

BSc (Hons) Paramedic Science Programme Specification

Academic Year:	2022-23
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	Yorkshire Ambulance Service
Final and interim award(s):	<p>BSc (Honours) Paramedic Science [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>BSc Ambulance Care (Aegrotat) (FHEQ) level 6</p> <p>BSc (Ordinary) Ambulance Care (FHEQ) level 6] Diploma of Higher Education in Ambulance Care [Framework for Higher Education Qualifications (FHEQ) level 5]</p> <p>Certificate of Higher Education in Ambulance Care [Framework for Higher Education Qualifications (FHEQ) level 4]</p>
Programme accredited by (if appropriate):	Health and Care Professions Council
Programme duration:	4 years full time Sandwich Degree
UCAS code:	B950
QAA Subject benchmark statement(s):	Paramedics (2019)
Date last confirmed and/or minor modification approved by Faculty Board	

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The BSc (Hons) Paramedic Science award allows students to work towards gaining a recognised professional qualification which gives them eligibility to apply to the Health and Care Professions Council (HCPC) to register as a Paramedic. Upon registration the student can work throughout the United Kingdom, using the protected title 'Paramedic'.

This programme progressively develops students' skills towards the end goal of becoming a paramedic. Year one develops basic skills for ambulance care which include transfer of non-emergency patients to and from health or social care settings including hospitals for pre-arranged appointments and pre-hospital care, where interventions range from simple first aid to advanced emergency care and pre-hospital emergency anaesthesia. Year two develops on year one and develops skills associated with being a lead clinician, with the skills required for managing emergency.

Uniquely this programme offers the student a sandwich year between years two and four of the programme with our partner organisation, the Yorkshire Ambulance Service (YAS). During this year students will apply to be employed on a fixed-term contract and if successful will be paid for undertaking work in a frontline clinical role for up to 12 months. This will give the students an unrivalled opportunity to gain first-hand experience of clinical practice within the ambulance service, working with and alongside other members of the frontline clinical workforce, whilst earning a salary commensurate with the role. Year four develops research skills and specialist clinical skills to enable the successful student to apply for registration as a paramedic.

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 across Yorkshire and Humber and the wider region. 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.

Here at Bradford our 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 skills to enable students' 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 University of Bradford 'Graduate Attributes', identified in the 2012 Curriculum Framework.

Provision is mapped against the Health & Care Professions Council (HCPC) Standards of Education and Training and Standards of Proficiency for Paramedics (HCPC, 2017 and 2014), the Quality Assurance Agency for Higher Education Subject Benchmark Statement

for Paramedic Science (QAAHE, 2019) and the Framework for Higher Education Qualifications (QAAHE, 2008, 2014), the College of Paramedics Curriculum Guidance (CoP 2015) and is developed with reference to the HCPC standards of Conduct, Performance and Ethics (HCPC 2016). On successful completion of the four-year, full time sandwich degree programme graduates are eligible to apply for registration with the Health & Care Professions Council as a Paramedic and can apply for full membership of the College of Paramedics. The title of 'Paramedic' is protected by law and anyone using the title must be registered with the HCPC. It is a criminal offence for someone to claim that they are registered when they are not, or to use a protected title that they are not entitled to use.

The University of Bradford also recommends that each student becomes a student member of the College of Paramedics. Application for membership is the students' responsibility and they will be given information about the benefits of membership by their personal academic tutor.

As an applicant, students will have a strong academic profile or recognisable and evidenced potential to succeed on the programme. In addition to academic ability there is also the need to possess well developed interpersonal and communication skills. Students should be able to demonstrate knowledge of the scope and demands of paramedic practice, if possible, through a period of work experience to familiarise themselves with work within a health or care environment. The Paramedic Science programme at Bradford is designed to attract a diverse range of applicants from a wide range of backgrounds.

The health service and care sectors are changing rapidly. To increase students' ability to work collaboratively in an inter-professional environment the programme includes inter-professional learning embedded within module learning outcomes.

