Course Handbook

BSc (Hons) Enhanced Paramedic Practice

(NUPARA520)

2020/2021

Course Leader: Lorna McInulty

School of Sport & Health Sciences

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
COURSE SUBJECT TO CHANGE
The BSc (Hons) Enhanced Paramedic Practice* is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review. Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019.

*subject to reapproval
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8.1 Programme Specification(s)
1. Welcome to the course

Welcome to the University of Central Lancashire and in particular, the College of Health & Wellbeing. The School of Sport & Health Sciences, which sits within the College, will be managing your course and the course team would like to take this opportunity to not only welcome you to UCLan but wish you every success during your time here with us at the University.

An overview of the course and other important information is provided within this handbook. The School’s programme standards and services available to students are further explained in the School of Sport & Health Sciences Student Handbook so please do read it. In addition you should refer to the ‘Student Guide to Regulations’ for information regarding the University’s rules and regulations.

The University values the health and well-being of its student population, therefore support for students is widely available through various means across the University (see section entitled student support).

Enjoy your programme of study. It is a busy course but you will have a lot of help along the way and at the end you will be able to recognise your accomplishments through achieving your award and enhancing your professional practice.

Best Wishes

Lorna McInulty
1.1 Rationale, aims and learning outcomes of the course

The philosophy of this course is the belief that you, as a practitioner, bring with you knowledge, skills and expertise that can be further developed to enhance your professional practice and improve the quality of patient care in out-of-hospital setting. On successful completion of the course, students are awarded the BSc (hons) Enhanced Paramedic Practice degree.

The programme will encompass learning in relation to the following topic areas: clinical application of pathophysiological processes; clinical skills required in physical examination and assessment; critical analysis of research and literature surrounding current practice together with its role in driving forward clinical practice, and finally, theories of leadership will be explored with the aim of widening your skills and knowledge to meet the demands of complex health organisations.

Aspects of public health will also be included within the course content. Public health aims to prevent disease, promote well-being and improve outcomes and is therefore fundamental for all practitioners, and essential to influence the wider picture of healthcare.

The overall aim of the course is to enhance the knowledge and skills of the paramedic. It will enable the paramedic to lead and develop out-of-hospital care, and to be able to critically appraise their own and others’ practice. The learning outcomes are divided into 4 key areas these being knowledge and understanding, subject-specific skills, thinking skills and finally skills related to employability and personal development. A more detailed copy of the learning outcomes can be found in the programme specification (Appendix 1).

The course will be regularly reviewed by the University and the Course Management Team to ensure that it meets the needs and demands of current practice. Your views are important and you will be asked to take part in course review and evaluation in different ways. If you have any points that you wish to raise regarding the course at any point, please refer to your course leader who will ensure that your views are directed to the appropriate person or committee.
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<thead>
<tr>
<th>Name</th>
<th>Position/Module Leader</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
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<tbody>
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1.3 Expertise of staff
The course team have a wide portfolio of expertise relevant to each module of study along with an involvement in research, scholarly activities and a variety of publications all of which will positively enhance the learning environment and course materials.

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

1.5 Administration details
Brook Hub provides administration support for students and staff and from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

The hub is located in Brook Building in room 204
Telephone: 01772 891992/1993
Email: brookhub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Please note that academic staff may not respond immediately to your email, especially when out of the hours of 9-5pm. However, you should expect a response within 3 working days as per university policy. Please note that where staff are part-time, this means 3 of their own working days.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other Higher education institutions in the UK. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports are available on the course blackboard site.

The current external examiner is
John Renshaw, Senior Lecturer in Paramedic Science, Coventry University
2. Structure of the course

2.1 Overall structure
The BSc (Hons) Enhanced Paramedic Practice is a flexible top-up degree programme that enables registered paramedics to develop specialist knowledge and skills.

The programme is made up of 5 core modules and 1 option module that together accrue a total of 120 credits at level 6. The modules are typically delivered 1 day per week although this can vary, for example certain modules may be delivered on an alternative weekly basis.

