

Faculty of Applied Sciences

Department of Pharmacy, Health and Wellbeing

Diploma of Higher Education in Paramedic Practice

Programme Specification

SECTION A: CORE INFORMATION

1. Name of programme **Paramedic Practice**
2. Award title **Diploma of Higher Education in Paramedic Practice**
3. Programme linkage
Is this part of group of linked programmes between which students can transfer at agreed points?
(eg a version with / without a placement year, a group of programmes with a common first year etc)
- | | |
|------------|-----------|
| Yes | No |
|------------|-----------|
4. Is the programme a top-up only?
- | | |
|------------|-----------|
| Yes | No |
|------------|-----------|
5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply? (ie an 'Extended Studies' programme)
- | | |
|------------|-----------|
| Yes | No |
|------------|-----------|
6. Level of award (eg Level 6 for BA/BSc)
- | | | | | | | | | | |
|---------|--|---------|--|---------|---|---------|--|---------|--|
| Level 3 | | Level 4 | | Level 5 | √ | Level 6 | | Level 7 | |
|---------|--|---------|--|---------|---|---------|--|---------|--|
7. Awarding body: University of Sunderland
8. Which department is it in? Department of Pharmacy Health and Wellbeing
9. Programme Studies Board? Undergraduate Health
10. Programme Leader Victoria Duffy

11. How and where can I study the programme?

At Sunderland:	
Full-time on campus	√
Part-time on campus	
As work-based learning full-time	√
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At the University of Sunderland London campus:	
Full-time on campus	
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At a partner college:	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

Sessions for Emergency Care Skills module (HSS 135) and Advanced Emergency Care Skills (HSS253) will be delivered at the North East Ambulance Service Training School by the North East Ambulance Service Clinical Skills Training Team and supported by the module leader from the University of Sunderland

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	2	4
Part-time		
Distance learning		
Work-based learning	√	√

SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC ([AQH-B2-2](#)), for questions 13 to 25

26. Learning and teaching strategy.

The institutional Learning and Teaching Strategy underpins all academic provision at the University of Sunderland.

The aims of the University Learning and Teaching Plan are to:

1. Develop independent, active and reflective learners
2. Create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners
3. Ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience
4. Promote learning partnerships in which innovative, supportive and challenging practice
5. Inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

The Diploma of Higher Education in Paramedic Practice programme has been constructively aligned so that processes of assessment are strategically driven by methodologies of teaching and learning that reflect the domains of learning and their relative impact on paramedic practice in the UK. The programme is work based and will integrate Inquiry Based Learning, Situated Learning and Experiential Learning within a spiral curriculum to provide an educational platform for the facilitation of problem based approaches, inter-professional learning and critical reflexivity, which define the approaches that qualified paramedics need to be able to engage in critical thinking and complex clinical decision making.

To achieve our aims we set clear institutional learning and teaching priorities and expectations, whilst respecting the importance of subject distinctiveness, identity and interpretation.

We will:

1. Articulate and address institutional expectations in respect of good teaching, assessment and feedback and student support.
2. Take a holistic view of learning, learners and the learner experience in programme design, delivery and oversight.

- Promote and celebrate a vibrant and inclusive learning and teaching culture and academic community, informed and enriched by research, professional practice, and pedagogic expertise

Guiding Values and Principles of the Learning and Teaching Strategy for the Diploma of Higher Education in Paramedic Practice are:

Good teaching

Involves an ongoing, flexible and discursive relationship between highly motivated academic staff and students who take responsibility for their own learning. They are challenged and encouraged to seek and explore new ideas and ways of working. All aspects of the learning environment and course organisation support learning, which is at the heart of institutional policy and culture. Learning and teaching are the subject of ongoing dialogue and development among staff and between staff and students. Students learn actively, encountering approaches, materials and resources which are designed and delivered to build engagement and appropriate to the subject discipline. Their continuous development throughout their academic programmes is genuinely life - changing, and graduates leave university with a high level of 'graduateness'.

