

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Science
Final award(s), title(s) and credit BSc (Hons) Paramedic Science Level 4 – 120 credits (60 ECTS) Level 5 – 120 credits (60 ECTS) Level 6 – 120 credits (60 ECTS)	
Intermediate award(s), title(s) and credits <u>Diploma HE Emergency Care:</u> Level 4 – 120 credits (60 ECTS) Level 5 – 120 credits (60 ECTS) <u>Certificate HE Emergency Care:</u> Level 4 – 120 credits (60 ECTS)	
UCAS Programme Code(s) (where applicable and if known)	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load 100749
External reference points Health and Care Professions Council (2017) Standards of education and training Health and Care Professions Council (2023) The standards of proficiency for paramedics Quality Assurance Agency (2019) Subject Benchmark Statements: Paramedics College of Paramedics (2024) Curriculum guidance	
Professional, Statutory and Regulatory Body (PSRB) links Health and Care Professions Council – Professional Regulator – Programme Approval College of Paramedics – Professional Body - Endorsement	
Places of delivery Bournemouth University, Lansdowne Campus	
Mode(s) of delivery Full Time	Language of delivery English
Typical duration UG September start (3 years full time with 15 weeks placement per year)	
Date of first intake September 2024	Expected start dates September each year
Maximum student numbers 35	Placements 15 weeks of placement per year
Partner(s) n/a	Partnership model n/a
Date of this Programme Specification May 2024	
Version number V2.0-0925	
Approval, review or modification reference numbers E232423	
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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Paramedic Science										
Year 1/Level 4 6 Compulsory Units										
Unit Name	Core/ Option	Unit Eligible for Carrying Credit (Yes/No)	No. of Credits	Assessment Element Weightings				Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
				Exam 1	Cwk 1	Cwk 2	PRCT			
Foundations for Paramedic Practice	Core	Yes	20		100%			30	1.0	100749 100%
Foundations of Patient Assessment	Core	Yes	20	100%				30 + 24	1.0	100749 100%
Foundations of Emergency Care	Core	Yes	20		100%			30 + 30	1.0	100749 100%
Foundations of Anatomy, Physiology and Pharmacology	Core	Yes	20	100%				30 + 14	1.0	100749 100%
Paramedic Practice Portfolio A	Core	Yes	20		50%		50%	187.5	1.0	100749 100%
Paramedic Practice Portfolio B	Core	Yes	20				100%	325	1.0	100749 100%
Progression requirements: Requires 120 credits at Level 4 and successful completion of 580.5 hours in practice										
Exit qualification: Cert HE Emergency Care (requires 120 credits at Level 4 and successful completion of 580.5 hours in practice)										

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Year 2/Level 5 6 Compulsory Units										
Unit Name	Core/ Option	Unit Eligible for Carrying Credit (Yes/No)	No. of Credits	Assessment Element Weightings			PRCT	Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
				Exam 1	Cwk 1	Cwk 2				
Research for Healthcare Practice	Core	Yes	20	50%	50%			30	1.0	100749 100%
Developing Advanced Emergency Care	Core	Yes	20	100%				30 + 30	1.0	100749 100%
Long-Term Conditions	Core	Yes	20		100%			30	1.0	100749 100%
Developing Pathophysiology and Pharmacology	Core	Yes	20		100%			30	1.0	100749 100%
Paramedic Practice Portfolio C	Core	Yes	20		50%		50%	187.5	1.0	100749 100%
Paramedic Practice Portfolio D	Core	Yes	20				100%	375	1.0	100749 100%
Progression requirements: Requires 120 credits at Level 5 and successful completion of 592.5 hours in practice										
Exit qualification: Dip HE Emergency Care (requires 120 credits at Level 4 and 120 credits at Level 5 and successful completion of 592.5 hours in practice)										

