

Programme title: BSc (Hons) Applied Paramedic Science

Academic Year:	2018/9
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	BSc (Honours) Applied Paramedic Science [Framework for Higher Education Qualifications (FHEQ) level 6] BSc Applied Paramedic Science [Framework for Higher Education Qualifications (FHEQ) level 6]
Programme duration:	2 year part time (Top-up)
UCAS code:	
QAA Subject benchmark statement(s):	Paramedic Science (2016)
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	

Introduction

The BSc (Hons) Applied Paramedic Science award is a post registration programme intended for students who already hold paramedic registration with the Health and Care Professions Council (HCPC). The programme recognises that while individuals may have considerable experience within the role of paramedic they may require enhanced academic recognition to allow access to emerging roles in a profession which continues to evolve rapidly and which demands a higher level of critical thinking and clinical decision making.

This programme is designed specifically to allow current UK registered paramedics to top-up to a full degree qualification. In order to be eligible for the award of a

degree, students must maintain HCPC registration throughout the programme of study.

The College of Paramedics is the professional body for paramedics in the UK and they have long argued for a BSc (Honours) level qualification for paramedics. The HCPC as the professional regulator have recently amended the threshold level qualification for registration to BSc (Honours) level. Future developments within the profession will be based on the expectation of graduate attributes in the workforce and specialist and advanced roles will require additional qualifications at post-graduate level. This programme enables existing paramedic registrants to build on their professional skills and achieve a qualification that will enable them to progress their career.

This programme focuses on developing graduate skills in research appreciation and dissemination and the critical analysis of contemporary clinical practice through a deeper understanding of the principles of evidence-based practice. Specific elements of the programme will develop skills in leadership and management, while concepts of mentoring and education are also explored, to enable graduates to become involved in the mentorship and education of future students. The programme also develops key clinical knowledge and skills through the study of pharmacology, pathophysiology, physical assessment skills and clinical decision making.

The Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations both nationally and internationally. The Faculty focus is on excellence through knowledge, practice, research, leadership and management and aims to support the future sustainability of individuals through lifelong learning and improved employability. Through supporting individuals we hope to influence the future sustainability and adaptability of service delivery and individual organisations.

The Bradford approach emphasises the integration and application of theory and practice to produce an adaptable and innovative graduate with excellent professional skills who can use a research based, evaluative, problem solving approach to clinical practice. Students will be equipped with the necessary skills to enable them to be a life-long learner and to embrace technology and technology-enhanced learning, vital in modern healthcare. These skills will evidence that students meet the 'Graduate Attributes' of the University of Bradford, as identified in the 2012 Curriculum Framework.

Provision is mapped against the Quality Assurance Agency for Higher Education Subject Benchmark Statement for Paramedic Science and the Framework for Higher Education Qualifications (QAAHE 2016) and has been developed with reference to the College of Paramedics (CoP) Curriculum Guidance 4th Edition (CoP 2017), the HCPC Standards of Conduct, Performance and Ethics (HCPC 2016), the Standards of Education and Training (HCPC 2014a) and the Standards of Proficiency for Paramedics (HCPC 2014b).

The University of Bradford also recommends that each student becomes a member of the College of Paramedics. Application for membership will be the responsibility of the individual student. Information about the benefits of membership will be provided by their personal academic tutor.

Applicants for the programme will require both a recognised higher education diploma and HCPC paramedic registration. In order to be eligible for the award of a degree, students must maintain HCPC registration throughout the programme of study. Failure to maintain registration will result in discontinuation of the programme of study.

The health service and care sectors are changing rapidly. To increase the student's ability to work collaboratively, the programme includes inter-professional learning embedded within module learning outcomes. The individual modules that comprise this programme offer students the opportunity to both study alongside and be taught by other health care professionals.