Programme Aims

The programme is intended to:

- Meet the requirements of the Health and Care Professions Council (HCPC) for eligibility to register as a Paramedic.
- Develop students' awareness of their responsibilities to become a safe practitioner who can contribute towards safer systems of care.
- Develop students' abilities as self-directed learners who are motivated to sustain and advance their own professional learning needs.
- Develop students' abilities and confidence to recognise and support the professional development of their colleagues.
- Develop graduate paramedics with the knowledge, skills and attributes required to lead future developments in the field of paramedic science.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- PLO 1 Apply knowledge of the underlying concepts and principles associated with the clinical, social, and psychological care of individuals and interpret these within the professional context of ambulance care.
- PLO 2 Reflect on and evaluate the appropriateness of different approaches to solving problems related to clinical, social, and psychological needs within the professional context of ambulance care.
- PLO 3 Communicate the results of practice and written work accurately and reliably, using evidence and structured coherent arguments -evaluation.
- PLO 4 Adopt an ethos for lifelong learning through reflexivity, action planning and self-evaluation.
- PLO 5 Recognise the qualities and transferable skills necessary for employment including accountability, autonomy, and responsibility for professional practice.
- PLO 6 Practice safely under the direct supervision of qualified clinicians whilst adhering to HCPC guidance on standards of conduct and ethics for students.

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

- PLO 7 Evaluate knowledge and critical understanding of the well-established principles for the care for individuals within the professional context of ambulance care, and of the way in which those principles have developed.
- PLO 8 Apply underlying concepts and principles of illness and wellbeing to complex scenarios within the professional context of ambulance care and deploy key techniques of ambulance care effectively, whilst considering the limits of their knowledge and the need for appropriate referral to other health and care professionals.
- PLO 9 Critique qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of ambulance care.
- PLO 10 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
- PLO 11 Effectively and professionally communicate information, arguments, and analysis in a variety of forms to individuals, specialist and non-specialist audiences through a variety of media.
- PLO 12 Practice safely under direct and indirect supervision of qualified clinicians and acquire necessary competences to enable them to assume significant responsibility and practice autonomously within a defined scope of clinical practice.

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

- PLO 13 Critically evaluate the management of complex undifferentiated clinical situations using a systematic understanding of biological, behavioural, and clinical science.
- PLO 14 Apply and critically evaluate research evidence at the forefront of contemporary paramedic practice to inform and improve the quality of care and service delivery and to initiate and carry out projects.
- PLO 15 Apply conceptual understanding of complex ethical, organisational, political, professional, and social principles in order to promote safe systems of working in the context of multidisciplinary working in contemporary paramedic practice.
- PLO 16 Critically reflect upon decision making demonstrating initiative, personal responsibility, and accountability in the context of contemporary paramedic practice.
- PLO 17 Assess and manage own learning, contributing to self and peer development through collaborative working with multi-professional groups.
- PLO 18 Practice safely as an autonomous practitioner and acquire the necessary competences to enable them to apply for registration with the HCPC as a paramedic.

Curriculum

Stage 1/Level 4

There is a high practical content both in terms of the number of modules containing practical skills and in the number of hours devoted to skills-based teaching and learning. The integration of theory and practice in all modules requires high levels of student participation and engagement. Strong links between theory and practice are facilitated through widespread use of evidence-based learning approaches. Students will develop a knowledge and understanding of the underlying theories and concepts of human biology, clinical science and public health that inform contemporary paramedic practice, there will be focus on the wellbeing issues that paramedics meet on a day-to-day basis. This will prepare the student for the application of theory into clinical practice.

Professional skills are integral to a students' development as a paramedic. Participation in interactive professional skills development involves experience, observation participation and feedback. Students will be strongly encouraged to engage with simulated learning which may involve them acting in the role of care provider, service user or carer in the acquisition of clinical skills both in the Faculty and in work-based placements. Where there is role play students are under no obligation to agree to this and refusal will not act as a barrier to their continued eligibility to participate in simulated learning activities. In order to maintain safe practice and meet legal requirements, Higher Education Institutions must ensure all students give consent prior to their participation in any activities that may impact on their health or safety status, or the health or safety status of others. Students will therefore be asked to complete a consent form on an annual basis.

There will be work-based placements which will be an opportunity to observe and participate in the practice environment under the supervision of a clinical practitioner. These placements may involve a full range of shift working to reflect the nature of service delivery. Students will be able to observe how professional multi-disciplinary teams work together and begin to use the professional and communication skills they have learned.

By the end of this stage students will have a broad understanding of body systems in both health and disease. This includes the psycho-social aspects of ill health and promotion of wellbeing. Students will be able to select, justify and carry out basic management of common conditions in the pre-hospital clinical environment.