The programme is designed to offer a three-year part time pathway, however three years is not prescriptive and some flexibility is available for students, with a maximum of 5 years in which to complete the programme. Students choosing to adopt an alternative pathway would need to speak with the course leader to discuss the practicality of their proposed plan of study.

Example of a 3-year programme of study

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<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td>Year 1</td>
<td>Valuing Research</td>
<td>Pathophysiology Applied to Practice</td>
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<tr>
<td>Year 2</td>
<td>Enhanced Clinical Paramedic Practice</td>
<td>Developing Leadership Skills</td>
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<tr>
<td>Year 3</td>
<td>Practice Based Study</td>
<td>Option module (however due to workload and assignment schedules it may be better to use semester 3 to undertake an option module or semester 1 of the first year)</td>
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**NB:** Academic terms are split into semesters. Semester 1 modules – Commences in September, Semester 2 modules - January start, and Semester 3 modules commence in April.

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Please note that the delivery of option modules is subject to a minimum number of students and therefore may not run every academic year. Please speak with the course leader for further information.

NU3075 Pathophysiology Applied to Practice – core module
This module focuses on the pathogenesis of disease and its effect on homeostasis. It will examine the changes in anatomy and physiology in disease, recognition of symptoms in specific disorders and will consider treatment options.
NU3047 Valuing Research – core module

On completion of this module students will be able to examine, analyse and evaluate different research theories in relation to clinical practice and the research process. Students will acquire the skills and knowledge to enable them to conduct a systematic literature review and develop an appreciation of the value of research in light of changes to clinical practice. This module is available as either a taught or E-Learn module.

NU3268 Developing Leadership Skills - core module

This module can either be studied within the classroom setting or as an e-learn option. The module provides the student with the opportunity to explore concepts of leadership within the healthcare setting as well as build upon existing knowledge and skills. Students will be encouraged to examine their own approach to leadership and critically evaluate the skills required for effective leadership. Theories of change management, risk and quality will also be addressed. This module is available as either a taught or E-Learn module.

NU3113 Work Based Practice Project – core module

The Work-Based Practice Project provides the student with the opportunity to apply a structured model of change as a strategy to improving patient care/service delivery within their sphere of clinical practice. Students will be able to test an idea by trialling a change and assessing its impact. The module enables the student to experience and lead change, to work both collaboratively and independently and to summate their personal and professional development in order to complete the degree.

NU3085 Enhanced Clinical Paramedic Practice – core module

Within this module, knowledge and competencies in relation to patient assessment and diagnosis across specific body systems will be developed, enabling the practitioner to make effective clinical decisions about care. Professional issues such as accountability, law and ethics in relation to paramedic practice will also be looked at.

NU3138 The Trauma Care Continuum- option module

The aim of this module is to facilitate the development of knowledge and skills in relation to the trauma continuum to enable the practitioner to make an initial patient assessment, instigate appropriate investigations and interventions, and evaluate on-going care of adult patients with major or multi-system trauma, using an evidence-based approach. The module is suitable for paramedics, A/E nurses, ward nurses, especially orthopaedics, and critical care nurses. This multidisciplinary module looks at the entire patient journey and not solely the paramedic aspects. It will broaden your overall understanding of trauma.

NU3139 Minor Injury Management – option module

This module aims to develop the practitioner’s knowledge and skills in order to enable them to undertake a comprehensive initial patient assessment, instigate appropriate investigations and interventions, and evaluate care of adult patients presenting with minor injuries, using an evidence-based approach. This is a multidisciplinary module aimed at paramedics and emergency nurses.
NU3081 Safe and effective transfer of patients- option module

This course covers the principles of assessment and transfer. It contains specific information on the safe transfer of different patient groups e.g. patients with neurological problems; burns patients; children; neonates; pregnant women, and those with mental health issues. The principles of rhythm recognition, invasive monitoring, respiratory support, and multiple infusions will be covered. The course includes sessions within the skills laboratories practicing inter and intra hospital transfer.