Programme Aims

The programme is designed to provide a pathway to career development for registrant paramedics who do not possess a BSc (Hons) level qualification. The programme is intended to:

- Develop the student's awareness of how he or she can contribute towards safer systems of care;
- Create self-directed learners who are motivated to sustain and advance his or her own professional learning needs;
- Promote an evidence-based and research-informed approach to the application of knowledge related to paramedic science through a process of critical evaluation, reflection and clinical reasoning;
- Enable students to develop their individual abilities and confidence to support the professional development of his or her colleagues and facilitate the learning of students in the practice environment;
- Develop further knowledge, skills and personal attributes required to lead future developments in the field of paramedic science.

Programme Learning Outcomes

To be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- LO1 Critically evaluate the management of complex undifferentiated clinical situations using a systematic understanding of biological, pharmacological, behavioural and clinical sciences.

- LO2 Critically reflect upon decision-making demonstrating initiative, personal responsibility and accountability in the context of contemporary paramedic practice.
- LO3 Demonstrate systematic understanding of contemporary clinical developments within paramedic science while appreciating limits of the scientific knowledge base and the need to manage uncertainty and ambiguity.

To be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

- LO4 Critically evaluate and apply research evidence at the forefront of contemporary paramedic practice to inform and improve the quality of care and service delivery.
- LO5 Demonstrate independent study skills through the development of a self-directed project.
- LO6 Apply conceptual understanding of clinical leadership and change management in order to promote safer systems of care in complex and unpredictable contexts.
- LO7 Identify learning needs and use appropriate assessment strategies to facilitate and support healthcare professionals and students in practice.

Curriculum

This programme is a top-up degree for which candidates already hold a Diploma of Higher Education (or equivalent), meaning that students will start the programme at 'Stage 3'.

Stage 3 (year one) / Level 6

The programme focuses on the enhancement of clinical knowledge and experience through two separate modules, Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions (NUR6022-C) and Advanced Physical Assessment and Clinical Decision-Making Skills (PRP6014-C).

Both of these modules involve an element of clinical practice placement and it is the student's own responsibility, with the support of their employer, to arrange and manage this.

Stage 3 (year two) /Level 6

During final stage students will study three modules specifically designed to foster research skills, mentorship and leadership. These modules are, Support for Learning in Practice (PRP6020-A), Applying Research and Leadership in Paramedic

Science (PAS6000-C) and a choice of research informed modules: Literature Review (RES6004-B) or Evaluating Service Delivery (RES6008-B). Students are required to select only one of the research informed modules. This provides a degree of optionality in the choice of topic to be explored.

By the end of this stage students will be able to demonstrate that they meet the programme learning outcomes through successful completion of academic modules and will be eligible for the award of BSc (Honours) Applied Paramedic Science.

FHEQ Level	Module Title	Type	Credits	Semester (s)	Module Code
6	Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions	Core	30	1	NUR6022-C
6	Advanced Physical Assessment and Clinical Decision Making Skills	Core	30	2	PRP6014-C
6	Support for Learning in Practice	Core	10	1 or 2	PRP6020-A
6	Applying Research and Leadership in Paramedic Science	Core	30	1	PAS6000-C
6	Literature Review	Option	20	2	RES6004-B
6	Evaluating Service Delivery	Option	20	2	PAR6008-B

Students will be eligible for the award of Ordinary Degree of Bachelor if they have successfully completed 60 credits and achieved the award learning outcomes.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed 120 credits and achieved the award learning outcomes.

BSc (Hons) Applied Paramedic Science Programme Overview

	Semester 1	Semester 2
Year 1	Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions (30 credits) With supported clinical practice placement	Advanced Physical Assessment and Clinical Decision Making Skills (30 credits) With supported clinical practice placement
Year 2	Applying Research and Leadership in Paramedic Science (30 credits)	Option 1 - Literature Review (20 credits) OR Option 2 - Evaluating Service Delivery (20 credits)
	Support for Learning in Practice (10 credits) Can be studied in either semester	

Students are enrolled onto the programme and provided with a unique student number and ID card, which allows access to buildings on campus and access to the VLE. The induction period covers a range of practical aspects of student life and a full introduction to the programme.