FHEQ Level	Module Title	Type	Credits	Semester (s)	Module Code
4	Introducing Paramedic Science	Core	60	ACYR	PAS4001-E
4	Paramedic Professional Practice 1	Core	30	1	PAS4002-C
4	Paramedic Professional Practice 2	Core	30	2	PAS4003-C

ACYR – Starts in September and ends in or before May.

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

This award does not confer eligibility to register with the Health and Care Professions Council (HCPC) as a Paramedic.

Stage 2/Level 5

The emphasis at this level is on the development of more advanced and specialised skills in contemporary paramedic practice. Students will explore principles of management of the patient with a broad range of acute and long-term clinical conditions, highlighting the importance of evidence-based practice, patient engagement and the delivery of safe and effective care. This will be in the context of professional conduct and competence in the care, and for the monitoring and support of service users and their families. These principles will be applied across the age spectrum with emphasis on the diversity of settings where these conditions may be encountered. Students' research knowledge and skills will be developed through the core 'Developing Paramedic Science' module.

Work based learning experience at this level consists of further clinical practice placements which may include ambulance or other specialist clinical facilities. These placements may involve a full range of shift working to reflect the nature of service delivery. These placements will give students experience of working in health and care settings and allow them to practice the professional skills required to work in such environments before embarking on the professional sandwich year placement in year three.

By the end of level 5 students will be able to engage in a professional work-based placement using a variety of clinical skills applied to a wide range of clients and patients. Students will also have evidenced the ability to work professionally to a recognised scope of practice.

FHEQ Level	Module Title	Type	Credits	Semester (s)	Module Code
5	Developing Paramedic Science	Core	60	ACYR	PAS5001-E
5	Paramedic Professional Practice 3	Core	30	1	PAS5002-C

5	Paramedic Professional Practice 4	Core	30	2	PAS5003-C
	Blue Light Training	Core	0	3	PAS5004-Z

ACYR – Starts in September and ends in or before May.

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

This award does not confer eligibility to register with the Health and Care Professions Council (HCPC) as a Paramedic.

Stage 3

Sandwich Placement Year

The sandwich year placement will be undertaken with the Yorkshire Ambulance Service (YAS). At the start of this year students will apply for a position to undertake a fixed term contract in a frontline clinical role, for up to a period of 12 months. While undertaking this sandwich year students remain a student at the university and retain the relevant benefits and responsibilities that this status provides. Students will also be professionally engaged by Yorkshire Ambulance Service and subject to relevant contractual obligations as an NHS employee. Prior to commencement of the sandwich year, students must undertake and successfully complete the nationally recognised ‘Blue Light Training’ course. This is arranged by YAS and can be facilitated during the summer break or immediately prior to commencement of the sandwich year. Due to demand students will attend driving course in smaller cohorts, these will be staggered throughout Semester 3. Those students unable to successfully complete this course may be offered supplementary attempts at the discretion of YAS.

Those unable to meet the contractual obligations for employment, for reasons such as long-term ill health, the loss of a driving license, or inability to meet ‘blue light’ driving requirements, will be offered a supernumerary placement during this period, which would not attract a salary. Completion of the sandwich year is required both to meet professional, statutory and regulatory body requirements and to complete our degree of BSc (Hons) Paramedic Science.

During the placement year students will undertake a placement module which requires them to evidence at least 975 hours of clinical practice in a suitable role. This will involve a full range of shift working to reflect the nature of service delivery. Students will complete a portfolio of evidence and undertake tripartite meetings involving the students, workplace mentor and university link lecturer. These meetings provide an opportunity to plan, review and validate the portfolio of evidence which evidences achievement of the module learning outcomes and eligibility for progression into the final stage of the programme. This clinical placement year is summatively assessed. The module is not credit bearing; and does not count towards the final degree classification calculation. Students who fail the sandwich year are entitled to supplementary assessment, however, where this requires additional clinical practice placement time, this may not attract a salary.

During the sandwich year a reduced fee is paid by the student. Full details of the current fees at the University of Bradford can be found by following this link:

<https://www.bradford.ac.uk/money/fees/>

This programme currently provides no option for students to undertake a work placement or period of study abroad.

FHEQ Level	Module Title	Type	Credits	Semester (s)	Module Code
5	Paramedic Professional Sandwich Year	Core	0	FLYR	PRP5015-Z

FLYR – This code denotes that the teaching period for the module. The code normally covers the period September to (or before) August, in the case of the Paramedic Professional Sandwich Year module, this will usually commence in July.