NU3244 Trafficking of People – option module

This module is aimed at practitioners who want to gain knowledge and understanding of the issue of human trafficking. It covers a range of topics. It will enable practitioners to identify victims and know how and where to refer. It will also explore the various types of trafficking and the control methods used.

NU3720 Safeguarding - option module

The module requires the student to critically appraise the issues, policies and underpinning theory relating to the safeguarding of vulnerable people. Different types of abuse will be explored and related to issues of safeguarding.

NU3096 Multi-professional support of learning and assessing practice – option module

This module explores supervisory relationships within the wider context of the multi-professional practice learning environment. Students will be expected to critically reflect on the responsibility of mentors / practice supervisors in relation to self and others, and acknowledge the requirements of relevant professional bodies / codes of conduct in order to facilitate student learning and professional development. At the end of the module it is expected that students will have the skills and knowledge to plan, prepare, deliver and evaluate teaching, learning and assessment strategies and their application in the multi-professional learning environment. This module is available as either a taught or E-Learn module.

2.3 Course requirements

Completion of the course is dependent on the student successfully completing 5 core modules and 1 option module. Please note that NU3075 Pathophysiology Applied to Practice must be completed prior to the undertaking of the NU3085 Enhanced Paramedic Clinical Practice module. The final module students should undertake is NU3113 Work-based Practice Project as this is the course equivalent to a dissertation module.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.
2.4 Study Time
2.4.1 Weekly timetable
A timetable will be available once you have enrolled onto the programme, through the Student Portal.

**NB timetables will not be available from any other place.**

You must review your timetable on a regular basis in order to keep up to date with any changes e.g. room allocations. You should get to know the building codes e.g. Greenbank Building is GR. The University is well signposted and you should be able to find your way around quite easily. Car parking can be a problem. You should consider purchasing car parking permits for your university study days or explore other travel option such as buddyng up with a peer.

2.4.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study 10 hours per each credit you need to achieve (200 hours per 20 credit module) – this includes attendance at UCLan and time spent in private study.

A balanced approach to teaching and learning and assessment in theory and practice is achieved through supporting and guiding you in the development of a structured approach to help you achieve the course outcomes. Each module is designed to encompass approximately 200 hours of learning. Modules have between 36 and 45 hours of contact or attendance time. Therefore University attendance for module sessions is a small component of your total learning.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness must be made to BrookHubAttendance@uclan.ac.uk and copied to the course leader. Exceptional requests for leave of absence must be made to the course leader: Lorna McInulty, 01772893606 leminalty@uclan.ac.uk

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student regulations.

3. Approaches to teaching and learning
The emphasis within the course will be upon the creation of an adult learning environment with a student-centred approach. This will facilitate your development as an independent learner. As practicing professionals, you have much to contribute to the learning process. An interactive and creative experience will enable you to mobilise your own strategies to identify independent perspectives and develop conceptual understanding of practice with a critical perspective.

3.1 Learning and teaching methods
The University has an established learning and teaching strategy that influences and shapes the delivery of the course. ‘Learning’ comes first in the title of this strategy to show its importance in
the daily activity of the University. Lecturing and clinical staff will help you to learn. To help you to learn, you will be expected to discuss your views and experiences.

The learning approaches will include reflection, critical reading, problem based learning activities, directed study, lectures, discussion groups, and group and team working.

