Course Handbook

BSc (Hons) Paramedic Science

2020/2021

Course Leader: Simon Dykes

School of Sport & Health Sciences

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

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Welcome to the Course

Welcome to the University of Central Lancashire (UCLan) and in particular, the School of Sport & Health Sciences. The paramedic course lecturers will be managing your programme of study and you will soon get to know the staff, especially those who will be involved in the day-to-day delivery of your course.

There are a number of drivers influencing and shaping the healthcare service and educational provision that helps practitioners meet the challenges and demands of their profession. The programme endeavours to enable the creation of an environment and ethos for personal and professional learning and development contributing to the evolving health and social care needs of the public. The School of Sport & Health Sciences is focusing its research; knowledge transfer and teaching on the outcomes NHS Trusts are being asked to deliver against in this challenging economic climate and time of transition.

The course offers an academic and professional qualification that allows you access to employment as a paramedic. At the end of the course, if successful, you will be eligible to register with the Health and Care Professions Council (HCPC).

We hope that you enjoy your programme of study. It is a challenging course, but you will be supported every step of the way and at the end will be embarking upon a new, exciting and rewarding career.

The course team wish you good luck and success in your studies at UCLan.

1.1 Rationale, aims and learning outcomes of the course

The curriculum has been designed to provide a programme of study that will enable understanding, application and integration of the theory and skills attributed to paramedic practice. We intend to promote and facilitate both the desire for life-long learning and the foundations of professional autonomous practice, which will equip you for your future role as a healthcare professional.

The course aim is to ‘produce graduates eligible for registration with the Health and Care Professions Council (HCPC) who are fit for practice and fit for purpose and who are prepared for the challenges of contemporary and future paramedic practice’.

This will be achieved by learners achieving the following course learning outcomes:

- Develop knowledge and skills required for contemporary paramedic practice including the provision of evidence-based decisions to encourage patient centred care
- Promote academic, practical and professional skills necessary for today’s clinical practice
- Create an approach to life-long independent learning and the use of up-to-date evidence to inform practice based decisions
- Establish leadership and clinical reasoning skills, enabling practitioners to function as a part of the wider multidisciplinary healthcare team
- Develop the ability to become an independent clinician with the ability to display effective and informed clinical decision making skills
The curriculum offers a variety of learning and teaching strategies that have been designed to motivate and challenge you in your development of problem-solving and critical thinking skills. These will, in turn, help you to self-assess and take responsibility for your own future development.

On successful completion of the course you will be awarded with a BSc (Hons) Paramedic Science degree and be eligible to apply for initial registration with the HCPC as a paramedic. You will achieve module outcomes from a clinical and theoretical perspective throughout the course and support your practice with a theoretical understanding of the principles inherent in clinical work. The course will encourage you to become a life-long learner, promote health care values and contribute to the development of evidence based practice and effective clinical outcomes.

The course team wish you well in your studies and we all hope that you will enjoy studying at UCLan.

1.2 Course Team
Course Leader: Simon Dykes, 01772 895556 sdykes@uclan.ac.uk Greenbank Building Room 218.

The course leader is responsible for the academic leadership and effective operation of the course. The course leader’s role is to advise and guide students before and during their commencement on the course, managing the course ensuring that information about modules is available to you to help you plan your course to best suit your needs. The course contains modules of learning and each module has a named person responsible for the delivery and management of the module. The module leader is responsible for the development, delivery and changes to their module. They will be your key contact for support and guidance in relation to the specific module you are studying at any given time. They will advise and guide you on the requirements for the module and achievement in the assessment(s). The module leader will also liaise with the course leader. For some modules with a large number of students, you will be allocated a module supervisor who will be your key contact for tutorial support.

Course team contact details

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Tel</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gill Despard</td>
<td>GR211</td>
<td>01772 893783</td>
<td><a href="mailto:GDespard1@uclan.ac.uk">GDespard1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Keiran Bellis</td>
<td>GR217</td>
<td>01772 894571</td>
<td><a href="mailto:KBellis@uclan.ac.uk">KBellis@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Kerryn Ragan</td>
<td>GR212</td>
<td>01772 896327</td>
<td><a href="mailto:KRagan@uclan.ac.uk">KRagan@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Lizi Hickson</td>
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<td>01772 895546</td>
<td><a href="mailto:LHickson@uclan.ac.uk">LHickson@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Lorna McInulty</td>
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<td>01772 893606</td>
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<td>Matt Rees</td>
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</tr>
<tr>
<td>Simon Dykes</td>
<td>GR218</td>
<td>01772 895556</td>
<td><a href="mailto:SDykes@uclan.ac.uk">SDykes@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

1.3 Expertise of staff
The teaching team are specialists within their field of practice and the core course team is comprised of registered paramedics and registered emergency nurses. During the delivery of the programme, other staff with specialties augment the teaching and learning experience for students such as obstetrics, children’s nursing, medical/surgical nursing and critical care.
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
Course Administration Service (CAS) provides academic administration support for students and staff and are located in Brook building room 204 and is open 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. Course specific information is also available via school Blackboard sites. The Hub telephone number for is 01772 891992/891993. The Hub email contact is 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 UCLan staff email messages from other addresses (such as Gmail or Hotmail), they risk being filtered out as potential spam and discarded as unread. The policy for communication is that lecturing staff will return your emails or voice messages within 3 working days. Lecturing staff may also use other forms of communication such as a text messaging service to relay important messages or via the Blackboard platform, advising you of important announcements attached to your modules of study. Please note that lecturing staff have many responsibilities, such as being course leaders for two or more programmes, undertaking scholarly activity and research, and teaching on a variety of modules and courses outside of the paramedic programme, as well as undertaking administrative activities to facilitate the smooth operation of programmes. This means they may be away from their offices for a number of days. To ensure that communication remains effective, you MUST ensure that your contact details remain up-to-date, any changes to your details need to be passed onto the Brook Hub.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your programme are comparable to those provided at other higher education institutions in the United Kingdom (UK). The name of this person, his position and home institution can be found in the box below. If you wish to make contact with your external examiner, you should do this through your course leader only.