On successful completion of PRP5015-Z Placement, students will be eligible for the award of University Diploma in Professional Studies.

Stage 4/Level 6

The emphasis at this level is on independent learning. Within the 'Integrating Paramedic Science and Practice' module students will draw on learning from previous academic work and the sandwich year experiences. Students will be able to critically reflect on the underlying theories and concepts of human biology, pathophysiology, pharmacology, clinical science and public health which inform contemporary paramedic practice at a competency level commensurate with practitioners registered with the Health and Care Professions Council as paramedics. Students will undertake independent study that critically analyses and critically evaluates contemporary paramedic practice.

This module continues the emphasis on group work in both delivery and assessment. There will be optionality in the choice of topic to be explored. The School offers support for students on preparation for interview and employment with input from the University Careers Office. This is incorporated into the 'Integrating Paramedic Science and Practice' module and prepares students for employability. Modules in the final stage of the programme are listed below, some of which have been developed in line with the College of Paramedics 'Paramedic Career Framework 3rd Edition' (2015) helping students to prepare for the workplace and offering a level of specialisation which will provide realistic opportunities for rapid career progression.

Work Based Learning placements during this stage of study is allocated within the modules Integrating Paramedic Science and Practice and the Physical Assessment and Clinical Decision-Making Skills module. These placements may involve a full range of shift working to reflect the nature of service delivery. Depending on the availability of placements there may be an element of optionality in the placement area to support the specialist nature of practice.

By the end of this level students will be able to demonstrate that they meet all programme learning outcomes through successful completion of academic work and practice modules. Students will utilise the full range of clinical, interpersonal, team-working and reflective skills to the standard required of a newly qualified paramedic. Students will be eligible for the award of BSc (Hons) Paramedic Science and eligible to apply for registration with the Health and Care Professions Council (HCPC) as a Paramedic.

FHEQ Level	Module Title	Type	Credits	Semester (s)	Module Code
6	Integrating Paramedic Science and Practice	Core	60	ACYR	PRP6023-E
6	Physical Assessment and Clinical Decision-Making Skills	Core	30	2	NUR6039-C
6	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions	Core	30	1	NUR6022-C

ACYR – Starts in September and ends in or before May.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

This award confers eligibility to apply for registration with the Health and Care Professions Council (HCPC) as a Paramedic.

A student prevented by illness or other good cause from taking either the whole or part of the assessments required for the final Stage of a course of study may thereupon be treated by the Senate, on the recommendation of the Faculty Board and subject to such conditions as are prescribed in the Regulations, as a successful student in those assessments and be granted an Aegrotat award. This award is the BSc Ambulance Care.

This Aegrotat award does not confer eligibility to register with the Health and Care Professions Council (HCPC) as a Paramedic.

Programme and placement overview

As partners with the University of Bradford, some elements of the programme are taught by Yorkshire Ambulance Service staff. All external teaching staff are quality assured according to the University's standards for learning and teaching excellence.

Clinical practice placement may be divided into two distinct categories:

- Ambulance Placement: this is undertaken exclusively on ambulance service emergency response vehicles.
- Non-Ambulance placement: undertaken at a range of sites which may include ambulance service communications or non-emergency transport teams and other specialist clinical areas, such as A&E units, maternity units, hospital theatres, coronary care units, as well as a range of primary care areas, such as nursing homes, minor injury units and community mental health teams.

During the course of the programme clinical practice placement is divided to ensure that at least 60% of clinical practice placement undertaken is 'Ambulance Placement'.

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. The primary educational approach leads up to embedding Team Based Learning (TBL) in Year 2. These methodologies place emphasis on the development of lifelong skills for learning and

require students to take a central and proactive role in their education. The students' 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.

Teaching methodologies may include:

- Facilitated seminars and group discussion: where learning will be through the interpretation and critical application of information and group learning.
- Lectures: to a group of students where research informed information will be presented and discussed whilst informed by the core values.
- Tutorial: where a small group of students reflect and discuss issues related to their learning.
- Use of Web based virtual learning environments: such as Canvas in the university. This enables access to information and to interact with other students undertaking group work.
- Self-Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.
- Clinical practice placement: Where students will learn whilst under the supervision of clinical practitioners.
- Sandwich year clinical practice placement: Where students will apply and consolidate learning as a professional member of the clinical team.

