

**KEY PROGRAMME INFORMATION**

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Health and Social Sciences
<b>Final award(s), title(s) and credits</b> BSc (Hons) Paramedic Science: Level 4 – 120 Credits (60 ECTS) Level 5 - 120 Credits (60 ECTS) Level 6 - 120 Credits (60 ECTS)	
<b>Intermediate award(s), title(s) and credits</b> Diploma HE Emergency Care: Level 4 – 120 Credits (60 ECTS) Level 5 - 120 Credits (60 ECTS)  Certificate HE Emergency Care: Level 4 – 120 Credits (60 ECTS)	
<b>UCAS Programme Code(s) (where applicable and if known)</b> 86G3	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> 100749
<b>External reference points</b> Health and Care Professions Council (2017) Standards of Education and Training Health and Care Professions Council (2014) Standards of Proficiency College of Paramedics (2017) Curriculum guidance Quality Assurance Agency (2016) Subject Benchmark Statements: Paramedics	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Health and Care Professions Council – Professional Regulator – Programme Approval College of Paramedics – Professional Body - Endorsement	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> Full Time	<b>Language of delivery</b> English
<b>Typical duration</b> 3 Years	
<b>Date of first intake</b> 2019	<b>Expected start dates</b> September
<b>Maximum student numbers</b> N/A	<b>Placements</b> 675 Hours of placement per year: Majority of hours within SWAST or SCAS NHS Ambulance Trust 5 week-long specialist placements in Acute NHS trusts throughout the course
<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable

## Programme Specification – Section 1

<b>Date of this Programme Specification</b> September 2019
<b>Version number</b> V1.0-0922
<b>Approval, review or modification reference numbers</b> E20171898 EC 1920 01, approved 02/09/2019
<b>Author</b> Peter Phillips

## Programme Specification – Section 1

### PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Paramedic Science								
Year 1/Level 4 5 Compulsory Units								
Unit Name	Core/ Option	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			
Foundations for Professional Practice and Research	Core	20		100%		30	1.0	100749 100%
Patient Assessment Fundamentals	Core	20	100%			40	1.0	100749 100%
Emergency Care Fundamentals	Core	20		100%		40	1.0	100749 100%
Anatomy, Physiology and Pharmacology for Paramedics	Core	20	100%			30	1.0	100749 100%
Paramedic Practice Portfolio 1	Core	40		70%	30%	700	1.0	100749 100%
<b>Progression requirements:</b> Requires 120 credits at Level 4 and successful completion of 675 hours in practice								
<b>Exit qualification:</b> Cert HE Emergency Care (requires 120 credits at Level 4 and successful completion of 675 hours in practice)								

Year 2/Level 5								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expecte d contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Research for Professional Practice	Core	20	100%			30	1.0	100749 100%
Developing Advanced Emergency Care	Core	20	100%			40	1.0	100749 100%
Pathophysiology and Pharmacology for Paramedics	Core	20	100%			30	1.0	100749 100%
Management of Long-Term Conditions	Core	20		100%		30	1.0	100749 100%
Paramedic Practice Portfolio 2	Core	40		70%	30%	700	1.0	100749 100%
<b>Progression requirements:</b> Requires 120 credits at Level 5 and successful completion of 675 hours in practice								
<b>Exit qualification:</b> Dip HE Emergency Care (requires 120 credits at Level 4 and 120 credits at Level 5 and successful completion of 675 hours in practice)								

## Programme Specification – Section 1

Year 3/Level 6								
Unit Name	Core/ Option	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			
Team Working for Service Improvement	Core	20		100%		30	1.0	100749 100%
Paramedic Care of Minor Injuries	Core	20		100%		40	1.0	100749 100%
Paramedic Care of Minor Illnesses	Core	20	50%	50%		40	1.0	100749 100%
Research for Paramedic Practice	Core	20		100%		25	1.0	100749 100%
Paramedic Practice Portfolio 3	Core	40		70%	30%	700	1.0	100749 100%
<b>Exit qualification:</b> BSc (Hons) Paramedic Science								
<b>Full-time UG award:</b> Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 and successful completion of 675 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 humanizing 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 course at Bournemouth University (BU) started in 2008 as an FdSc. The course has a long-standing and excellent relationship with our two placements providers: South Western Ambulance Service (SWAST) and South Central Ambulance Service (SCAS). The placement providers deliver an excellent 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. 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 the public and private sector and this demands that paramedics are flexible, knowledgeable and able to adapt to changing contexts.