3.2 Study skills
Students will start the course with a range of academic experience. We will assist you in developing your skills further, through tutorials, feedback in class and feedback on your submitted work. Further learning materials will be made available on Blackboard. For help in relation to study there are a variety of services to support students and these can be accessed through WISER and the learning Information Services (LIS):

WISER [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

Study Skills - ‘Ask Your Librarian’ [https://www.uclan.ac.uk/students/support/study/it_library_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

3.3 Learning resources
3.3.1 Learning and Information Services (LIS)
The best place to start when exploring the Library resources available to you is;

• Your ‘Subject Guide’ can be found in the [Library Resources](http://www.uclan.ac.uk/students/study/wiser/index.php)
• Your ‘My Library’ tab in the [Student Portal](http://www.uclan.ac.uk/students/study/wiser/index.php)
• [Library search](http://www.uclan.ac.uk/students/study/wiser/index.php)

Extensive resources are available to support your studies and are provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

There are books, journals, study areas and access to PC workstations. The Online University Network provides you with onsite and remote (offsite) access to the internet, word-processing and other software applications, e-journals, e-books, e-databases, email, webmail, and Blackboard etc. Detailed information about the full range of services and library opening times can be found on their web pages [http://www.uclan.ac.uk/students/it_library.php](http://www.uclan.ac.uk/students/it_library.php)

Full access to the Library is available to all Students of UCLan with a valid Corporate Card. You will need a Corporate Card to enter and borrow books from the library and to log on to the Network. Therefore it is important that you apply for your Corporate Card as soon as possible. To apply for your UCLan Corporate Card you need to bring the following to the ISS Registration and Printer Support desk, based on the 3rd floor of the Library Building.

• an official document with your signature such as Passport, Driving Licence, Bank Card
• UCLan green enrolment form
Corporate Cards can normally be created while you wait and are valid for use within 24 hours. It is important that you keep your Corporate Card safe and with you at all times.

### 3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module Leaders will also upload relevant links / policy documents on the module Blackboard. Blackboard is the brand name for the on-line Virtual Learning Environment (VLE) that UCLan has implemented to support and enhance teaching and learning. You can access Blackboard via the university homepage by clicking on the student tab. All University students have been allocated an area known as their Blackboard module space. Once logged into your Blackboard area you can access all of the modules listed under your name.

### 3.4 Personal development planning
You are advised to become actively involved in PDP using your employers preferred method. This will assist you to review, plan and take responsibility for your own future development. PDP will be encouraged during the course from day one, until graduation.

Specific module content will also influence and support development both from personal and professional angles. A variety of approaches will be offered to promote personal and professional development e.g. workshops, suggested reading, suggested activities to be undertaken online or in the classroom, individually or in a group. Your academic adviser can also assist you with PDP, as required.

All modules enable the students to gradually develop skills that will be transferable to a variety of stages within their careers. For example, IT skills are promoted via the module assessments, as are communication and interpersonal skills. Problem solving and clinical decision-making skills will be developed within NU3085. Leadership is another theme that is threaded through this curriculum, particularly through NU3268. Inter-professional working is an important aspect of all health care and collaborative working and learning will be promoted throughout the course.

By utilising a PDP strategy, it is hoped that the students will return to UCLan at a later date and continue their studies at postgraduate level.

### 3.5 Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential your course has been designed with employability integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is and how it has supported you in your career aspirations.

### 4. Student Support
Information on the support available is at: [https://www.uclan.ac.uk/students/](https://www.uclan.ac.uk/students/)

This section gives you an overview of the different support available to you.

### 4.1 Academic Advisors
Each award has a designated **course leader** who is responsible for monitoring your overall progress through your award, the achievement of satisfactory assessment results, allowable progression and requests for intercalation or deferment.
Each module has a module leader (who may also be the course leader). This person is responsible for your academic progress within that module and ensures that you are aware of the practical arrangements for the module.

Each student will be allocated an academic advisor who will usually be a member of staff associated with your course. Whilst there is no obligation to meet with your academic advisor, it is encouraged that students will maintain regular contact with their tutor to inform them of their progress.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. Your School Disability Lead is Sean Kilmurray SFKilmurray@uclan.ac.uk

With your agreement information will be passed on to the Disability Advisory Service. The University will endeavour to make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments. Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. You should inform your module leader in the first instance so that appropriate facilitation may take place.