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Year 3/Level 6 6 Compulsory Units										
Unit Name	Core/ Option	Unit Eligible for Carrying Credit (Yes/No)	No. of Credits	Assessment Element Weightings				Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
				Exam 1	Cwk 1	Cwk 2	PRCT			
Transition to Qualified Paramedic	Core	Yes	20		100%			30	1.0	100749 100%
Evidence for Professional Practice	Core	Yes	20		100%			30	1.0	100749 100%
Enhancing Care of Minor Illnesses	Core	Yes	20	50%	50%			30 + 10	1.0	100749 100%
Enhancing Care of Minor Injuries	Core	Yes	20		100%			30 + 10	1.0	100749 100%
Paramedic Practice Portfolio E	Core	Yes	20		50%		50%	187.5	1.0	100749 100%
Paramedic Practice Portfolio F	Core	Yes	20				100%	375	1.0	100749 100%
Exit qualification: BSc (Hons) Paramedic Science										
Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 and successful completion of 582.5 hours in practice.										

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop graduate Paramedics who are able to deliver well-reasoned, compassionate care through the integration of evidence-based and client-centred practice. They are autonomous, team-oriented professionals who are flexible and can adapt to changing health and social care needs. These excellent academic, interpersonal, and professional graduates are able to meet the standards of proficiency required to become registered with the Health and Care Professions Council and gain professional membership of the College of Paramedics.

The programme aims to develop:

- Autonomous, reflective paramedics who will be independent learners committed to continuing professional development and life-long learning.
- Compassionate practitioners who demonstrate the core values encompassed within the philosophy of humanising care which respects the dignity and diversity of individuals.
- Enquiring practitioners with excellent skills of clinical judgement, who are able to assess, implement, evaluate and inform paramedic practice, particularly when managing a variety of patients in a diversity of settings.
- Ethical paramedics with excellent interpersonal and communication skills who are good educators and motivators focusing on person-centred care and mutually agreed goals.
- Paramedics who understand their own role and the role of the inter-professional team in a variety of traditional and evolving health and social care settings
- Paramedics who are able to appraise and apply evidence into their own practice.

The Paramedic Science programme at Bournemouth University (BU) started in 2008 as a Foundation Degree (FdSc). The course has a long-standing and excellent relationship with our two placements providers: South Western Ambulance Service NHS Foundation Trust (SWAST) and South Central Ambulance Service NHS Foundation Trust (SCAS). The placement providers deliver a comprehensive placement experience to the student which is seen by stakeholders as an integral part of the BU Paramedic Science programme.

In 2015, BU started a BSc (Hons) Paramedic Science, and began to phase out the FdSc Paramedic Science. This move was in response to a national appetite for Paramedics to be an all-graduate profession at level 6. The key driver for this was the Paramedic Evidence-Based Education Project (2013) and the College of Paramedics' Curriculum Guidance. They identified that the attributes of a level 6 graduate are crucial attributes for a paramedic to have to ensure that they meet the holistic needs of the diverse groups of service users. The programme revalidated the curriculum in 2019, to professionally account for the expectations from professional bodies and the NHS Long Term plan (2019). The 2019 curriculum emphasised interprofessional education to enhance students' feeling of belonging to the university community, whilst provided an opportunity to reflect, review and improve on the foundations of the 2015 curriculum.

These solid foundations for the 2024 curriculum are complimented through the consultation of our experienced programme team and their successful facilitation of our programme through the turbulent challenges of recent years. The programme appreciates the quality of education undertaken by paramedic students, is without doubt a pivotal component in shaping their professional journey. The opportunity to create, embed and evaluate Animation, Simulation, Visualisation (ASV) technologies in the facilitation and assessment of our programme, has been influential in the curriculum revalidation. To establish a framework that not only meets but exceeds the expectations of our stakeholders for the future programme delivery.

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Extensive consultation with stakeholders suggested that the modern paramedic is assessing and managing increasing complex service users which requires skills of critical thinking and a process of lifelong learning. In addition to this, paramedics are working in increasingly diverse environments within public and private organisations, and this demands that paramedics are flexible, knowledgeable, and able to adapt to changing context.

The planned outcome of the new curriculum is graduates that continue to meet the professional requirements for registration with the Health and Care Professions Council (HCPC) as a paramedic and are able to integrate into the workforce with an increased adaptability, a focus on interprofessional and collegiate working for the enhancement of the service user and a practitioner who is able to apply advancing assessment and reasoning skills to increasingly complex interactions. The graduate will be able to take responsibility for their ongoing development to continue to meet the requirements of professional registration and to enrich the workforce by providing leadership, mentorship and advancing into specialist roles across the health service.

