROVING 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 HPC
- Learning environment profile audit of placement learning
- Quality Steering Group
- HEI Education Consortium

## 20. REGULATION OF ASSESSMENT

The course operates under the Undergraduate Regulatory Framework with some amendments relating to the duration and intensive nature of the course and some relating to the clinical practice elements of assessment (see below).

### 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.
- To pass the work-based learning modules FDTP1005 and FDEC2007 students must complete the assessments and evidence 150 hours of clinical practice in relation to FDTP1005 and 750 hours of clinical practice for FDEC2007.
- 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 fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- 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 URF.

### Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- The re-assessment period is determined by the examination board, and due to the intense nature of the course, for Level 4 re-assessments will overlap with the start of the Level 5 programme.
- 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).
- In the case of the assessment elements associated with the clinical practice element of modules FDTP1005 and FDEC2007, (successful completion of the required hours of clinical practice and the related workbook), there is one re-assessment opportunity and no right to re-take these elements of the modules. Students who fail the clinical practice elements (hours and/or workbook) will be required to withdraw from the University.

### 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.
- Where a student commences the Level 5 programme with the results of re-assessment pending, if they are not successful in obtaining at least 90 Level 4 credits (60 having been obtained through APEL), they will be required to withdraw from the Level 5 programme and repeat Level 4 failed modules, before re-commencing the Level 5 programme at a later date.
- 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

Award	Requirement
CertHE	120 credits at Level 4 (60 APL/APEL) or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

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 and awards.

## 21. INDICATORS OF QUALITY AND STANDARDS

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

- Course re-approval May 2011
- Investors in People (2008)
- Annual monitoring by the HPC (2011) confirmed that the Course continues to meet the HPC Standards for Education and Training and that students who successfully complete the course are eligible to apply for Registration with the HPC

## 22. EMPLOYABILITY AND GRADUATE DESTIATIONS

This Foundation Degree has been designed and operates in partnership with colleagues from West Midlands Ambulance NHS Trust. Students that complete this programme are currently employed and are sponsored by their employers.

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

### 22.1 Progression

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 Pre Hospital, Unscheduled and Emergency Care, 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; specifically, BSc Applied Health Sciences (a degree programme specifically designed for health professionals working in practice) or Biology BSc (Hons).

**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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University of Worcester and may be checked by the Quality Assurance Agency for Higher Education. Key sources of information about the course can be found in: Work Based Learning Handbook and the Student Handbook (reviewed annually) Web site: (<http://www.worc.ac.uk>).