4.3 Students’ Union
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment
5.1 Assessment Strategy
Assessments are important; they help to evaluate your learning. We believe in assessment for learning. At the start of each module you will receive assessment information that will provide details of the assessments. If you have more than one assignment for a module, you will find that the submission dates for assessments may be staggered. You should take careful note of when you are expected to submit work. Assessments must be submitted no later than the date on your assignment briefs. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed, or are likely to miss, in-semester tests you must report this to your module tutor at the earliest possible opportunity.

You are responsible for your coursework. No one else can plan this for you although we will gladly assist if you are having difficulty doing so.

A number of modules are assessed in both theory and practice. Theory assessment is by written assignments, presentations, oral viva and examinations. Clinical practice where applicable, will be assessed through a variety of methods (e.g. clinical competency schedule, Objective Structured Clinical Examination (OSCE) and/or the production of a supporting portfolio of evidence).

You will note in each module descriptor (see module handbooks) that all assessed elements must achieve a pass grade for the module to be successfully completed. For theoretical assignments
the pass grade is 40%. All theoretical assessments are marked and moderated in accordance with the School of Sport & Health Sciences theoretical marking criteria. Practice assessments receive a PASS or REFER statement dependent upon achievement of the assessment criteria. It is very important that you review the guidelines for assessment in the school handbook and understand your responsibilities in the assessment process.

Assessment is inevitable in formal education and it is necessary to identify your achievements and to give feedback about your progress. Part of that process requires you to develop your skills of self-assessment and it is important that you accept that responsibility.

5.2 Notification of assignments and examination arrangements

Module leaders will inform you of the requirements for individual assessments. All pieces of assessed work on submission should:

- Submit an electronic declaration via turn-it-in.
- Be submitted no later than by 12noon on the due date unless an extension has been agreed with your module leader or an extenuating circumstances application has submitted and formally supported. An extension to deadline or extenuating circumstances can be applied for using the following email addresses: Extensions – HSEExtensions@uclan.ac.uk / Extenuating Circumstances – HSEC@uclan.ac.uk. The latter must be accompanied by evidence otherwise the application will be declined. 
- Any assignment received up to 5 days late without prior arrangement will receive 40% maximum for that assignment, after 5 days 0%. Please refer to the School Handbook section on ‘Submission of Assignments’.
- The School is committed to fairness and equality and this is reflected within the marking process for assignment and examinations, therefore, the school has adopted an anonymous approach to marking to further enhance and ensure fairness to the marking process.
- A percentage of work is internally moderated and also, externally moderated by the named External Examiner for the module.

5.3 Referencing

The school use the American Psychological Association (APA) 6th Edition referencing system - http://www.apastyle.org/manual/index.aspx. This is explained in The School of Sport & Health Sciences Referencing Guide 2017/2018 that will be available on the blackboard at the start of your course.

5.4 Confidential material

When you are engaged in courses that involve doing practice placements, documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. In professional courses you will be developing your professional role and responsibilities, which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group.

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student. Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:
“Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

“Anonymised information: Information which does not, directly or indirectly identify the person to whom it relates.”

Further details relating to anonymity and confidentiality can be found in the School of Sport & Health Sciences Anonymity and Confidentiality Guidelines via the Student Office online.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.
6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning, such as the student staff liaison committee meetings. We aim to respond to your feedback and let you know of our plans for improvement.