External examiner reports will be made available to you electronically. The school will also send a sample of students’ assessment to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiner: Matthew Capsey Senior Lecturer in Paramedic Science Teesside University.
## Structure of the course

### 2.1 Overall structure

Your progress towards a target award through credit rated course modules is through accumulation of appropriate credits. Each module has a credit rating. The information below gives you an overview of the course structure.

### Year 1

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Fundamental Skills for Safe and Effective Practice</em></td>
<td>40</td>
</tr>
<tr>
<td>Biomedical Sciences Applied to Practice (40 credits)</td>
<td>40</td>
</tr>
<tr>
<td>Ethical and Legal Aspects within Professional Practice (40 credits)</td>
<td>40</td>
</tr>
<tr>
<td>*Includes Practice-based Assessment</td>
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### Year 2

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Delivering Effective Clinical Care for the Acutely Unwell Adult</em></td>
<td>40</td>
</tr>
<tr>
<td>Contemporary Approaches for Managing Major Trauma</td>
<td>40</td>
</tr>
<tr>
<td><em>Providing Immediate and Emergency Care for Women and Children</em></td>
<td>40</td>
</tr>
<tr>
<td>*Includes Practice-based Assessment</td>
<td></td>
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</table>

### Year 3

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><em>Enhanced Decision Making for Clinical Practice</em></td>
<td>60</td>
</tr>
<tr>
<td>Leadership in Healthcare</td>
<td>30</td>
</tr>
<tr>
<td>The Dissemination of Evidence for Practice</td>
<td>30</td>
</tr>
<tr>
<td>*Includes Practice-based Assessment</td>
<td></td>
</tr>
</tbody>
</table>

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits; however, many modules have larger credits attached to them. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. The overview above identifies the modules that you will be studying on the programme, all these modules are compulsory and are needed for you to complete the course and be eligible for registration with the HCPC.
Course overview for academic years 2018/19, 2019/20 and 2020/21

### BSc Paramedic Practice 2018 Year One Overview

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Month</th>
<th>Date</th>
<th>Week</th>
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<tbody>
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<tr>
<td>2018</td>
<td>October</td>
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<td>2</td>
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<tr>
<td>2018</td>
<td>November</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2018</td>
<td>December</td>
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<tr>
<td>2019</td>
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<td>15</td>
<td>5</td>
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</tr>
<tr>
<td>2019</td>
<td>August</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

**Course Content:**
- **MON:** Welcome Wk, Theory
- **TUES:** Theory
- **WED:** Fitness time
- **THU:** Theory, Learning in clinical practice (LCP)
- **FRI:** Theory, Christmas break

### BSc Paramedic Practice 2019 Year Two Overview

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Month</th>
<th>Date</th>
<th>Week</th>
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<td>December</td>
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<td>4</td>
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<tr>
<td>2020</td>
<td>January</td>
<td>14</td>
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<td>February</td>
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<td>28</td>
<td>7</td>
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<td>2020</td>
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<td>2020</td>
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<td>12</td>
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<tr>
<td>2020</td>
<td>June</td>
<td>19</td>
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<td>2020</td>
<td>July</td>
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<tr>
<td>2020</td>
<td>August</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

**Course Content:**
- **MON:** Theory, Learning in clinical practice
- **TUES:** Theory, Christmas break
- **WED:** Fitness time
- **THU:** Theory
- **FRI:** Theory, Easter break

### BSc Paramedic Practice 2020 Year Three Overview

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Month</th>
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<th>Week</th>
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<tr>
<td>2021</td>
<td>August</td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

**Course Content:**
- **MON:** Theory, Learning in clinical practice
- **TUES:** Theory
- **WED:** Fitness time
- **THU:** Theory, Christmas break
- **FRI:** Theory, Easter break

**Additional Notes:**
- Summer break
- LCP
- TH
2.3 Course requirements

It is important to note that should your Enhanced Disclosure and Baring Service (DBS) check prove to be unsatisfactory for the purpose of the course you have applied to, your offer of a place for that course may be withdrawn. If you have already enrolled on a course and your DBS check subsequently discloses a criminal conviction, you may be required to withdraw from the course even if you have already started. If you are aware that your DBS check will disclose a previous conviction, please contact the course leader for advice as not all convictions may preclude you from continuing with the course.

For you to successfully complete the course and gain the award of BSc (Hons) Paramedic Science, you must successfully pass all compulsory modules. In addition to this for you to be fit for practice, you must successfully pass all clinical practice placements and have achieved the required amount of clinical practice hours.

As a student undertaking this course, you are bound by the standards of conduct as specified by Health and Care Professions Council (HCPC) and subject to the UCLan procedure for the consideration of ‘Fitness to Practise’. Any breach of these codes means you could jeopardise your place on the course. As a result, failure to complete the course will result in your registration application being declined by the HCPC. The registration is required for you to gain employment and to legally practice as a paramedic.

As the course prepares you for registration, it is vital that you should declare any information to the course leader that might influence the Health and Care Professions Council decision to enter you onto the register as soon as possible. For further information please access the HCPC Guidance on Conduct and Ethics for Students: http://www.hpc-uk.org/assets/documents/10002D1BGuidanceonconductandethicsforstudents.pdf.