Feedback and assessment are part of learning and teaching

Careful planning and communication with students ensures that they fulfil these functions and discourages the reductive practice of 'learning to the test'. Assessments, and preparation for assessment, should provide learning opportunities as well as checking that learning has taken place. Tasks should be engaging, subject appropriate, and encourage students to apply and extend the learning gained on their programme. Formative feedback, in diverse formats, has numerous benefits for attainment and learning and should be a priority, supported at programme and institutional levels. Student expectations and understanding of feedback, and in particular of formative feedback, should be addressed through discussion with staff.

Use of patient and public involvement participants (PCPI) in the feedback and assessment strategy ensure students are developing the clinical and interpersonal skills to work with the public. PCPI involvement in the programme begins with student recruitment and PCPI participants are involved in the interviewing and recruitment of student paramedics. Throughout the programme, PCPI participants will work with students to assist in the development of their interpersonal skills, clinical and operational skills. Giving structured feedback to students alongside academic feedback, in the OSCE (objectively structured clinical examination) assessments within the course, PCPI participants will be used as simulated patients and will also give written feedback on their experience of the care given, this will be fed back to students together with the academic feedback to give a more holistic overview of student performance.

This combined approach is designed to continually develop the skills and attributes required of a healthcare professional, together with the academic requirements of the programme.

Curriculum Design

The curriculum is designed as a spiral curriculum, this iterative process is a common curriculum design in healthcare education, rooted in the cognitive theory of how we learn and promoted by Jerome Bruner (1960). It has the advantage of promoting deeper learning, retention of information into the long term memory and the ability to apply and transfer knowledge and understanding in different contexts.

Using a cyclical process to develop competency in undergraduate healthcare students, learning is a dynamic process in which key topics are introduced and revisited with increasing levels of complexity, new learning is explicitly related to previous learning and expanded upon until become 'cemented'.

Spiralling supports comprehensive learning where connections are made over time. In the curriculum, systems (paramedic specific practice skills, knowledge and attributes) and themes (professionalism, evidence based practice and communication) will spiral through the program. The curriculum builds from fundamental content such as basic terms to more complicated concepts to complex analysis and application of knowledge to develop student's readiness for autonomous clinical practice on completion of the programme (Harden, 1999); (Johnson, 2012)

The programme has been designed to reduce the gap which can occur between theory and practice. The programme design ensures that the theoretical learning taking place will align clearly with what they do during their clinical placements throughout the programme.

Clinical learning opportunities across a diverse range of healthcare environments ensures students are given the maximum opportunity to develop the skills required for clinical practice.

The strategic design of the programme facilitates this alongside the tripartite meetings that will regularly occur with North East Ambulance Service NHS Trust representatives, academic staff and students.

References:

Harden R (1999) What is a spiral curriculum? *Medical Teacher*, 21(2), p141-143.

Johnson (2012) The spiral curriculum – research into practice, Education Partnerships.org.

27. Retention strategy.

Student support, progression and retention:

High quality student support is closely integrated with the academic programme.

It occurs when staff know and understand their students, and within frameworks and structures which help students to overcome academic or personal difficulties. It empowers students to develop, perhaps beyond their own expectations of themselves, and to make the most of their university experience.

Good support lets students embrace the challenges and take the risks which are an important part of good teaching. It occurs in a culture where academics and support staff work as partners, and where both formal and informal contact between staff and students are encouraged and systematically supported. Initiatives to support key periods in the student journey, such as induction, and personal difficulties exist alongside academic initiatives to support retention and progression.

Graduateness is framed as a willingness among students to engage with the opportunities offered by higher education and to take responsibility for one's own learning, developing the full range of skills and knowledge for graduate employment and, where relevant, engagement in enterprise. These include independence in learning, including both practical self-reliance and independence of mind, the ability to solve problems, work creatively, embrace complexity and risk, and express oneself clearly and effectively with confidence in articulating one's own 'graduateness'. The student learning experience should encourage new students to aspire to graduateness, and offer a setting in which this can be developed.