Practical teaching and clinical practice still form the basis of much of the programme. Wherever clinical placement hours are lost, they are replaced by guided skills learning undertaken on campus at the programme's clinical skills teaching facility.

A detailed timetable covering where and when clinical skills teaching occurs will be provided to all students upon enrolment.

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. Professional practice or work-based learning runs throughout the programme and meets the regulatory body requirements for practice placements in paramedic programmes. This forms an integral part of the learning process and is vital to academic, personal, and professional development.

The programme is structured in a format that allows students to build profession specific background knowledge and skills during years one and two with the emphasis moving towards problem solving and reasoning skills ready for professional practice during the sandwich year placement and for autonomous practice by the end of the programme. By the time students undertake the first work-based placement they will have the basic skills and knowledge which will allow application of the principles of ambulance care.

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. On placement students will additionally work with non-professional groups. This will equip students for communicating and collaborating across professional boundaries in order to contribute to safer systems of care and provide holistic person centred care in all practice settings; as well as providing advanced knowledge of human factors theories that will enable them to identify the relationship between human behaviour, system design and safety that is becoming increasingly influential in helping us understand the causation of errors, accidents and failures in health care systems. Students will reflect on experiences and propose where current clinical practice may be improved.

Assessment Strategy

The Paramedic Science programme uses a diverse range of assessment strategies that reflect the diversity of the student population, accommodating different learning styles. This varied approach seeks to facilitate the success of all students and the all-round development of a competent clinical practitioner and graduate who can meet the learning outcomes for the programme. The assessment load is spread evenly across each year and programme. Assessment methodologies may include:

1. Written essay
2. Reflective Case study
3. Multiple Choice Question examination
4. Extended Matched Questions examination
5. Seminar or poster presentation
6. Objective Structured Clinical Examination (OSCE)
7. Written project report
8. Completion of a Dissertation
9. Completion of a portfolio of skills
10. Team Based Learning assessment including:
 - Individual Readiness Assurance Tests (iRAT)
 - Team Readiness Assurance Tests (tRAT)

- Teamwork evaluation (Peer evaluation)

11. Contemporaneous Skills Assessment.

Students will be provided with a personal academic tutor who will support learning throughout the programme and offer guidance and feedback on academic work and development. There will be opportunities for formative feedback to help students in the presentation of work for assessment. The programme includes continuous assessment with a particular focus on competencies and the core academic skills. Students will be expected to keep a portfolio of learning. This will help students to better plan for and engage with taught elements of the programme. Competence based clinical skills are essential components of professional practice and will help the students prepare for all 'Paramedic Professional Practice' modules. They are assessed on a pass/fail basis and contribute to the overall module mark.

Assessment in the University aims to promote and develop reasoned 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 ability to undertake clinical skills as well as evidence clinical reasoning and decision making, as they would in the clinical setting.

There will be identified opportunities for formative feedback in all modules to assess students' progress prior to final achievement of modular outcomes.

The assessment strategy for clinical placements has been developed collaboratively with the Yorkshire Ambulance Service. There is an assessment tool, which offers as robust an assessment as is possible in the clinical environment; with standardised learning outcomes across the domains being tested. In addition to the paperwork for the Bradford programme, students will be required to pass the element for professional conduct. This is a programme requirement. Any student who has exhibited behaviour not in keeping with Standards of Conduct, Performance and Ethics (Health & Care Professions Council, 2016) will fail the placement overall, even if they have achieved an average pass mark across the remaining domains being tested.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

However, there are three exceptions to these regulations as listed below:

- Students undertaking the BSc (Hons) Paramedic Science must achieve at least a Pass and or 40.0% in all elements of assessment in all individual Stage 1, 2, 3 and 4 modules in order to progress on the programme and be eligible for award.
- Students undertaking the BSc (Hons) Paramedic Science who may be considered for an Aegrotat award must only be eligible for the fall-back award of 'Ambulance Care'.

- Where a student fails the Blue Light Training module (PAS5004-Z) a further attempt (2nd attempt) will be offered at this discretion of the Yorkshire Ambulance Service. Students are not eligible for a further attempt as an automatic right.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidates' potential to benefit from their science and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The minimum entry requirements for the programme are as follows:

Typical offer: ABB / 128 UCAS points

A levels:

- A Levels 128 UCAS tariff points (ABB) from 3 full A levels with at least one in a STEM science subject. (A level PE is not acceptable in place of a science)

BTEC Extended Diploma:

- DDM in a relevant Health or Science subject.