In exploring the changes to the curriculum, the programme management team have engaged with key stakeholders which include, professional bodies, practice placement providers, service users, commissioning groups, current students and alumni, other higher education institutes. The key points of reference that have been used to ensure relevance, currency and enhancement has been the HCPC Standards of Proficiency (2023) and Standards of Education and Training (2017), the Quality Assurance Agency Benchmark Statements (2019), Bournemouth University Academic Quality Policies and Procedures. The College of Paramedics 6th Edition Curriculum Guidance is pending for 2024, the Paramedic Science team and 2023 graduates engaged across various stakeholder workshops and working groups so on publication, we should be in a strong position to achieve endorsement.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BU 2025 strategic plan has informed the curriculum and reflects the vision and values of Bournemouth University. The curriculum is underpinned by the Fusion agenda: combining education, research, and professional practice to produce graduates that are employable and able to positively affect the world around them.

There has been a focus on enhancing our educational practice and feedback using innovative methodologies. The dynamic virtual learning environment (VLE) continues to augment creative opportunities, allowing the programme team to facilitate dynamic and inclusive educational practice, encouraging the students' lifelong learning and critical thinking skills. In the embodiment of Discere Mutari Est (to learn is to change).

Students will undertake practice placements in each year of the course. This enables students to demonstrate praxis – applying principles and theory into clinical practice. It allows students to build on their clinical skills and knowledge required to transition confidently into the workforce upon graduation. The provision of further specialist placements, and advanced assessment skills at level 6, will produce graduates who will be employable across the NHS, in the private sector and internationally.

The curriculum continues to champion inter-professional units, to allow students to build their collaborative professional and research skills and to provide a solid foundation for students who wish to publish work or progress to post-graduate education. The new level 6 Evidence for Professional Practice unit provides an opportunity to co-create work with academics for conference presentations and academic publication. Complementing the student's final year to prepare for the responsibilities and expectations of registration into their professional practice.

This curriculum will support the stakeholder community of students, academics, and professional practice partners that value the experience and development of our students. Aspiring them to achieve the highest possible standards in their work, through strong links between the university and key practice partners, running tangential to experienced personal tutors and combined wellbeing services. They will be encouraged to reflect on their moral, legal, and professional responsibilities as a paramedic, and achievement in all areas of their development will be celebrated.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection, practice).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators / technicians, and research students.

Academic staff are encouraged to undertake educational activities in order to gain and maintain membership of Advanced HE. All staff employed specifically for the paramedic programme are Paramedics who maintain their HCPC registration. Staff are encouraged to be research active and work towards completing a PhD, supported by the university.