We have recently developed the course to include an option module and reduced the double module to a single module following feedback from existing students. These modules have been specifically included to enhance the career pathway for the Senior Level Paramedic.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using these Guidelines, and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

All feedback, evaluation (formal and informal) feed back into the course. The course you are now on is a result of the course team taking into account the messages given to us from previous courses. You in your turn will influence the next course. You will be invited to nominate a course representative during the first few weeks of the course. Students are also invited to join the school student staff liaison committee, which meets once per semester. Students are urged to get 'involved' with their course; it is a great opportunity to actively contribute to this course. For
example, actions taken as a result of student feedback about individual modules include changes to assessment and scheduling of sessions.
8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire Preston campus</td>
</tr>
<tr>
<td>3. University Department/Centre</td>
<td>School of Sport &amp; Health Sciences</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BSc (Hons) Enhanced Paramedic Practice (Top-up degree)</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>QAA Benchmark for Paramedic practice</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>June 2018</td>
</tr>
</tbody>
</table>

11. Aims of the Programme

The aim of this course is to enhance the knowledge and skills of the paramedic. It will enable the Paramedic to lead and develop out-of-hospital care, and to be able to critically appraise their own and others’ practice.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
At the end of the programme of study the student will be able to:

<table>
<thead>
<tr>
<th>A1</th>
<th>Critically analyse principles of clinical leadership, education and change management in relation to their area of practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Analyse pathophysiological processes related to illness and injury.</td>
</tr>
<tr>
<td>A3</td>
<td>Evaluate the role of professional and regulatory bodies in relation to informing paramedic practice.</td>
</tr>
<tr>
<td>A4</td>
<td>Critically analyse the consultation process.</td>
</tr>
<tr>
<td>A5</td>
<td>Evaluate legal, ethical and psychosocial issues related to out of hospital care.</td>
</tr>
<tr>
<td>A6</td>
<td>Explain how the research process influences evidence based practice.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

Key lectures, seminars, workshops, group work, e-learn, diary analysis, case studies, practical demonstration, analysis of practice, service user / carer involvement, literature searching and review, critical reading, discussion groups.

**Assessment methods**

Case study analysis; OSCE; presentations; unseen written examination; MCQ exam.

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### B. Subject-specific skills

At the end of the programme of study the student will be able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Critically appraise the communication skills of one’s self and others within a wide variety of situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Demonstrate a range of patient assessment and diagnostic techniques across the age continuum.</td>
</tr>
<tr>
<td>B3</td>
<td>Critically analyse a range of ethical dilemmas in relation to out of hospital care.</td>
</tr>
<tr>
<td>B4</td>
<td>Manage change within a health care team</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

Key lectures, group work, e-learn, case studies, practical demonstration, analysis of practice, service user / carer involvement, literature searching and review, critical reading, discussion groups, action planning.

**Assessment methods**

Case study analysis; OSCE; presentations; Poster presentation & defence; proposal development; action plan.

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### C. Thinking Skills

At the end of the programme of study the student will be able to:

<table>
<thead>
<tr>
<th>C1</th>
<th>Apply a systematic approach to clinical decision making within out of hospital care.</th>
</tr>
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<tbody>
<tr>
<td>C2</td>
<td>Evaluate practice in light of prior experience (Reflection).</td>
</tr>
<tr>
<td>C3</td>
<td>Demonstrate critical thinking ability when applying knowledge to clinical practice.</td>
</tr>
<tr>
<td>C4</td>
<td>Critique current literature in relation to informing clinical practice.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

Key lectures, seminars, workshops, group work, e-learn, diary analysis, case studies, practical demonstration, analysis of practice, service user / carer involvement, literature searching and review, critical reading, discussion groups.

**Assessment methods**

Case study analysis; OSCE; presentations; Poster presentation & defence; proposal development; action plan; unseen exam; on-line MCQ exam.
D. Other skills relevant to employability and personal development

At the end of the programme of study the student will be able to:

D1 Engage with the ethos of lifelong learning and continuing professional development.
D2 Apply an evidence base in relation to their specific field of practice.
D3 Engage effectively and appropriately with other agencies in the pursuit of alternate care pathways.
D4 Critically discuss the importance of placing the patient / service user at the centre of care.

Teaching and Learning Methods

Key lectures, group work, e-learn, case studies, practical demonstration, analysis of practice, service user / carer involvement, literature searching and review, critical reading, discussion groups, action planning.