The BSc (Hons) Paramedic Science programme is being rewritten as part of a faculty-wide rewrite that aims to develop a common approach to the education of healthcare professionals. The new curriculum will include a greater emphasis on interprofessional education, curriculum structure that will enhance students' feeling of belonging to the university community and provides the programme management team with the opportunity to review and improve the 2015 curriculum. The planned outcome of the new curriculum is graduates that continue to meet the professional requirements for registration with the

## Programme Specification - Section 2

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: 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 (2014) and Standards of Education and Training (2017), the College of Paramedics' Curriculum Guidance (2017), the Quality Assurance Agency Benchmark Statements (2016), Bournemouth University Academic Quality Policies and Procedures.

### **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 teaching and learning methods, and feedback using innovative methods. The implementation of the new virtual learning environment has augmented this opportunity allowing the programme team to deliver excellent education, develop lifelong learning and critical thinking skills.

The curriculum has developed an inter-professional research unit at each level. This is to allow students to build their research skills and to provide a solid base for students who wish to publish work or to go on to post-graduate study. There are opportunities within the curriculum to co-create work with academics for publication or conferences. The level 6 Team Working for Service Improvement facilitates students to engage with stakeholders to develop services, which can lead to publication and/or service change.

Students will undertake practice placement in each year of the course. This enables students to apply principles and theory to practice. It allows students to build the skills and knowledge required to move 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 National Health Service, in the private sector and internationally.

Students will be part of a community of students and academics that value the experience and development of students. They will be supported to achieve the highest possible standards in their work, through strong links between Bournemouth University and placement trusts, as well as a strong academic advisor role. They will be encouraged to reflect on their moral and legal 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).

## Programme Specification - Section 2

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 Fellowship of the Higher Education Academy. 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.

In order to meet the placement outcomes students will spend 675 hours in practice placement for the units Paramedic Practice Portfolio 1, Paramedic Practice Portfolio 2 and Paramedic Practice Portfolio 3. This will be comprised mostly of placements in NHS trusts where they will be mentored by an appropriately qualified, registered practitioner. Simulation sessions will be facilitated by the BU Paramedic Science team.

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

**PROGRAMME AND LEVEL 6 INTENDED LEARNING OUTCOMES**

<p><b>A: Subject knowledge and understanding</b></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 and level 6 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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A2, A3, A4, A5, A6, A7, A8);</li> <li>• Simulation (A1, A2, A3, A5, A8, A9, A10)</li> <li>• Practice Placement (A1 – A10)</li> <li>• directed reading (A2, A4, A5, A8, A10)</li> <li>• use of the VLE (A2, A4, A5)</li> <li>• independent research (for dissertation) (A6, A7).</li> </ul>
<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>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework essays (A2, A3, A4, A5, A6, A7, A9, A10)</li> <li>• OSCE (A1, A2, A4, A5, A9)</li> <li>• Placement (A1-A9)</li> </ul>



## Programme Specification - Section 2

<p><b>B: Intellectual skills</b></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 and level 6 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"> <li>• lectures (B1, B3, B4)</li> <li>• Simulation (B1, B2, B4, B5, B6)</li> <li>• Practice Placement (B1 – B6)</li> <li>• directed reading (B1, B3, B5)</li> <li>• use of the VLE (B1, B4, B5)</li> <li>• independent research (for dissertation) (B1, B3, B4).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework essays (B1 - B6)</li> <li>• OSCE (B2, B4, B6)</li> <li>• Placement (B1-B6)</li> <li>• Dissertation (B2, B4).</li> </ul>
<p><b>C: Practical skills</b></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 and level 6 learning outcomes:</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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1, C4, C6)</li> <li>• Simulation (C1 – C6)</li> <li>• Practice Placement (C1 – C6)</li> <li>• directed reading (C5, C6)</li> <li>• use of the VLE (C1, C2, C4, C6)</li> </ul>