For general information about the HCPC please access the Health and Care Professions Council website at http://www.hcpc-uk.org/

Health and Care Professions Council Standards of Proficiency / Standards of Conduct, Performance and Ethics

The required standards set out in these documents also inform the course. You will be expected to map your progress in achieving these standards throughout the programme. The Standards of Proficiency play a central role in how you can gain admission to and remain on the HCPC register and also gain the right to use the protected title of ‘Paramedic’. As a learner both you and the team must be confident that you will be able to meet the standards when you begin to practice as an individual without supervision.

2.4 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. **NB: It is normally your responsibility to make an appointment with your Academic Advisor after each clinical placement period.**

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. The course is full time and runs over two full semesters. During the course, you will attend clinical practice placements which constitute 50% of the programme (including various hospital placements) and you will be expected to attend for 37.5 hours per week whilst supervised by your placement educator. It is essential to your progression and the successful completion of the course that all practice placements are attended with sufficient placement hours achieved, a shortage of your practice hours may stop your progression on the course.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Course Leader, your Academic Advisor and the Practice Placement Learning Support Unit at the University via punit@uclan.ac.uk quoting your name and student number.

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, the date of withdrawal will be recorded as the last day of attendance. In addition to this, the course team expects 100% attendance for all timetabled sessions and for practice placements unless you have extenuating circumstances such as ill health.

3. Approaches to teaching and learning

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. Entering into a new area of knowledge requires you to learn. You will learn through interacting with lecturers and clinical staff, attending lectures and teaching sessions, but also through personal development.

A number of approaches will be used including: case-based learning, reflection; critical reading; problem based learning; directed study; lectures; discussion groups; role playing and use of digital videos to provide feedback.

3.2 Case-based Learning (CBL)

During the programme, you will be exposed to elements of case-based learning. Using a case-based approach will engage students in discussion of specific scenarios that resemble or typically are real-world examples of clinical practice. This method will be learner-centred with developing interaction between learners as they build their knowledge and work together as a group to examine the case. CBL sessions will be supported by interactive lectures, other small group sessions, clinical skills sessions, e-learning and experiences within clinical practice. Utilising this approach will encourage learners to consider wider aspects of practice and will encourage learners to approach learning within a more holistic approach rather than being confined by the module alone.

3.3 Study skills

If you have not studied for quite a while, the experience can be daunting at first. However, there are many support mechanisms that you can access to help with your academic writing and your approach to your studies. Throughout each module that you study, you will be given a module supervisor who will meet with you to help in the development of your work.
There are also workshops that you can access to assist with structuring and referencing, such as WISER (Walk-In Study Enhancement through Review). Find out more information about WISER at:
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

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?"

Never be afraid to ask for support and don’t forget you will also have an Academic Advisor who can support and guide you or even signpost you to the right support that you might need. However, it is the students’ responsibility to seek this guidance and support.

3.4 Learning within clinical practice placements

Integral to the course are clinical practice placements and these occur at stages throughout the entire programme. Placement learning or work-based learning allows you to consolidate and apply learned theories and skills whilst at university into the real world and gives you first-hand experience at how paramedics work independently and within a team setting. No matter what clinical placement you are attending, you will be allocated either a Practice Educator or an appropriate member of the placement team who will supervise and assist in your development and will be involved with the validation of your clinical competence. Typically, through the 3 years of the course, the placements will be as follows: (subject to changes)

- Year 1 – 95% of placements (termed the ‘hub’ placement) will be with Paramedic Emergency Service (PES), the remaining 5% (termed ‘spoke’) will be spent in other areas such as mental health.
- Year 2 – 80% of placements will be with PES and the other 20% will be spent attending spoke placements within a hospital setting, e.g. anaesthetics and emergency departments.
- Year 3 – 50% of placements will be with spoke placements, such as walk-in-centres, urgent care centres and general practice surgeries. The remaining placement time will be spent with the paramedic emergency service.

All placements are continually being developed and as the programme progresses, some of these placement areas may change.

3.5 Learning resources

3.5.1 Learning 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
- Your ‘My Library’ tab in the Student Portal
- Library search

Extensive resources are available to support your studies 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. The library is open out of hours and more information about can be found here:

http://www.uclan.ac.uk/students/study/library/index.php
3.5.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. After you have successfully enrolled onto the course you will be able to access the Blackboard facility. Each module of study will have specific electronic resources for you to access such as lecture notes, module descriptors and module timetables.

You will need to access your modules via the Blackboard facility on a regular basis as important information and module/timetable updates and announcements will be posted here by the module leader.

Being a member of the Library & Information Services (LIS) provides you with access to the Internet, an e-mail address (you can both send and receive e-mails) and access to electronic journals and databases. The UCLan Library website is: http://www.uclan.ac.uk/library/

3.6 Personal development planning

Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP, you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

PDP provides an opportunity for you to develop your capacity for learning by encouraging an ongoing cycle of:
• Self-reflection on why and how you are learning
• Identification of your ‘next steps’ through target setting and action planning
• Monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of clinical experience and clinical skills associated with the module. You may also be achieving skills or may have gained awards outside of university, which should also be recorded.

The main benefits you will achieve by participating in the PDP process are that you will become more:
• Self-aware, self-confident, reflective and self-directed in your learning
• Able to plan and take responsibility for your own learning
• Able to articulate personal goals and evaluate progress and achievement
• Able to link your current learning to a wider context and to your future development.