To meet the placement outcomes students will spend 562.5 hours each year for practice placement for the Paramedic Practice Portfolio units. This will be comprised mostly of placements in NHS trusts where they will be mentored by appropriately qualified, registered practitioners. A programme of Simulation Based Education will prepare, compliment, and consolidate the student portfolios, facilitated by the BU Paramedic Science team and guest lecturers and clinicians from professional practice.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 The ability to undertake a comprehensive but focussed examination of a patient.</p> <p>A2 Use complex information to formulate a management plan, using a current evidence base.</p> <p>A3 Discriminate between the approaches to patient assessment based upon a variety of factors, including nature of illness and personal factors.</p> <p>A4 Understand and apply biological, physical, psychosocial, and clinical sciences.</p> <p>A5 Knowledge of anatomy, disease processes and pharmacology, and analyse appropriate management plans.</p> <p>A6 Understand, analyse, and evaluate complex ethical, legal, and moral issues in paramedic practice.</p> <p>A7 Understand the factors that impact on health and delivery of care and deliver public health advice where appropriate.</p> <p>A8 Understand and work within multi-disciplinary teams to ensure safe and excellent patient care.</p> <p>A9 Uphold the standards of conduct, performance and ethics expected of a HCPC registrant.</p> <p>A10 Critically reflect on performance, outcomes, and relationships with others to further patient care and professional competence.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (A2, A3, A4, A5, A6, A7, A8) • Simulation (A1 - A10) • Practice Placement (A1, A2, A3, A4, A5, A6, A7, A8, A9, A10) • Direct reading (A2, A4, A5, A8, A10) • Use of VLE (A2, A4, A5) • Independent research (for dissertation) (A6, A7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework Essays (A2, A3, A4, A5, A6, A7, A9, A10) • OSCE (A1, A2, A4, A5, A9) • Placement (A1 - A9)
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Ability to identify and assimilate new knowledge into existing conceptual frameworks.</p> <p>B2 Ability to process and critically evaluate information in order to make appropriate decisions.</p> <p>B3 Ability to discuss and debate issues relevant to health care with people in a variety of settings.</p> <p>B4 Problem-solving and clinical reasoning skills used to evaluate practice and construct specific intervention programmes.</p> <p>B5 Ability to reflect and self-direct learning in order to identify personal and professional goals for continuing professional development and lifelong learning.</p> <p>B6 Translate professional principles to practice, selecting and modifying approaches.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (B1, B3, B4) • Simulation (B1, B2, B4, B5, B6) • Practice Placement (B1 – B6) • Directed reading (B1, B3, B5) • Use of the VLE (B1, B4, B5) • Independent research (for dissertation) (B1, B3, B4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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		<ul style="list-style-type: none"> • Coursework essays (B1 - B6) • OSCE (B2, B4, B6) • Placement (B1-B6) • Literature Review (B2, B4)
C: Practical skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1	Demonstrate airway management techniques and knowledge of how to apply in a stepwise manner.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • Seminars (C1, C4, C6) • Simulation (C1 – C6) • Practice Placement (C1 – C6) • Directed reading (C5, C6) • Use of the VLE (C1, C2, C4, C6)
C2	Demonstrate ability to gain peripheral vascular access in a range of patient groups.	
C3	Demonstrate the use of interpersonal skills and communication to ensure non-discriminatory, high-quality care.	
C4	Demonstrate the ability to comprehensively document the patient interaction as part of an inter-disciplinary team.	
C5	Demonstrate the ability to provide paramedic intervention in different contexts and situations in an equitable manner.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • Coursework essays (C6) • OSCE (C1 – C6) • Placement (C1 – C6)
C6	Undertake a comprehensive assessment of physical, psychosocial, spiritual, and cultural needs to formulate a management plan in partnership with patients, carers, and significant others.	
D: Transferable skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1	Communication skills that support effective, humanistic, and professional interaction with people from diverse backgrounds.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • Seminars (D1, D2, D4, D5, D6, D7, D8, D11) • Simulation (D1 – D11) • Practice Placement (D1 – D11) • Directed reading (D2, D3, D4, D5, D6, D9) • Use of the VLE (D2, D3, D4, D5, D6, D9) • Independent research (for dissertation) (D2, D4, D5, D6, D9).
D2	Maintain and disseminate a philosophy of life-long learning, enhancing the professional development and safe practice of others through peer support, leadership, supervision, and teaching.	
D3	The use of information management systems in the organisation and maintenance of accurate records	
D4	Structure and communicate ideas effectively to a variety of personnel, both individually and within teams, in different environments using both verbal, written, and IT skills.	
D5	Ability to gather appropriate information from a wide range of sources to support or critique current working practice.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • Coursework essays (D1, D2, D4, D5, D6, D7, D8, D11) • OSCE (D1 – D11)
D6	Educative skills which allow transfer of knowledge and skills.	
D7	Use knowledge of effective inter-professional working practices that respect and utilise the	