Crucial to 'graduateness' is a partnership between academics and students, in which each recognises and takes responsibility for aspects of student learning. This partnership should involve openness about the nature of these responsibilities, and mutual commitment to a genuine process of continuous learning, dialogue, and reflection to evolve and improve practice. It relies on ongoing communication, both formal and informal, and on engagement of both staff and students in a university community.

28. Any other information

The programme team have a close partnership with the training and education team within NEAS. Programme development and ongoing review will continue to develop the partnership working between the organisations and will jointly support students both at the University and whilst out on placement.

Regular wider stakeholder meetings between NEAS training team, management team and the University programme team and PCPI participants will review the programme as it progresses and provides a platform for ongoing review and development. The meetings will be held three monthly at the University of Sunderland, contain terms of reference, standing agenda items and will be minuted and circulated across the stakeholder network. The Corporate and Professional Education Department within the University of Sunderland will hold responsibility for the scheduling and administration of meetings.

Regular meetings (at least weekly at commencement of the programme) with the wider training team (university programme team and NEAS clinical trainers) will support the day to day running and management of the programme. Student support, progression and individual needs will be highlighted and discussed, documented and reviewed on a regular basis.

External Examiner

External examiners fulfil three core roles:

1. To assure the standards of awards especially in terms of comparability with similar programmes elsewhere in the sector. This includes verifying that standards are aligned with the requirements of subject benchmarks and the Framework for Higher Education Qualifications (FHEQ). In this context external examiners may also comment on the alignment of standards with the requirements of Professional, Statutory and Regulatory Bodies (PSRBs);
2. To ensure the quality of the assessment process. This includes ensuring that University processes and procedures are followed and that the assessment of individual students is fair and equitable. External examiners are expected to assure the standard of students' awards, including interim awards. To this end they may be involved in the scrutiny of assessments at all levels but their role is most crucial at the level of the target award;
3. To provide comment on course content, balance and structure, and on the modes of teaching, learning and assessment used, to support on-going development of the curriculum.

The External Examiner for the Diploma of Higher Education in Paramedic Practice will be an appropriately experienced, qualified and registered as a paramedic with the HCPC.

SECTION C - TEACHING AND LEARNING

29. What is the programme about?

The Diploma of Higher Education in Paramedic Practice aims to:

- Support, educate, and develop students into safe, enquiring and effective practitioners with the capacity to care for patients, families and colleagues in a range of challenging and unpredictable situations.
- Develop an extensive intellectual knowledge and clinical skills base for the provision of paramedic health care practice.
- Foster the capacity for both advanced independent autonomous working and interdisciplinary and, multidisciplinary team working, essential for professional paramedic practice.

- Promote an evidenced based approach to the field of multidisciplinary health and social care generally and specifically to paramedic practice.
- Enable students to acquire the knowledge and skills to identify and implement effective solutions to complex decision making issues within the context of paramedic practice.
- Equip students with advanced communication skills and the ability to utilise these skills at the front line of patient care in the context of paramedic practice.
- Facilitate learning within a dynamic and progressive programme which will enable students to acquire heightened clinical and cognitive knowledge bases relevant to paramedic practice.
- Engage in a unique and innovate relationship with programme stakeholders to ensure the strategic direction and progressive development of the programme in line with development of the professional paramedic role.

30. What will I know or be able to do at each Stage of the programme?

Stage 1 (Certificate in Higher Education in Emergency Care Practice):

Learning Outcomes Stage 1 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- | | |
|----|--|
| S1 | Apply the principles of reflective practice to determine areas of personal and professional development. |
| S2 | Adopt and utilise the appropriate interpersonal skills required for effective clinical practice. |
| S3 | Understand how to use and prepare essential emergency care equipment and emergency medication, according to relevant clinical protocols. |
| S4 | Take a relevant clinical and social history and perform a structured clinical examination. |
| S5 | Perform diagnostic tests relevant to the clinical situation. |
| S6 | Recognise their professional limitations and utilise the wider health care team for the benefit of the patient. |