Therefore, by actively participating in PDP, you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise, value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

PDP Progress File

As part of PDP, you should build a PDP Progress File, which contains records of your progress and
achievements during each module, each semester and year of the course. You can collate a wide range of material for this file during your course as well as from experiences outside the university, which contribute to your personal, academic and professional development (e.g. voluntary work, awards, employment).

**Suggested Content of Progress File**
- A range of suggested contents for this file are outlined below:
  - Action Plans
  - Reflective Logs
  - Self-evaluations
  - Notes from Academic advisor meetings
  - Records of Achievement: (Study and Key skills from use of Learning Resource and Key skills Websites, Course - Marking Feedback Sheets, Learning Contracts and Clinical Assessment Records, Personal Records, Wider personal achievements)
  - Transcripts
  - Course Handbook
  - Module Pack/Handbook for each module undertaken
  - Learning evidence e.g. handouts; reading list; literature search findings
  - Learning notes
  - Attendance-Sickness/Absence record
  - Personal Curriculum Vitae
  - Copy of references

**Support available for PDP**
All students are offered information in their course handbook and via the PDP website on the Student Office. General guidance is available from course staff and in particular, academic advisors will provide support for your PDP activities. It is recommended that at your support sessions with your academic advisor that you take your PDP documents that will help provide a clear focus for discussion of your progress through the course.

3.7 Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at University, our course has been designed with employability learning integrated into it at every level. This is not additional to your degree, but an important part of it that will help you to show future employers just how valuable your qualification is. These ‘employability essentials’ take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life
- Later, you will investigate a range of options including jobs and work experience and postgraduate study
- You will then be ready to learn how to successfully tackle the recruitment process

*It is your future, so take charge of it!*
4. Student Support
Information on the support available is at: https://www.uclan.ac.uk/students/

Whilst studying on the course, you will have many support options open to you. You will be assigned an Academic Advisor and if they are unable to help, they will certainly be able to signpost you to the appropriate services. The Brook Hub, located in Brook Building room 204, supports the course, this is also a good place to go if you have concerns or need support.

The 'i' is the central student information centre. You can obtain information on a wide range of topics including council tax exemption certificates, bank and confirmation of study letters, portable financial credits, (continuing students only), printing and printer credit, UCLan cards, the 'i' shop and UCLan financial support bursary (first year students only).

Please access http://www.uclan.ac.uk/study_here/student_support.php for a full range of student support services, including medical care, counselling and the multi-faith centre.

4.1 Academic Advisors
You will be allocated an Academic Advisor from the lecturing team. An Academic Advisor offers general academic support, pastoral support and advice and you will meet with them on a regular basis. You will be given the name of your Academic Advisor during the first week of the course. He or she may be contacted by either telephone or email. Once you know who your Academic Advisor is, you can make a note of it in the box below for future reference:

<table>
<thead>
<tr>
<th>My Academic Advisor is:</th>
<th>Office –</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01772 89</td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>

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. For lots of information on how the university can support you, please access https://www.uclan.ac.uk/students/health/disability_services.php

The School of Sport & Health Sciences (the school in which your course sits) has a disability coordinator, this person is Sean Kilmurray. Sean is another place where you can go for support and guidance if you have a disability, Sean can be contacted at SFKilmurray@uclan.ac.uk

With your agreement, information will be passed on to the Disability Advisory Service. The university will 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. Contact the Disability Adviser for advice and information disability@uclan.ac.uk or Sean Kilmurray SFKilmurray@uclan.ac.uk

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
The course is comprised of modules and each module comes complete with an expected amount of work – in reading, thinking, preparing for sessions and taking part in classroom discussions. Each module is also assessed.

The learning outcomes have to be met in theory through examination; academic writing; presentations; posters and practical assessments and in practice through clinical assessment by Practice Educators.

Each module leader and module supervisor will offer you support towards meeting the learning outcomes. The module leaders will have agreed the submission dates for the work: the submission dates are carefully chosen to help you plan and achieve your work within agreed deadlines.

The year 1 module is set at academic level 4 and provides a broad underpinning basis upon which to build your studies both academically and in practice. Year 2 will demonstrate a change in pace as the academic level increases to level 5 and you will apply your learning skills gained over the first year to this year of focused study. Year 3 will encourage your critical thinking skills further and will encourage your learning towards clinical decision-making, autonomous practice and academic skills.

You are responsible for your assessments. No one else can plan this for you although we will give you a structured approach to achieving set goals throughout the year.

Some of the modules are assessed in both theory and practice. You will note in each module descriptor (see module descriptors and handbooks) that all assessed elements must achieve a pass grade for the module to be successfully completed. For theoretical elements, the pass grade is 40%. Some clinical assessments are graded and others receive a PASS or REFER statement dependent upon achievement of the assessment criteria.

Formative Assessment allows you to review, reflect upon and discuss progress. The formative session may turn into a tutorial, a learning opportunity, or it may result in an action plan. You can have many opportunities for formative assessment; you just have to arrange them. You will note that in some modules, assignments will be handed in at different times. Earlier assignments are designed to provide formative feedback to you so that you can monitor your own progress.