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<p>D8</p> <p>D9</p> <p>D10</p> <p>D11</p>	<p>contributions of members of the health and social care workforce.</p> <p>Problem-solve, extending to situations where clinical decision-making has to be made on the basis of limited information.</p> <p>Ability to take initiative in order to develop work practice.</p> <p>Management and leadership skills that enhance quality in public and independent human services.</p> <p>Use sound clinical judgement across a range of differing professional and care delivery contexts.</p>	<ul style="list-style-type: none"> • Placement (D1 – D11) • Dissertation (D2, D4, D5, D6, D9)
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LEVEL 5/DipHE NTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 The principles of establishing and maintaining a safe practice environment.</p> <p>A2 The key concepts of the biological, physical, social, psychological, and clinical sciences that are relevant to practice.</p> <p>A3 The structure and function of the human body, together with a knowledge of health, disease, disorder, and dysfunction.</p> <p>A4 The principles and applications of scientific enquiry, including the evaluation of treatment efficacy.</p> <p>A5 The theoretical basis of and the variety of approaches to patient assessment and intervention.</p> <p>A6 The theories and principles of effective one to one and group communication.</p> <p>A7 The standards of conduct, performance and ethics expected of HCPC registrants.</p> <p>A8 The role of other professions in health and social care.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (A1- A8); • Simulation (A1, A4, A6, A7, A8); • Practice Placements (A1, A4, A5, A6, A7, A8); • Directed reading (A2 – A8); • Use of the VLE (A2, A3, A5, A6, A8) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (A2, A3) • Coursework essays (A1, A3, A4, A5, A6, A7, A8) • OSCE (A1, A4, A5, A6, A7, A8) • Placement (A1, A4, A5, A6, A7, A8)
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Critical reflection on and in practice.</p> <p>B2 Ability to review and consolidate evidence from a wide range of sources extending their own body of knowledge.</p> <p>B3 Analysis and evaluation of evidence collected.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (B1, B3, B5); • Simulation (B1, B2, B4, B5, B6);

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<p>B4</p> <p>B5</p> <p>B6</p>	<p>Ability to reach reasoned conclusions and/or sustained judgements.</p> <p>Ability to discuss and debate issues relevant to health care with people in a variety of settings.</p> <p>Translate professional principles to practice, selecting and modifying approaches.</p>	<ul style="list-style-type: none"> Practice Placements (B1, B2, B4, B6); Directed reading (B1, B2, B6); Use of the VLE (B1, B5); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Examinations (B2) Coursework essays (B1 – B6) OSCE (B2, B3, B4, B6) Placement (B1, B3, B4, B5, B6)
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>		<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1</p> <p>C2</p> <p>C3</p> <p>C4</p> <p>C5</p> <p>C6</p> <p>C7</p>	<p>Practice within legal and ethical boundaries that ensures the primacy of patient interest, well-being, and which respects confidentiality.</p> <p>Practice in a fair and anti-discriminatory way, acknowledging the difference in beliefs and cultural practices of individuals or groups.</p> <p>Engage in develop and disengage from therapeutic relationships using appropriate communication and interpersonal skills.</p> <p>Create and utilise opportunities to promote the health and well-being of patients and groups.</p> <p>Undertake and document a comprehensive, systematic and accurate assessment of the physical, psychological, social and spiritual needs of patients; formulating a plan of care, where possible, in partnership with patients/carer(s)/significant others within a framework of informed consent.</p> <p>Demonstrate a full range of essential paramedic skills to meet individuals' needs, evaluating and documenting the outcomes.</p> <p>Contribute to public protection by creating a safe environment of care using quality assurance and risk management strategies.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Seminars (C1, C3, C4, C5) Simulation (C1, C2, C3, C5, C6, C7) Practice Placements (C1 – C7) Directed reading (C1, C5, C6) Use of the VLE (C1, C4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Coursework essays (C1, C2, C5, C6, C7) OSCE (C1, C3, C5, C6, C7) Placement (C1 – C7)
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>		<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1</p> <p>D2</p>	<p>Use sound clinical judgement across a range of differing professional and care delivery contexts.</p> <p>Investigate contradictory information and analyse reasons for contradictions.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Seminars (D1, D2, D4, D5);

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D3	Structure and communicate ideas effectively to a variety of personnel in different environments using both verbal, written and IT skills.	<ul style="list-style-type: none"> • Simulation (D1, D2, D3, D5, D6); • Practice Placements (D1 – D6); • Directed reading (D2, D3, D5); • Use of the VLE (D2, D4, D5);
D4	Maintain and disseminate a philosophy of life-long learning, enhancing the professional development and safe practice of others through peer support, leadership, supervision and teaching.	
D5	problem-solve, extending to situations where clinical decision-making has to be made on the basis of limited information.	
D6	Use knowledge of effective inter-professional working practices that respect and utilise the contributions of members of the health and social care workforce.	
		<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (D3) • Coursework essays (D1 – D6) • OSCE (D1, D2, D3, D5) • Placement (D1 – D6)