Learning Outcomes Stage 1 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- | | |
|----|---|
| K1 | Understand the anatomy, physiology and changes in bodily systems across the lifespan and the development of illness. |
| K2 | Appreciate the interrelationships between biological, psychological and social aspects of health and illness. |
| K3 | Understand the requirements to maintain professional standards, Fitness to Practise and practice within legal and ethical frameworks. |
| K4 | Appreciate that evidence based practice underpins clinical care protocols, policies and guidelines. |

Stage 2 (Diploma in Higher Education):

Learning Outcomes Stage 2 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- S7 Demonstrate the ability to manage and coordinate a clinical team in paramedic practice.
- S8 Utilise leadership theories in the context of clinical situations encountered in paramedic practice.
- S9 Utilise incident debriefing and critical reflection in the development of paramedic practice.
- S10 Take a focused clinical history and perform a comprehensive examination to formulate a provisional diagnosis.
- S11 Interpret complex diagnostic data to guide emergency interventions.
- S12 Demonstrate the ability to support labouring women and manage challenging and unexpected circumstances in obstetric care.

Learning Outcomes Stage 2 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- K5 A comprehensive understanding of the underlying pathophysiology and clinical presentation of a range of conditions encountered in paramedic practice
- K6 Critical appraisal of research evidence to inform paramedic practice.
- K7 A critical understanding of the foundations of contemporary paramedic practice.
- K8 A comprehensive understanding of service innovation and redesign in relation to evolving roles in paramedic practice.
- K9 An understanding of personal resilience strategies and team support in challenging and unpredictable situations.
- K10 A clear appreciation of the theoretical models of reflection used in clinical practice.
- K11 Understand the theoretical models of clinical decision making which impact on the management of patients in the context of paramedic practice.

31. What will the programme consist of?

The Diploma of Higher Education in Paramedic Practice consists of 2 stages, each of which is equivalent to a year's full-time study. This is a 52 week per year programme due to the content and clinical placement requirements. Within the programme, all modules are core and there are no option modules in the programme. To obtain a Diploma of Higher Education in Paramedic Practice, students must complete all elements of the programme.

The structure of core content modules within the Diploma of Higher Education in Paramedic Practice has been developed utilising best practice guidance from:

- QAA subject benchmarks – Paramedic Science (2016)
- College of Paramedics – Curriculum Guidance (2014)
- Health and Care Professions Council (HCPC) – Standards of Education and Training and Standards of Proficiency – Paramedics (2014)

The modules of study have been devised to ensure the programme fulfils the Standards of Education and Training from the approving body; the Health and Care Professions Council.

The changing and dynamic role of the paramedic, together with proposals for development of an all graduate profession have been instrumental in developing the context to the Dip HE programme.

Incorporating key themes throughout the programme such as evidence based practice, communication and leadership, in a context specific way will help to embed key academic skills which aim to promote lifelong learning, personal and professional development.

Stage 1

Year 1 Modules		
HSS 133	Applied Human Sciences	20 credits
HSS 134	Clinical and Professional Issues	20 credits
HSS 135	Emergency Care Skills	20 credits
HSS 136	Foundations of Emergency Care Practice	60 credits

Stage one of the programme introduces students to the role of the emergency care paramedic and develops the knowledge and evidence base surrounding issues in emergency care. Students will study human anatomy and physiology, health, wellbeing and the development of disease together with a focus on the conditions students will encounter in practice.

There is a strong focus on the development of professional identity, professional standards and the legal and ethical frameworks which underpin paramedic practice. Students will be introduced to reflective practice as a method of personal and professional development.

Stage 1 introduces the student to evidence based practice and this is embedded throughout the programme, developing research appraisal skills and the ability to utilise evidence to support clinical practice.

The development of emergency care clinical skills and development of the required interpersonal communication skills required for practice will be introduced and students will develop clinical assessment, examination and patient care skills and gain exposure to clinical practice situations via clinical placements.