Summative Assessment is a judgement of your achievement of the learning outcomes. Each module has a summative assessment strategy and you will be given detailed information at the start of each module. Summative assessment allows all students on the module to be assessed as fairly and equitably as possible. A date is set for achievement of summative assessment and it contributes to an overall achievement for an award. In this course, both theory and practice are summatively assessed but please note that on some modules, only theory is assessed.
## 5.2 Assessment Mapping

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Module</th>
<th>University</th>
<th>Practice placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI1004</td>
<td>Fundamental Skills for Safe and Effective Practice</td>
<td>Practical skills assessment &amp; Practical assessment</td>
<td>Practice Assessment Record</td>
</tr>
<tr>
<td>HI1005</td>
<td>Biomedical Sciences Applied to Practice</td>
<td>Written exam x2</td>
<td>n/a</td>
</tr>
<tr>
<td>HI1006</td>
<td>Ethical and Legal Aspects within Professional Practice</td>
<td>Written 3000 words &amp; Practical assessment</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Module</th>
<th>University</th>
<th>Practice placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI2003</td>
<td>Delivering Effective Clinical Care for the Acutely Unwell Adult</td>
<td>Written 3000 words</td>
<td>Practice Assessment Record</td>
</tr>
<tr>
<td>HI2005</td>
<td>Contemporary Approaches for Managing Major Trauma</td>
<td>Written 3000 words &amp; Practical assessment</td>
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<tr>
<td>HI2004</td>
<td>Providing Immediate and Emergency Care for Women and Children</td>
<td>Practical skills assessment &amp; Written exam 2 hours</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Module</th>
<th>University</th>
<th>Practice placement</th>
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</thead>
<tbody>
<tr>
<td>HI3005</td>
<td>Enhanced Decision Making for Clinical Practice</td>
<td>Practical skills assessment &amp; written 2000 words</td>
<td>Practice Assessment Record</td>
</tr>
<tr>
<td>HI3003</td>
<td>Leadership in Healthcare</td>
<td>Written 3000 words &amp; Practical assessment</td>
<td>n/a</td>
</tr>
<tr>
<td>HI3006</td>
<td>The Dissemination of Evidence for Practice</td>
<td>Written 2500 words Option (written) 4500 words</td>
<td>n/a</td>
</tr>
</tbody>
</table>
5.2.1 Summative Assessment Plot Calendar

### Summative Assessment Plot Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>September</th>
<th>October</th>
<th>November</th>
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<td>17 24 1 8 15 22 29 5 12 19 26 3 10 17 24 31 7 14 21 28 4 11 18 25 4 18 25 1 8 15 22 29 6 13 20 27 3 10 17</td>
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<td>Week</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38</td>
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### Year 2

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<tr>
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<td>Week</td>
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### Year 3

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**Weekdays:**
- MON = Monday
- TUES = Tuesday
- WED = Wednesday
- THU = Thursday
- FRI = Friday

**Dates:**
- **Week:**
  - Practice-based Learning
  - Christmas leave
- **Weekend:**
  - WA = Written assessment
  - PAR = Practice assessment record

**Notes:**
- Winter vacation week
- Easter leave

**Courses:**
- HI1004
- HI1005
- HI1006
- HI2003
- HI2004
- HI2005
- HI3003
- HI3005
- HI3006

**Legend:**
- PA = Practical assessment
- WA = Written assessment
- PAR = Practice assessment record
5.3 Assessment during your practice placements
To help you achieve the outcomes in practice, we have established a structured approach to clinical assessment. Clinical assessment is an opportunity for you to have your clinical learning activity reviewed and mapped against the expected criteria. We have two approaches to the use of assessment opportunities throughout the course: formative assessment and summative assessment. Formative assessment in the clinical setting will usually take the form of review meetings with your Practice Educator in your placement setting. For those modules requiring clinical summative assessment, clinical assessors will have been prepared, (as will you) at the start of the module.

When you meet your Practice Educator (PEd) at the start of each new clinical placement, you should:-

- Discuss and review your clinical experience and progress to date
- Review and discuss clinical module outcomes and identify of key clinical skills, personal attributes and underpinning knowledge that you must need help with or need to develop in order to maintain your progression
- Establish a learning contract.
- Identify dates for formative review and discussion
- Discuss how you intend to generate clinical evidence

5.3.1 Practice Assessment Record
Within each year of the course, you are also required to complete a Practice Assessment Record (PAR). The PAR is a summative assessment document and is taken into your practice placements. The document requires you to generate evidence towards the learning outcomes attached to the relevant module of study and will be summatively assessed by your Practice Educator (PEd). You will be prepared to use the PAR during the first module within year one of the programme.

5.4 Notification of assignments and examination arrangements
All elements of the assessments are clearly defined within the relevant module information pack which will be given to you at the start of each module of study. Within the module pack there will be a definitive submission deadline date for the relevant assessment. Some module timetables will include assessment preparation sessions and practice time for your assessments. Other resources to support your preparation for assessments will be available through the Blackboard facility and meetings with your module supervisor. It is your responsibility to access support of your module supervisor, the academic member of staff supporting you through the module will need some advanced notification of your meeting request, so please plan ahead!

The College of Health and Wellbeing has a clearly defined procedure for the submission of assessed work. Each year you will be given dates for each module for theory and practice submissions, please take immediate note of these and plan your work accordingly. Independent module leaders will notify you how to submit your work, assignments will be submitted by 12 noon on a set day, via the Blackboard facility.

The pass mark for graded assessed work is 40%. Work receiving a mark of less than 40% is referred and must be resubmitted. Each student is entitled to 2 attempts at any one assignment i.e. if you fail your first submission, you may resubmit your assignment(s) 6 weeks after notification of your first referral.
If you see ‘PASS’ against your name you can assume you have been successful in the module, if you see ‘REFER TO MODULE LEADER’ you should do so as soon as possible. This usually means that you have not been successful in your first attempt at the assignment.

A course board usually takes place each September. At this meeting the profile of each student is considered and if all the required modules have been successfully passed, the student is progressed onto the next academic year where appropriate. At the end of your second year of programme you will be awarded your degree if you have been successful in passing all your modules. As with the module board information, a list is published and this will detail any action required by the student. If you see ‘DEFER’ against your name it means your award will not be considered until the following board, usually because there is an outstanding piece of work to complete. The dates for publication of the results following a course board are identified in the web pages of the Academic Quality and Compliance Unit (AQC) at UCLan.