Assessment methods

Case study analysis; OSCE; presentations; Poster presentation & defence; proposal development; action plan; unseen exam; on-line MCQ exam.

13. Programme Structures*  14. Awards and Credits*

| Level | Module Code | Module Title | Credit rating |
Enhanced Clinical Paramedic Practice
Valuing Research
Pathophysiology Applied to Practice
Work-Based Practice Project
Developing Leadership Skills
Safeguarding
Safe and Effective Transfer of Patients
Multi-professional support for learning and assessment in practice
The Trauma Care Continuum
Minor Injury Management
 Trafficking of People

15. Personal Development Planning

The Personal Development Planning (PDP) process within this curriculum will be designed to assist the students to get the most from their time at University. It is intended to provide them with a structured and supported process through which they can reflect on their learning, performance and/or achievements and plan for their personal, educational and career development. By becoming actively involved in PDP the students will improve their capacity to understand what and how they are learning, and how to review, plan and take responsibility for their own future development. PDP will be encouraged during the course from day one, until graduation. Once the students have completed the course they will be expected to continue with their PDP as paramedics, to organise and plan their on-going professional development.

The students will develop their understanding of Personal Development Planning throughout the course, although specific module content will also influence and support development both from personal and professional angles. A variety of approaches will be offered to promote personal and professional development e.g. workshops, suggested reading, suggested activities to be undertaken online or in the classroom, individually or in a group. They will also be allocated a personal tutor at the start of the course who will assist them in this process, through timetabled PDP sessions.

All modules enable the students to gradually develop skills that will be transferable to a variety of stages within their careers. For example IT skills are promoted via the module assessments, as are communication and interpersonal skills. Problem solving and clinical decision-making skills begin to be developed within NU3085. Leadership is another theme that is threaded through this curriculum, particularly through NU3268 / 9. Inter-professional working is an important aspect of all health care professions in the 21st century and the students will have this promoted from the start of the course to encourage collaborative learning and working.
By utilising this PDP strategy, it is hoped that the students of this programme will return to UCLan at a later date and continue their studies at a postgraduate level.

### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

- Registered with the Health Professions Council as a paramedic.
- Minimum of 6 months post-registration experience working as a paramedic.
- Evidence of achievement of a DipHE in a relevant subject, or equivalent (for example, an access to HE course, existing qualifications, CPD)
- Evidence of continuing professional development during clinical career.
- Successful selection interview with course leader

### 17. Key sources of information about the programme

- Fact sheet / Red dot Proforma
- Promotional materials
- School of Nursing & Caring Sciences web site
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>A1  A2  A3  A4  A5  A6  B1  B2  B3  B4  C1  C2  C3  C4  D1  D2  D3  D4</td>
<td></td>
</tr>
<tr>
<td>Level 6</td>
<td>NU3085</td>
<td>Enhanced Clinical Paramedic Practice</td>
<td>C  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU3047</td>
<td>Valuing Research</td>
<td>C  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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<td></td>
<td>NU3075</td>
<td>Pathophysiology Applied to Practice</td>
<td>C  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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<td></td>
<td>NU3113</td>
<td>Work-Based Practice Project</td>
<td>C  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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<tr>
<td></td>
<td>NU3268</td>
<td>Developing Leadership Skills</td>
<td>C  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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</tr>
<tr>
<td></td>
<td>NU3720</td>
<td>Safeguarding</td>
<td>O  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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<tr>
<td></td>
<td>NU3081</td>
<td>Safe and Effective Transfer of Patients</td>
<td>O  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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<tr>
<td></td>
<td>NU3096</td>
<td>Multi-professional support for learning and assessment in practice</td>
<td>O  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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<td></td>
<td>NU3138</td>
<td>The Trauma Care Continuum</td>
<td>O  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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<tr>
<td></td>
<td>NU3139</td>
<td>Minor Injury Management</td>
<td>O  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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<tr>
<td></td>
<td>NU3244</td>
<td>Trafficking of People</td>
<td>O  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
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