## Programme Specification - Section 2

<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 management plan in partnership with patients, carers and significant others</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework essays (C6)</li> <li>• OSCE (C1 – C6).</li> <li>• Placement (C1 – C6)</li> </ul>
<p><b>D: Transferable skills</b></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 and level 6 learning outcomes:</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 sources to support or critique current working practice</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1, D2, D4, D5, D6, D7, D8, D11)</li> <li>• Simulation (D1 – D11)</li> <li>• Practice Placement (D1 – D11)</li> <li>• directed reading (D2, D3, D4, D5, D6, D9)</li> <li>• use of the VLE (D2, D3, D4, D5, D6, D9)</li> <li>• independent research (for dissertation) (D2, D4, D5, D6, D9).</li> </ul>
<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>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework essays (D1, D2, D4, D5, D6, D7, D8, D11)</li> <li>• OSCE (D1 – D11)</li> <li>• Placement (D1 – D11)</li> <li>• Dissertation (D2, D4, D5, D6, D9).</li> </ul>

**LEVEL 5/DipHE INTENDED LEVEL OUTCOMES**

<p><b>A: Knowledge and understanding</b></p> <p>This level 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 5 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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1- A8);</li> <li>• Simulation (A1, A4, A6, A7, A8);</li> <li>• Practice Placements (A1, A4, A5, A6, A7, A8);</li> <li>• directed reading (A2 – A8);</li> <li>• use of the VLE (A2, A3, A5, A6, A8);</li> </ul>
<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>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• examinations (A2, A3);</li> <li>• coursework essays (A1, A3, A4, A5, A6, A7, A8);</li> <li>• OSCE (A1, A4, A5, A6, A7, A8).</li> <li>• Placement (A1, A4, A5, A6, A7, A8)</li> </ul>

## Programme Specification - Section 2

<p><b>B: Intellectual skills</b></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 5 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>B4 Ability to reach reasoned conclusions and/or sustained judgements</p> <p>B5 Ability to discuss and debate issues relevant to health care with people in a variety of settings</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"> <li>• lectures (B1, B3, B5);</li> <li>• Simulation (B1, B2, B4, B5, B6);</li> <li>• Practice Placements (B1, B2, B4, B6);</li> <li>• directed reading (B1, B2, B6);</li> <li>• use of the VLE (B1, B5);</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• examinations (B2);</li> <li>• coursework essays (B1 – B6);</li> <li>• OSCE (B2, B3, B4, B6).</li> <li>• Placement (B1, B3, B4, B5, B6)</li> </ul>
<p><b>C: Practical skills</b></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 5 learning outcomes:</p>
<p>C1 Practice within legal and ethical boundaries that ensures the primacy of patient interest, well-being and which respects confidentiality</p> <p>C2 Practice in a fair and anti-discriminatory way, acknowledging the difference in beliefs and cultural practices of individuals or groups</p> <p>C3 Engage in, develop and disengage from therapeutic relationships using appropriate communication and interpersonal skills</p> <p>C4 Create and utilise opportunities to promote the health and well-being of patients and groups</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1, C3, C4, C5);</li> <li>• Simulation (C1, C2, C3, C5, C6, C7);</li> <li>• Practice Placements (C1 – C7);</li> <li>• directed reading (C1, C5, C6);</li> <li>• use of the VLE (C1, C4)</li> </ul>