Clinical placements in stage 1 consist of:

- A two week 'orientation to practice placement' in which students will gain an appreciation of the core communication, interpersonal and patient care skills required for practice. The aims of the orientation to practice placement is to expose students to the wider ambulance service network and gain an appreciation of the patient experience. Students will visit the emergency contact centre at North East Ambulance Service (NEAS) which receives and coordinates emergency calls to gain an appreciation of the patient experience and the coordination of resources required to provide the relevant level of support to patient with emergency care needs and the development of the patient pathway. Students will also spend time with the patient transport service. The aims of this placement are to develop the core abilities to work alongside patients, carers and the wider health care team and develop an understanding of the requirement to show compassion, empathy, utilise interpersonal skills appropriate to the situation and, from discussion with patients, to begin to understand the experience of being a patient.
- A 36-week ambulance based placement as part of the 'Foundations of Emergency Care Module'. Students will be based with a registered paramedic and supported in clinical practice by a clinical mentor and a zoned academic who will provide support via tripartite meetings throughout the duration of the programme. The aims of the placement are to develop the key skills set required for safe practice under direct supervision. Students are required to demonstrate competency in practice and via simulated learning opportunities and have Foundations of Emergency Care Practice Competencies which will be 'signed-off' in practice by

their mentor, progression and fitness to practise will be monitored via the tripartite and mentorship processes. Students will be supported in practice to develop their clinical skills and these will be formally recorded and documented within the Essential Skills Cluster for year 1.

Tripartite Support Processes

The tripartite process brings together the student, their mentor from clinical practice and an academic member of staff to support the development of the individual student, monitor progression and also identify any areas which require support or additional interventions.

There will be a minimum of three tripartite meetings per year and additional meeting will be held in the event of failure to progress of any clinical or operational issues which impact on the abilities or attitudes of the student, both in clinical practice and in the classroom setting. All tripartite meetings will be documented using a record sheet which is retained within the student's portfolio, with a copy retained by the supporting academic also.

As the student is employed by North East Ambulance Service, the Education and Workforce Development Leads from the NHS Foundation Trust will be involved in the support and monitoring of the student in practice also. Telephone support for students in practice is available 24 hours a day via North East Ambulance Service. In order to provide a seamless approach to student support, there will be a weekly meeting to discuss student and programme issues; this is a joint meeting between NEAS and the University of Sunderland and is in addition to the programme development Stakeholder meetings which will be held regularly to support the development of the programme.

Stage 2

Progression to year 2 is dependent on meeting the full academic and clinical requirements of the programme for year 1.

Year 2 Modules		
HSS 251	Applied Pathophysiology	20 credits
HSS 252	Advancing Clinical and Professional Issues	20 credits
HSS 253	Advancing Emergency Care Skills	20 credits
HSS 254	Professional Paramedic Practice	60 credits

Stage 2 of the programme aims to build upon the clinical; professional; managerial and leadership role of the paramedic and prepare students for the reality of autonomous clinical practice as a registered paramedic.

Consolidating knowledge from stage 1, students will gain advanced understanding of the disease processes, clinical presentation of disease and the impact that paramedic intervention can have in the management of physical and mental illness and injury.

The role of the paramedic in the assessment, management and leadership within the trauma situation will be developed from participant observer from stage 1 to preparation for autonomous practice at the end of the programme.

Students will develop their critical appraisal skills in year 2 which are embedded throughout the programme which aims to promote evidence based care in paramedic practice as an intrinsic part of the programme. Students will be supported in applying this to practice situations and in the interpretation of research and clinical guidelines to support care delivery.

Students will consolidate reflective practice skills and utilise these to support critical incident debriefing and critical reflection within the emergency care team to develop and support clinical practice.

Stage 2 advanced emergency care skills teaching focuses on critical decision making, independent assessment of the clinical situation and development of strategies for resolution, development of care pathways and the evaluation and review of clinical interventions. There is a focus on specialist obstetric management which will develop specific lifesaving skills via simulated learning.

Clinical placements in stage 2 will develop the specialist paramedic skills, leadership and coordination required for professional practice and explore the advancing role and remit of the registered paramedic.