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1	Understand basic anatomy and physiology, and the effect that basic drugs have on the body.	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (A1- A5); • Simulation (A1, A2, A3, A6); • Practice Placements (A2 – A6); • Directed reading (A1, A2, A3); • Use of the VLE (A4, A5);
A2	Understand the structured approach to patient assessment, and the ability to identify life threatening presentations.	
A3	The basis of a variety of approaches to patient assessment and management.	
A4	The role of other professions in health and social care.	
A5	The principles of delivering holistic, person-centred care taking into account the needs of patients and their relatives.	
A6	The principles of communication and the effect that good communication has on the clinical encounter.	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (A1); • Coursework essays (A4, A5, A6); • OSCE (A2, A3, A4, A6). • Placement (A2 – A6)
B: Intellectual skills This level provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1	Ability to identify own learning needs and reflect on own practice.	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (B2, B3) • Simulation (B1 – B5) • Practice Placements (B1 – B5) • directed reading (B2, B3, B4)
B2	Ability to discuss and debate issues relevant to health care.	
B3	Translation of professional principles to practice.	
B4	Developing skills of autonomous learning.	
B5	Applying evidence to practice.	

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	<ul style="list-style-type: none"> • use of the VLE (B1, B4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (B1, B4) • Coursework essays (B1 - B5) • OSCE (B3, B4, B5) • Placement (B1 – B5)
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Take account of legal and ethical considerations in practice ensuring the primacy of patient interest, well-being and respecting confidentiality.</p> <p>C2 Practice in a fair and anti-discriminatory way.</p> <p>C3 Engage in therapeutic relationships through the use of appropriate communication and interpersonal skills.</p> <p>C4 Undertake and document an assessment of the physical needs of patients; formulating a plan of care within a framework of informed consent.</p> <p>C5 Demonstrate a range of essential ambulance and paramedic skills to meet individuals' needs, documenting the outcomes.</p> <p>C6 Contribute to public protection by creating a safe environment of care.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (C1, C4) • Simulation (C1 – C6) • Practice Placements (C1 – C6) • Use of the VLE (C5) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (C1, C2, C3, C5, C6) • OSCE (C1 – C6) • Placement (C1 – C6)
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Structure & communicate ideas effectively using both verbal, written and IT skills.</p> <p>D2 Investigate contradictory information and identify reasons for contradictions.</p> <p>D3 Contribute to problem-solving in clinical decision-making.</p> <p>D4 Appreciate the concept of life-long learning.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (D1, D2, D4) • Simulation (D1, D2, D3) • Practice Placements (D1 – D4) • Directed reading (D1, D2, D4) • Use of the VLE (D1, D4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (D1, D4) • coursework essays (D1 – D4)

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	<ul style="list-style-type: none">• OSCE (D1, D2, D3)• Placement (D1 – D4)
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Programme Skills Matrix

Units		Programme Intended Learning Outcomes																																	
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	
L E V E L 6	Enhancing Care of Minor Illness	X	X	X		X			X			X	X		X		X			X	X	X	X	X	X	X		X	X	X	X	X			X
	Enhancing Care of Minor Injuries	X	X	X		X			X			X	X		X		X			X	X	X	X	X	X		X	X	X	X	X			X	
	Evidence of Professional Practice							X				X	X		X										X		X	X	X		X				
	Transition to Qualified Paramedic		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
	Paramedic Practice Portfolio F	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Paramedic Practice Portfolio E	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L E V E L 5	Developing Pathophysiology & Pharmacology			X	X	X												X																	
	Long-Term Conditions	X	X	X		X	X	X	X			X	X	X	X					X	X	X	X	X	X	X		X	X	X	X	X			X
	Research for Healthcare Practice							X		X	X	X	X	X	X	X	X									X	X	X	X	X	X	X			
	Developing Advanced Emergency Care		X	X			X			X		X	X	X	X			X	X	X	X	X		X	X		X	X			X	X	X	X	
	Paramedic Practice Portfolio D	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Paramedic Practice Portfolio C	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L E V E L 4	Foundations of Anatomy, Physiology and Pharmacology				X	X												X																	
	Foundations of Patient Assessment	X	X	X						X	X	X	X		X		X	X		X	X		X	X			X	X			X	X	X		
	Foundations for Paramedic Practice						X	X		X	X	X		X	X	X	X					X	X			X	X		X		X			X	
	Foundations of Emergency Care	X	X	X	X	X			X		X	X			X		X	X		X	X	X		X			X	X			X	X	X		
	Paramedic Practice Portfolio B	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	
	Paramedic Practice Portfolio A	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	