## Programme Specification - Section 2

<p>C5 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>C6 Demonstrate a full range of essential paramedic skills to meet individuals' needs, evaluating and documenting the outcomes</p> <p>C7 Contribute to public protection by creating a safe environment of care using quality assurance and risk management strategies</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework essays (C1, C2, C5, C6, C7);</li> <li>• OSCE (C1, C3, C5, C6, C7).</li> <li>• Placement (C1 – C7)</li> </ul>
<p><b>D: Transferable skills</b></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 5 learning outcomes:</p>
<p>D1 Use sound clinical judgement across a range of differing professional and care delivery contexts</p> <p>D2 Investigate contradictory information and analyse reasons for contradictions</p> <p>D3 Structure and communicate ideas effectively to a variety of personnel in different environments using both verbal, written and IT skills</p> <p>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</p> <p>D5 Problem-solve, extending to situations where clinical decision-making has to be made on the basis of limited information</p> <p>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>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1, D2, D4, D5);</li> <li>• Simulation (D1, D2, D3, D5, D6);</li> <li>• Practice Placements (D1 – D6);</li> <li>• directed reading (D2, D3, D5);</li> <li>• use of the VLE (D2, D4, D5);</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• examinations (D3);</li> <li>• coursework essays (D1 – D6);</li> <li>• OSCE (D1, D2, D3, D5).</li> <li>• Placement (D1 – D6)</li> </ul>

**LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES**

<p><b>A: Knowledge and understanding</b></p> <p>This level 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 4 learning outcomes:</p>
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"> <li>• lectures (A1- A5);</li> <li>• Simulation (A1, A2, A3, A6);</li> <li>• Practice Placements (A2 – A6);</li> <li>• directed reading (A1, A2, A3);</li> <li>• use of the VLE (A4, A5);</li> </ul>
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><b>B: Intellectual skills</b></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 4 learning outcomes:</p>
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"> <li>• lectures (B2, B3);</li> <li>• Simulation (B1 – B5);</li> <li>• Practice Placements (B1 – B5);</li> <li>• directed reading (B2, B3, B4);</li> <li>• use of the VLE (B1, B4)</li> </ul>
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	

## Programme Specification - Section 2

	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Examinations (B1, B4);</li> <li>• coursework essays (B1 - B5);</li> <li>• OSCE (B3, B4, B5);</li> <li>• Placement (B1 – B5)</li> </ul>
<p><b>C: Practical skills</b></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 4 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"> <li>• lectures (C1, C4);</li> <li>• Simulation (C1 – C6);</li> <li>• Practice Placements (C1 – C6);</li> <li>• use of the VLE (C5)</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework essays (C1, C2, C3, C5, C6);</li> <li>• OSCE (C1 – C6);</li> <li>• Placement (C1 – C6)</li> </ul>

## Programme Specification - Section 2

<p><b>D: Transferable skills</b></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 4 learning outcomes:</p>
<p>D1     Structure &amp; 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"> <li>• lectures (D1, D2, D4);</li> <li>• Simulation (D1, D2, D3);</li> <li>• Practice Placements (D1 – D4);</li> <li>• directed reading (D1, D2, D4);</li> <li>• use of the VLE (D1, D4)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Examinations (D1, D4);</li> <li>• coursework essays (D1 – D4);</li> <li>• OSCE (D1, D2, D3);</li> <li>• Placement (D1 – D4)</li> </ul>



### ADMISSION REGULATIONS

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

- 112 UCAS tariff points, including 40 points in A Level Biology (or equivalent: for equivalencies see programme website <https://www1.bournemouth.ac.uk/study/courses/bsc-hons-paramedic-science>)
- 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 ([https://intranet.bournemouth.ac.uk/pandptest/7J\\_Recognition\\_Register\\_Public.xlsx](https://intranet.bournemouth.ac.uk/pandptest/7J_Recognition_Register_Public.xlsx)) 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 practice 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%.

#### Compensation

Compensation does not apply to practice units.

#### Progression

To proceed to Level 5, students must normally achieve 120 Level 4 credits.

To proceed to Level 6, students must normally achieve 120 Level 4 credits and 120 Level 5 credits.

#### Repeat Units

Students will not normally be permitted to repeat practice units.

#### 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.

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 Portfolio 1
- Level 5 – Paramedic Portfolio 2
- Level 6 – Paramedic Portfolio 3

Placements are integral to the preparation of paramedic students for practice, and to enable students to put theory into practice. Students will undertake 675 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 (SWAST) or South Central Ambulance Service (SCAS) as their placement trust for the duration of their study. 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 who will be responsible for assessing the student in practice.