During year one the programme focuses on enhancing core clinical skills through the exploration of more advanced knowledge. For NUR6022-C, lessons are timetabled for one full day a week for a total of **eight** contact days and for PRP6014-C lessons are timetabled for one day every other week for **six** contact days. **Students also need to be available for the assessment days for both modules.** Both year one modules require the student to undertake clinical practice placement and have an appropriate clinical practice placement mentor to assist with their progress. The emphasis is upon the student, with the support of their employer to arrange a suitable clinical placement.

Clinical practice placement could include (but is not limited to):

- Ambulance Service
- Emergency Departments
- Ambulatory Care Units
- Medical and Surgical Assessment Units
- Coronary Care Units
- Primary Care Facilities
- Minor Injury Units
- Mental Health Providers

It is the student's responsibility, with support from the employer, to arrange and manage their own clinical placement experience.

During year 2 of the programme students will be expected to attend: a one week block of teaching in Week 5 of Semester 1 for (PAS6000-C); two days of teaching for PRP6020-A (these days repeat several times through the year); two days of teaching for the optional modules; RES6004-B or RES6008-B timetabled in Semester 2.

Learning and Teaching Strategy

The programme is informed by the principles of the University Curriculum Framework and the values of the Faculty of Health Studies which are for teaching and learning to be: Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. This approach places great emphasis on the development of lifelong skills for learning and requires students to take a central and proactive role in their education. The student's programme of study will expose them to a range of different research informed learning, teaching and assessment strategies required to achieve the learning outcomes and students will be expected to take responsibility for their own learning.

Blended learning and teaching methodologies are utilised through the programme, these may include:

- Facilitated seminars and group discussion: where learning will be through the interpretation and critical application of information and collaborative group learning.
- Lectures: to a group of students where research informed information is presented and discussed whilst informed by the core values.
- Tutorials: where individuals or small groups of students reflect and discuss issues related to their learning with programme team academics.
- Use of web based virtual learning environments. This enables access to information and encourages collaborative learning.
- Self-directed study: Where students are expected to identify gaps in their knowledge base and develop their own learning strategies.
- Clinical practice placement: Where students learn whilst under the supervision of expert clinical practitioners.
- Undertaking a project shaped by the student's own self-directed learning needs and final stage learning outcomes.

There is also a strong emphasis on work-based learning in the practice setting to promote the application of theory to practice and the development of clinical reasoning skills; this has been developed with reference to the Code of Practice for Work Based and Placement Learning (QAA B10 2012). Professional practice or work-based learning runs throughout year one of the programme and aligns to professional and regulatory body requirements for practice placements in paramedic programmes. This forms a key part of the learning process and is vital to academic, personal and professional development.

Inter-professional education:

Undergraduate Inter-professional Learning Outcomes have been developed and are integrated into modules across all programmes in the Faculty.

"Inter-Professional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care" (Centre for the Advancement of Interprofessional Education 2002).

The Faculty works closely with practice partners and recognises the implications of recent national policies which require future health and social care workforces to work across professional boundaries, within a framework of core knowledge and core values (Francis 2013, Higher Education England 2015). The Faculty Strategy for Inter-Professional Education across all levels of study is to provide the best possible opportunities for students' to become professional, safe practitioners in a changing and challenging world. Students will work and study with other health students from the faculty, in shared teaching and workshops. The individual modules that comprise this programme provide students with the opportunity to both study alongside and be taught by other health care professionals.

On placement students will work with other professional groups, equipping them with skills for communicating and collaborating across professional boundaries. This aims to enable graduates to contribute to safer systems of care and provide holistic person centred care in all practice settings. The Inter-Professional Education strategy also seeks to provide advanced knowledge of human factors theories that will enable students to understand the relationship between human behaviour, system design and safety that is increasingly recognised as key to understanding the cause of errors, accidents and failures in health care systems. Students are encouraged to reflect on experience and propose where current clinical practice may be improved.