5.5 Referencing
The American Psychological Association 6th Edition (APA) referencing style should be used within your assignments. Further detailed information about referencing with useful examples may be obtained from the University APA Referencing Guide.

5.6 Confidential material
During your studies, you will be privy to confidential patient information; typically, you will see this during your clinical practice time. As a student paramedic, you have an ethical and legal responsibility to respect and protect patient/client confidentiality during your time at University and indeed, when you become registered with the HCPC.

As such you must maintain anonymity in any work you produce for your studies (such as assignments and placement assessment documents).

We accept that social network sites such as Facebook™ and Twitter are a useful and fun way to keep in touch with friends. However, at no point must reference be made to your experiences during University and your clinical placements (i.e. patient information and details) as this can bring the University, North West Ambulance Service and the profession into disrepute. Failure to comply with this will jeopardise your place on the course and you risk the possibility of suspension from the course until the matter has been investigated.

5.7 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.

Material submitted for assessment must be the student’s own efforts and must be his/her own work. Students are required to sign a declaration indicating that individual work submitted for assessment is their own. Copying from the works of another person constitutes plagiarism, which is an offence. The penalties for plagiarism are applied consistently in all circumstances, notwithstanding the level
Programme Specification Template

of the programme of study or whether the offence was considered to be intentional or unintentional. Brief quotations from the published or unpublished works of another person, suitably attributed, are acceptable.

The Student Regulations and Policies can be found here: http://www.uclan.ac.uk/study_here/student-contract.php

5.8 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.

In order to successfully complete the programme and apply for registration with the HCPC, you need to pass all modules. This will give you an exit award of 360 UCAS points. The classification of awards is based on the ‘Average Percentage Mark (APM)’ which is a calculation derived from the marks achieved in each specified module. Classifications are subject to other condition which can be read in more detail in the Academic Regulations: Section H.

If you do not pass all of the core modules, and are unable to complete the two year programme, you may be entitled to receive a Certificate of Higher Education in Out-of-Hospital Care. This is known as an ‘Exit Award’ and requires 120 credits (at Level 4), further details of which can be found in the Academic Regulations: Section H.

7. Student Feedback
You can play an important part in the process of improving the quality of this
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. We aim to respond to your feedback and let you know of our plans for improvement.

In response to last year’s student feedback, some of the hospital placements were amended to be more role specific.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

7.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students. The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience, voice their opinions, and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year in either April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk.

7.2 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.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions
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 / welcome week 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, personal tutoring 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

If you choose to become a student representative, meetings will be scheduled at the start of the year and Campus Admin will inform you of the dates and times. The course leader will contact you prior to the meeting to obtain a list of agenda items that will be discussed at the meeting. Minutes will be taken during the meeting and sent out to each representative so that actions can be removed once they are completed.
8. Appendices

8.1 Programme Specification

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.

Sources of information on the programme can be found in Section 17

<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 School/Centre</td>
<td>School of Sport &amp; Health Sciences</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Health and Care Professions Council (HCPC) College of Paramedics (COP)</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BSc (Hons) Paramedic Science</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full Time</td>
</tr>
<tr>
<td>7. a) UCAS Code</td>
<td>TBC</td>
</tr>
<tr>
<td>7. b) JACS Code</td>
<td>B950</td>
</tr>
<tr>
<td>7. c) HECoS Code</td>
<td>100749</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>September 2017</td>
</tr>
</tbody>
</table>

11. Aims of the Programme

To produce graduates eligible for registration with the Health and Care Professions Council who are fit for practice and fit for purpose, and who are prepared for the challenges of contemporary and future Paramedic practice. The aims of the course are to:

- Develop Learners with the knowledge and skills required for contemporary Paramedic practice, which are transferable to a variety of roles and settings.
- Foster Learners with a life-long approach to learning and the use of current evidence to inform practice based decisions.
- Establish leadership and clinical reasoning skills, enabling practitioners to function as a part of the wider multidisciplinary healthcare team.
- Empower Learners to develop the ability to become autonomous and professional clinicians, who can provide high quality individualised care.
## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

At the end of the programme of study the student will have gained appropriate knowledge to:

| A1 | Critically apply, a sound knowledge and understanding of the biological and behavioural sciences; the cultural, political and socio-economic factors influencing Paramedic Science. |
| A2 | Utilise effective communication techniques and interpersonal knowledge and understanding in order to promote equality to all individuals and enable effective Individualised care. |
| A3 | Synthesise and use a range of Paramedic knowledge and understanding in order to provide safe and effective evidenced based care to patients of all ages. |
| A4 | Ensure appropriate personal values that reflect a respect for self and others are practiced in order to deliver culturally sensitive individualised care. |
| A5 | Critically appraise main methods of enquiry and evaluation and demonstrate the attitudes required for reflection, critical thinking, problem solving and decision making. |
| A6 | Exhibit initiative and a fostering of independence in the pursuit of knowledge and its application, in order to adapt practice to changing demands from technical innovation, and changing patterns within health care environments. |
| A7 | Participate as both a team leader and team member, be aware of barriers to effective teamwork and respond appropriately. |

### Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Inter-Professional Learning
- Lecture/discussion
- Directed study and reading
- Case Based Discussion
- Oral presentation
- Simulation
- Use of Virtual Learning Environments for supplemental reading, module information and discussion board
- Peer Review
- Clinical Practice
- Practice Assessment Record