Students will also undertake a range of one-week specialist placements throughout their course as follows:

- Level 4 – Mental Health Placement
- Level 5 – Paediatrics, Maternity and Theatres
- Level 6 – Minor Injury Unit

These placements complement the units being delivered and enable students to learn from experts in different fields that will be relevant to their practice.

Allocation of ambulance service placements are facilitated by named members of staff in each trust. Allocation of specialist placements are facilitated by the Bournemouth University placements team, in conjunction with practice educators from each NHS trust.

Practice placements are quality assured annually and all mentors are supported by the Bournemouth University Practice Learning Advisor team. There is a robust process for raising concerns in practice.

## 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	Team Working for Service Improvement							x	x	x	x	x	x	x										x	x		x	x	x	x		x	x			
	Paramedic 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	
	Paramedic Care of Minor Illnesses	x	x	x		x			x			x	x		x		x				x	x	x	x	x	x		x	x	x	x	x	x			x
	Research Paramedic Practice							x				x	x		x											x		x	x	x		x				
	Paramedic Practice Portfolio 3	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	x
L E V E L  5	Research for Professional Practice					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	x	
	Pathophysiology and Pharmacology for Paramedics			x	x	x												x																		
	Management of 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
	Paramedic Practice Portfolio 2	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	x
L E V E L  4	Foundations for Practice and Research					x			x	x			x		x										x	x		x			x			x		
	Patient Assessment Fundamentals	x	x	x					x	x	x	x		x		x		x		x	x		x	x			x	x			x	x	x			
	Emergency Care Fundamentals	x	x	x	x	x			x		x	x		x		x		x		x	x	x		x			x	x			x	x	x			
	Anatomy, Physiology and Pharmacology				x	x													x																	
	Paramedic Practice Portfolio 1	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

<p><b>A – Subject Knowledge and Understanding</b> 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  A2 Use complex information to formulate a management plan, using a current evidence base  A3 Discriminate between the approaches to patient assessment based upon a variety of factors, including nature of illness and personal factors  A4 Understand and apply biological, physical, psychosocial and clinical sciences  A5 Knowledge of anatomy, disease processes and pharmacology, and analyse appropriate management plans  A6 Understand, analyse and evaluate complex ethical, legal and moral issues in paramedic practice  A7 Understand the factors that impact on health and delivery of care, and deliver public health advice where appropriate  A8 Understand and work within multi-disciplinary teams to ensure safe and excellent patient care  A9 Uphold the standards of conduct, performance and ethics expected of a HCPC registrant  A10 Critically reflect on performance, outcomes and relationships with others to further patient care and professional competence</p>	<p><b>C – Subject-specific/Practical Skills</b> This programme provides opportunities for students to:</p> <p>C1 Demonstrate airway management techniques and knowledge of how to apply in a stepwise manner  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  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</p>
<p><b>B – Intellectual Skills</b> This programme provides opportunities for students to:</p> <p>B1 Ability to identify and assimilate new knowledge into existing conceptual frameworks  B2 Ability to process and critically evaluate information in order to make appropriate decisions  B3 Ability to discuss and debate issues relevant to health care with people in a variety of settings  B4 Problem-solving and clinical reasoning skills used to evaluate practice and construct specific intervention programmes.  B5 Ability to reflect and self-direct learning in order to identify personal and professional goals for continuing professional development and lifelong learning.  B6 Translate professional principles to practice, selecting and modifying approaches</p>	<p><b>D – Transferable Skills</b> This programme provides opportunities for students to:</p> <p>D1 Communication skills that support effective, humanistic and professional interaction with people from diverse backgrounds  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  D6 Educative skills which allow transfer of knowledge and skills  D7 Use knowledge of effective inter-professional working practices that respect and utilise the contributions of members of the health and social care workforce  D8 Problem-solve, extending to situations where clinical decision-making has to be made on the basis of limited information  D9 Ability to take initiative in order to develop work practice  D10 Management and leadership skills that enhance quality in public and independent human services  D11 Use sound clinical judgement across a range of differing professional and care delivery contexts</p>