Assessment Strategy

The Applied Paramedic Science programme uses a range of assessment strategies that seeks to facilitate the success of all students and the all-round development of a competent clinical practitioner and graduate who is able to meet the learning outcomes for the programme. The assessment load is spread across the academic year. Assessment methodologies may include:

1. Written assignments.
2. Reflective case study.
3. Poster presentation.
4. Oral presentation.
5. Completion of a research informed project.
6. Completion of a portfolio of skills.
7. Objective Structured Clinical Examinations (OSCE).

The student will be provided with a personal academic tutor (PAT) to support his or her learning throughout the programme and offer guidance and feedback on academic work and development. There will be identified opportunities for formative feedback in all modules to assess the student's progress prior to final achievement of module outcomes.

The students will be expected to keep a portfolio of learning. This will help them to better plan for and engage with taught elements of the programme. Competence based clinical skills are essential components of clinically focused modules. The student is assessed on a pass/fail basis and this contributes to the overall module credit.

Assessment in the University aims to promote and develop professional knowledge and skills and will reflect the requirements and expectations of the practice setting. Assessment strategies are designed to mirror the clinical environment. For example, the use of Objective Structured Clinical Examinations (OSCE) tests the

student's ability to undertake clinical skills, as well as evidence clinical reasoning and decision making, reflecting expectations in clinical practice.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations, which are available at the link below:

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

Waivers

This Programme includes the following waivers to the standard University Assessment Regulations:

1. Each component of assessment for the below modules must be passed at 40.0%, failure to achieve a pass mark of 40.0% in each component will result in an overall fail for the module.
 - NUR6022-C Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions
 - PRP6014-C Advanced Physical Assessment and Clinical Decision Making Skills
 - PRP6020-A Support for Learning in Practice
2. That the classification for the award of BSc (Hons) Applied Paramedic Science will be calculated based on the modules studied at the University of Bradford. Student's will be undertaking a top-up programme and will only complete a single stage. The calculation will, in line with standard regulations, drop the lowest marks for 20 credits of the stage.

Admission Requirements

The **minimum** entry requirements for the programme are as follows:

- Registered as a paramedic with the Health and Care Professions Council.
- A Diploma of Higher Education (or equivalent level 5 qualification) in an HCPC approved pre-registration Paramedic programme.
- Signed evidence of support from the employer for the duration of the programme.

Recent Relevant Study

Applicant must meet all requirements but if their qualifications were awarded more than five years ago they need to demonstrate Continuing Professional Development (CPD) & evidence of support for the programme from their employer.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience, which may be equivalent to parts of this programme, the University has procedures to evaluate

and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		

References

Centre for the Advancement of Inter-Professional Education (2002) *Defining Inter-Professional Education*. Available from:

<http://caipe.org.uk/about-us/defining-ipe/>

College of Paramedics (2015) *Paramedic Career Framework* 3rd Edition. Available from:

https://www.collegeofparamedics.co.uk/downloads/PostReg_Career_Framework_3rd_Edition.pdf

Health & Care Professions Council (2016) *Standards of Conduct, Performance and Ethics*. London: Health & Care Professions Council.

Health & Care Professions Council (2014a) *Standards of Education and Training*. London: Health & Care Professions Council.

Health & Care Professions Council (2014b) *Standards of Proficiency - Paramedics*. London: Health & Care Professions Council.

Quality Assurance Agency for Higher Education (QAA) (2008) *Frameworks for Higher Education Qualifications in England Wales and Northern Ireland*. Available from:

<http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>

Quality Assurance Agency (2016) *Subject benchmark statement – Paramedic Science*. Available from: <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Paramedic-Science.pdf>