### Assessment methods

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning. A range of assessment strategies are used, with the most popular being:

- Written assignments
- Written examination
- Presentations
- Simulation
- Objective Structured Clinical Examination
- Oral Viva
- Practice Assessment Record

### B. Subject-specific skills

At the end of the programme of study the student will have gained appropriate knowledge to:

| B1 | React appropriately to all situations, and demonstrate the ability to apply evidence based clinical skills to enable safe and effective care, and promote the physical and psychological well-being of individual patients. |
| B2 | Demonstrate the ability to apply interpretative, problem solving and clinical reasoning skills in order to plan, prioritise, implement and evaluate the care needs of individual patients in a variety of situations and settings. |
| B3 | Demonstrate the ability to apply appropriate injury and illness recognition and management skills utilising knowledge of normal and abnormal physiological parameters. |
| B4 | Critically appraise and effectively apply current health service approaches in the management of care delivery. |
| B5 | Implement and manage effective interpersonal / communication, writing, presentation, information technology, reflection and problem solving techniques required in the clinical environment. |
| B6 | Understand one’s own role responsibilities and expertise as a Paramedic Practitioner, as well as those of other healthcare team members. |
| B7 | Recognise and respond to the needs of patients, working collaboratively in the best interests of patients, their families and carers in care management. |

### Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used,
with the most popular being:
Case Based Discussion
Lecture/discussion
Directed study and reading
Oral presentation
Simulation
Use of Virtual Learning Environments for supplemental reading, module information and discussion board
Peer Review
Clinical Practice
Inter-Professional Learning

### Assessment methods
Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.
A range of assessment strategies are used, with the most popular being:
Objective Structured Clinical Examination
Oral Viva
Written assignments
Written examination
Simulation
Presentations
Practice Assessment Record

### C. Thinking Skills
At the end of the programme of study the student will have gained appropriate knowledge to:
C1. Respond positively to personal and professional challenges.
C2. Critically read and analyse literature.
C3. Synthesise and utilise problem solving skills.
C4. Critically reflect on and in practice.
C5. Display Self-awareness skills.
C6. Express one’s own opinions competently and appropriately to colleagues, listen to others, and respect the views of others.

### Teaching and Learning Methods
Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:
Lecture/discussion
Case Based Discussion
Directed study and reading
Oral presentation
Simulation
Use of Virtual Learning Environments for supplemental reading, module information and discussion board
Peer Review
Clinical Practice

### Assessment methods
Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.
A range of assessment strategies are used, with the most popular being:
Presentations
Written assignments
Written examination
Objective Structured Clinical Examination
Oral Viva
Simulation

### D. Other skills relevant to employability and personal development
At the end of the programme of study the student will have gained appropriate knowledge to:
D1. Demonstrate the ability to self-manage within the Paramedic Practice environment.
D2. Employ heightened communication skills i.e. oral (communicating with patients and colleagues) as well as written i.e. (patient notes, audit, evaluation and reports).
D3. Develop enhanced learning skills around interpersonal / communication, writing, presentation techniques, information technology, Health Informatics and reflection skills.
D4. Participate in team-working and the organisational development of teams.
D5. Assume an active role, and at times, lead in problem solving in the clinical setting.
D6. Influence, and when appropriate, lead on decision making processes within the clinical setting.
D7. Critically reflect upon one’s own relationship within a team and transfer interprofessional learning to the
Programme Specification Template

Teaching and Learning Methods
Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:
- Case Based Discussion
- Lecture/discussion
- Directed study and reading
- Oral presentation
- Simulation
- Use of Virtual Learning Environments for supplemental reading, module information and discussion board
- Peer Review
- Clinical Practice

Assessment methods
Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.
A range of assessment strategies are used, with the most popular being:
- Written examination
- Objective Structured Clinical Examination
- Oral Viva
- Simulation
- Written assignments
- Presentations

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>HI3006</td>
<td>The Dissemination of Evidence for Practice</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>HI3003</td>
<td>Leadership in Healthcare</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>HI3005</td>
<td>Enhanced Decision Making for Clinical Practice</td>
<td>60</td>
</tr>
<tr>
<td>Level 5</td>
<td>HI2004</td>
<td>Providing Immediate and Emergency Care for Women and Children</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>HI2005</td>
<td>Contemporary Approaches for Managing Major Trauma</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>HI2003</td>
<td>Delivering Effective Clinical Care for the Acutely Unwell Adult</td>
<td>40</td>
</tr>
<tr>
<td>Level 4</td>
<td>HI1006</td>
<td>Ethical and Legal Aspects within Professional Practice</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>HI1005</td>
<td>Biomedical Sciences Applied to Practice</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>HI1004</td>
<td>Fundamental Skills for Safe and Effective Practice</td>
<td>40</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level 6</th>
<th>Bachelor Honours Degree Paramedic Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requires 360 credits including 120 credits at level 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Diploma of Higher Education Out of Hospital Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requires 240 credits including 120 credits at level 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Certificate of Higher Education Out of Hospital Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requires 120 credits at level 4</td>
</tr>
</tbody>
</table>

15. Personal Development Planning
PDP is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development.

The overall aim of PDP is to help the Learner to:
- Become more effective, independent and a confident self-directed learner
- Understand how they are learning and relate to a wider context
- Improve their general skills for study and career management
- Articulate personal goals and evaluate progress towards their achievement
- Develop a positive attitude to learning throughout life
Within this Course Learner’s will receive development in the areas of:
Study Skills
Subject Specific Clinical Skills
Professionalism
Mental Resilience
Research Awareness/Capability

Learners will also compose a Personal Development Portfolio over the three years of the Course, that will capture their development and progress; providing an invaluable Personal and Professional Record that can be presented at Interview.