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A – Subject Knowledge and Understanding	B – Intellectual Skills	C – Subject-specific/Practical Skills	D – Transferable Skills
<p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <p>A1 The ability to undertake a comprehensive but focussed examination of a patient.</p> <p>A2 Use complex information to formulate a management plan, using current evidence base.</p> <p>A3 Discriminate between the approaches to patient assessment based upon a variety of factors, including nature of illness and personal factors.</p> <p>A4 Understand and apply biological, physical, psychosocial and clinical sciences.</p> <p>A5 Knowledge of anatomy, disease processes and pharmacology, and analyse appropriate management plans.</p> <p>A6 Understand, analyse and evaluate complex ethical,</p>	<p>This programme provides opportunities for students to:</p> <p>B1 Ability to identify and assimilate new knowledge into existing conceptual frameworks.</p> <p>B2 Ability to process and critically evaluate information in order to make appropriate decisions.</p> <p>B3 Ability to discuss and debate issues relevant to health care with people in a variety of settings.</p> <p>B4 Problem-solving and clinical reasoning skills used to evaluate practice and construct specific intervention programmes.</p> <p>B5 Ability to reflect and self-direct learning in order to identify personal and professional goals for continuing professional development and lifelong learning.</p>	<p>This programme provides opportunities for students to:</p> <p>C1 Demonstrate airway management techniques and knowledge of how to apply in a stepwise manner.</p> <p>C2 Demonstrate ability to gain peripheral vascular access in a range of patient groups.</p> <p>C3 Demonstrate the use of interpersonal skills and communication to ensure non-discriminatory, high quality care.</p> <p>C4 Demonstrate the ability to comprehensively document the patient interaction as part of an inter-disciplinary team.</p> <p>C5 Demonstrate the ability to provide paramedic intervention in different contexts and situations in an equitable manner.</p> <p>C6 Undertake a comprehensive assessment of physical, psychosocial, spiritual and cultural needs to formulate a</p>	<p>This programme provides opportunities for students to:</p> <p>D1 Communication skills that support effective, humanistic, and professional interaction with people from diverse backgrounds.</p> <p>D2 Maintain and disseminate a philosophy of life-long learning, enhancing the professional development and safe practice of others through peer support, leadership, supervision and teaching.</p> <p>D3 The use of information management systems in the organisation and maintenance of accurate records.</p> <p>D4 Structure and communicate ideas effectively to a variety of personnel, both individually and within teams, in different environments using both verbal, written and IT skills.</p> <p>D5 Ability to gather appropriate information from a wide range of</p>

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<p>legal and moral issues in paramedic practice.</p> <p>A7 Understand the factors that impact on health and delivery of care and deliver public health advice where appropriate.</p> <p>A8 Understand and work within multi-disciplinary teams to ensure safe and excellent patient care.</p> <p>A9 Uphold the standards of conduct, performance and ethics expected of a HCPC registrant.</p> <p>A10 Critically reflect on performance, outcomes and relationships with others to further patient care and professional competence.</p>	<p>B6 Translate professional principles to practice, selecting and modifying approaches.</p>	<p>management plan in partnership with patients, carers and significant others</p>	<p>sources to support or critique current working practice.</p> <p>D6 Educative skills which allow transfer of knowledge and skills.</p> <p>D7 Use knowledge of effective inter-professional working practices that respect and utilise the contributions of members of the health and social care workforce.</p> <p>D8 Problem-solve, extending to situations where clinical decision-making has to be made on the basis of limited information.</p> <p>D9 Ability to take initiative in order to develop work practice.</p> <p>D10 Management and leadership skills that enhance quality in public and independent human services.</p> <p>D11 Use sound clinical judgement across a range of differing professional and care delivery contexts.</p>
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ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following exceptions:

- 112 - 128 UCAS tariff points, including 40 points in A Level Biology (or equivalent: for equivalencies see programme [website](#))
- If English is not an applicant's first language, they will need an IELTS (Academic) 7.0 with minimum 6.5 in each component or equivalent.
- At least 6 months experience within a health / care environment
- Satisfactory occupational health checks
- Satisfactory immunisations
- Satisfactory Disclosure and Barring Service Check

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the faculty as early as possible.'

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations with the following approved exceptions which align the programme with the requirements of the Health and Care Professions Council (HCPC) and the College of Paramedics:

Pass Mark

The pass mark for each unit will be 40%. Where a unit is assessed by more than one formal element, the mark for each formal element of practice or simulated practice assessment will not be less than 40%.

Where a formal practice element has separate informal components, a failure in any one informal component will result in a mark of 0% being awarded for that formal element.

Compensation

Compensation does not apply to any units.

Provision for failed candidates

Where a practice placement has been failed students will be offered one resubmission attempt only. Repeat placements are not allowed and a student will be withdrawn from the programme by the Assessment Board if a resubmission of practice is failed.

Progression

To proceed to Level 5, students must normally achieve 120 Level 4 credits and 562.5 hours in their practice portfolios.

To proceed to Level 6, students must normally achieve 120 Level 4 credits, 120 Level 5 credits and a further 562.5 hours in their practice portfolios (1,125 total).

Awards

To be eligible for the award of BSc (Hons) Paramedic Science, students must have achieved 120 Level 4 credits, 120 Level 5 credits and 120 Level 6 credits and have completed a minimum of 1,125 hours in their practice portfolio, throughout the whole programme (562.5 hours at each level).

The award of BSc (Hons) Paramedic Science leads to eligibility to apply for registration with the Health and Care Professions Council.

BSc, DipHE, CertHE and Aegrotat awards will not confer eligibility to register and will be titled 'Emergency Care'.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Placement forms a large part of the following units:

Level 4 – Paramedic Practice Portfolio A and Paramedic Practice Portfolio B

Level 5 – Paramedic Practice Portfolio C and Paramedic Practice Portfolio D

Level 6 – Paramedic Practice Portfolio E and Paramedic Practice Portfolio F

WBL placements are integral to the preparation of paramedic students for professional practice, and to enable students to put theory into practice (praxis). Students will undertake 562.5 hours of practice placement per year and must successfully pass the portfolio units at each level to progress.

The majority of placement will be undertaken with the ambulance service on a frontline ambulance. Students will be allocated either South-Western Ambulance Service NHS Foundation trust (SWAST) or South Central Ambulance Service NHS Foundation trust (SCAS) as their placement trust, for the duration of their degree programme. Students will be supernumerary whilst on placement and will be working under the supervision of a registrant with the relevant knowledge and skills. Students will be overseen by a mentor / placement educator / clinical team educator, who will be responsible for assessing the student in practice.

Students will also undertake a range of one-week non-ambulance placements throughout their programme. These opportunities are influenced by the providers operational challenges, the programme is currently engaging with the following areas of clinical practice:

Mental Health Placements, Paediatric Care, Maternity and Obstetrics, Theatres and Recovery, Minor Injury Units, Primary Care Placements.

These specialist placement opportunities complement the units being delivered and enable students to learn from experts in their respective disciplines, to complement their own learning and professional practice.

Allocation and organisation of ambulance service placements are facilitated by key members of staff in each respective trust / organisation. Allocation and coordination of specialist placements are facilitated by the Bournemouth University placements team, in conjunction with practice educators from each NHS trust / healthcare provider.

Practice placements are quality assured annually and all mentors / placement educators / clinical team educators are supported by the Bournemouth University Practice Learning Advisor (UPLA) team. There is a robust process for raising concerns from practice.