Plus, minimum of:

- 5 GCSEs at grade 4 or above (previously Grade C), including GCSE English Language and Maths (note: GCSE English Language and Maths equivalences will not be accepted) and a science subject.

Applicants on Access Programmes:

- An Access to Higher Education Diploma in Health Professions or Science, to include 30 Level 3 credits at Distinction (including 15 credits in a science subject) and 15 Level 3 credits at Merit.
- Those studying Access to HE Diplomas are required only to have GCSE grade C or above in English Language and Maths

Students with a non-traditional education background are considered with a range of qualifications, even if they do not fulfil the above criteria provided that there is evidence of successful level 3 study in a relevant subject within the last 5 years. Applicants with level 4 (or above) qualifications will be considered on a case-by-case basis.

Additional entry requirements:

In addition to academic entry requirements candidates must also demonstrate an understanding of the diverse nature of paramedic practice. This may be demonstrated through research into the profession via the internet, publications, or appropriate work experience. As part of the selection process, we interview short-listed candidates prior to making offers. Offers are only made after detailed consideration of each individual application and subsequent interview. Interview will give the applicants the opportunity to discuss and demonstrate values related to the NHS Constitution.

In addition to meeting the academic entrance requirements all places are offered subject to satisfactory occupational health screening. This will involve completing an on-line occupational health questionnaire and possible attendance at a medical appointment. There is also a physical capability assessment requirement for employment with Yorkshire Ambulance Service. This assessment could be discussed at interview and physical capability assessment may be a requirement of entry to the sandwich year.

The offer of a place is also subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check. These are to ensure students' the requirements of the School's Learning and Development agreement with Health Education England, Yorkshire, and Humber for protection of the public.

Where issues are identified during application in the DBS or occupational health assessment the results will be notified to the applicant with the case being referred to a multi-professional panel for consideration.

Driving License requirements:

All Applicants require a full, clean UK driving license with at least provisional C1 entitlement at point of entry onto the programme. Licenses with any endorsements will not be accepted. All students will be required to pass the C1 test prior to enrolment on to year 2 of the programme. Without this qualification they will be unable to progress further on the programme. Applicants should be aware that it is their responsibility to maintain a full, clean UK driving license throughout the duration of the programme and that failure to do so may prevent them from completing the sandwich year and therefore they may be unable to progress further on the programme.

All students are reminded that the ability to progress onto the sandwich year is ABSOLUTELY contingent upon having the appropriate licence. All are reminded that it is the students' own responsibility to achieve the appropriate licence and that this should be done before entry into year two of the programme.

English language requirements:

- Minimum IELTS at 6.5 or the equivalent with a minimum of 6.0 in each sub-test.

To apply to be admitted to the HCPC register, students' must be able to communicate to the standard of Level 7 of the IELTS (or equivalent) with no element less than 6.5. One of the programme aims is to ensure that students' meet the requirements of the Health and Care Professions Council (HCPC) for eligibility to register as a Paramedic. As such the named award is linked to eligibility to apply for registration with the HCPC; we cannot therefore grant the named award unless students' meet this requirement. Students' may be asked therefore, to provide evidence of English language proficiency (this may include undertaking further testing via IELTS). Failure to meet this programme aim will result in the fall-back award being conferred.

The UCAS tariff applicable may vary and is published here:

<http://www.brad.ac.uk/study/courses/info/paramedic-science-bsc>

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	Clarification of sandwich year commencing in July Clarification that the supplementary assessment of the blue light training module is at the discretion of YAS	
2	Annual changes for 2021 academic year	May 2021
3	Annual changes for 2022 academic year	May 2022

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 (2017) Standards of Education and Training. London: Health & Care Professions Council.

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

Quality Assurance Agency (QAA) (2008) Higher education framework for England: guidance on academic credit arrangements in higher education in England Available from:

<https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks#>

Quality Assurance Agency (QAA) (2014) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. Available from:

<https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks#>

Quality Assurance Agency (2019) Subject benchmark statement – Paramedic Science. Available from: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-paramedics-16.pdf?sfvrsn=9594f781_12