**16. Admissions criteria**

<table>
<thead>
<tr>
<th>Applicants should be 18 years or over.</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 UCAS Tariff Points at A2; General Studies accepted</td>
</tr>
<tr>
<td>BTEC: Distinction, Distinction, Merit</td>
</tr>
<tr>
<td>Successful Completion of Uclan Foundation Entry Health and Social Care</td>
</tr>
<tr>
<td>GCSE English and Maths at grade C (new GCSE Grading System Equivalence Grade 4) or FS2 or KS3 or Adult Key Skills Level III in Numeracy &amp; Literacy or Functional Skills Level II in Numeracy &amp; Literacy.</td>
</tr>
</tbody>
</table>

**Specific Entry Requirements**

- Personal interview
- Medical screening
- Drivers Licence- Full UK Manual plus Provisional C1
- Enhanced Disclosure and Barring Service (DBS) clearance (DBS)
- There should be evidence of a good command of reading, writing and spoken English
- International Students require IELTs of 7.0

Acceptance will also be conditional on a satisfactory Medical Examination and Enhanced Disclosure and Barring Service Disclosure.

**Disclosure and Barring Service (DBS) clearance**

This course may involve regular access to children and/or vulnerable adults, also known as regulated activity. Where this is the case, students will be legally required to register with the Disclosure and Barring Service. UCLan will take you through the process.

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

- UCLAN Paramedic
  http://www.uclan.ac.uk/courses/

- Course Enquires – Tel (+44) 01772 892400
  Email cenquiries@uclan.ac.uk

- Contact Course Leader – Simon Dykes Tel (+44) 01772 895546
  Email SDykes@uclan.ac.uk

- Contact Brook Hub Tel (+44) 01772 891992 / 891993
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 6</td>
<td>HI3005</td>
<td>Enhanced Decision Making for Clinical Practice</td>
<td>Core</td>
<td>A1 ✓ A2 ✓ A3 ✓ A4 ✓ A6 ✓ A7 ✓ B1 ✓ B2 ✓ B3 ✓ B4 ✓ B6 ✓ B7 ✓ C1 ✓ C2 ✓ C3 ✓ C5 ✓ C6 ✓ D1 ✓ D2 ✓ D3 ✓ D4 ✓ D6 ✓ D7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>HI3003</td>
<td>Leadership in HealthCare</td>
<td>Core</td>
<td>A1 ✓ A2 ✓ A3 ✓ A4 ✓ A6 ✓ A7 ✓ B1 ✓ B2 ✓ B3 ✓ B4 ✓ B6 ✓ B7 ✓ C1 ✓ C2 ✓ C3 ✓ C5 ✓ C6 ✓ D1 ✓ D2 ✓ D3 ✓ D4 ✓ D6 ✓ D7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>HI3006</td>
<td>The Dissemination of Evidence for Practice</td>
<td>Core</td>
<td>A1 ✓ A2 ✓ A3 ✓ A4 ✓ A6 ✓ A7 ✓ B1 ✓ B2 ✓ B3 ✓ B4 ✓ B6 ✓ B7 ✓ C1 ✓ C2 ✓ C3 ✓ C5 ✓ C6 ✓ D1 ✓ D2 ✓ D3 ✓ D4 ✓ D6 ✓ D7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>HI1006</td>
<td>Ethical and Legal Aspects within Professional Practice</td>
<td>Core</td>
<td>A1 ✓ A2 ✓ A3 ✓ A4 ✓ A6 ✓ A7 ✓ B1 ✓ B2 ✓ B3 ✓ B4 ✓ B6 ✓ B7 ✓ C1 ✓ C2 ✓ C3 ✓ C5 ✓ C6 ✓ D1 ✓ D2 ✓ D3 ✓ D4 ✓ D6 ✓ D7</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>LEVEL 5</td>
<td>HI1005</td>
<td>Biomedical Sciences Applied to Practice</td>
<td>Core</td>
<td>A1 ✓ A2 ✓ A3 ✓ A4 ✓ A6 ✓ A7 ✓ B1 ✓ B2 ✓ B3 ✓ B4 ✓ B6 ✓ B7 ✓ C1 ✓ C2 ✓ C3 ✓ C5 ✓ C6 ✓ D1 ✓ D2 ✓ D3 ✓ D4 ✓ D6 ✓ D7</td>
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<td></td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>HI1004</td>
<td>Fundamental Skills for Safe and Effective Practice</td>
<td>Core</td>
<td>A1 ✓ A2 ✓ A3 ✓ A4 ✓ A6 ✓ A7 ✓ B1 ✓ B2 ✓ B3 ✓ B4 ✓ B6 ✓ B7 ✓ C1 ✓ C2 ✓ C3 ✓ C5 ✓ C6 ✓ D1 ✓ D2 ✓ D3 ✓ D4 ✓ D6 ✓ D7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Course Handbooks
19. **LEARNING OUTCOMES FOR EXIT AWARDS:**

For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

**Learning outcomes for the award of:** Certificate of Higher Education in Out of Hospital Studies (Level 4) A2, A4, A6, A7; B1, B3, B5, B6, B7; C1, C5, C6; D4.

**Learning outcomes for the award of:** Diploma of Higher Education in Out of Hospital Studies (Level 5) A2, A4, A6; B1, B2, B3, B5, B6, B7; C1, C3, C5, C6; D2, D4, D5.

**Learning outcomes for the award of:** Bachelor Degree Paramedic Science (Level 6) A1-A4, A5, A6; B1-B3, B5-B7; C1, C3-C6; D1-D7.