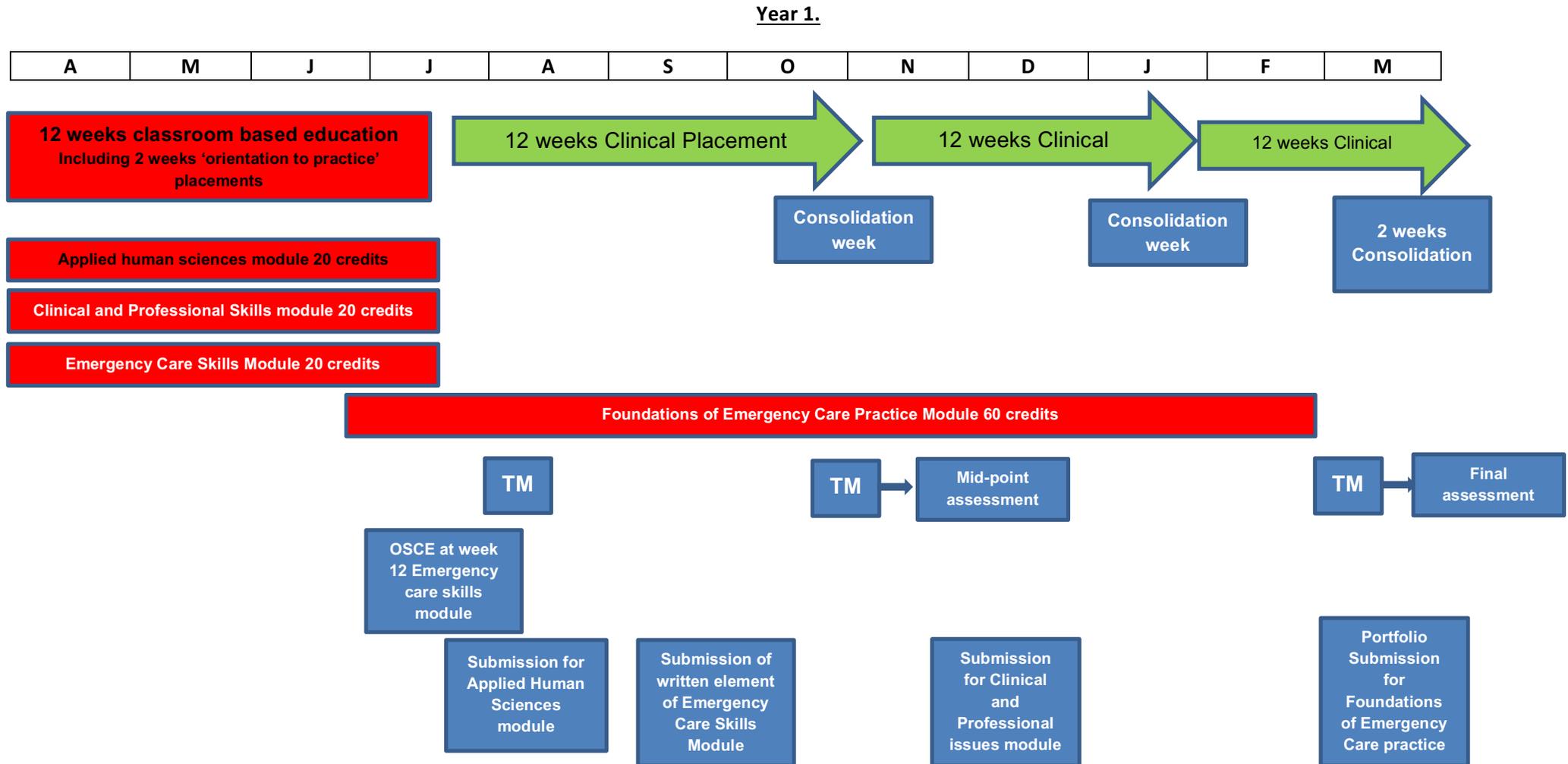
The clinical placements in stage 2 are:

- Two-week placement at the commencement of year 2 within a care setting offering support to patients with mental health issues, dementia or learning disabilities. The aim of the placement is to expose students to the differing health care needs, communication strategies and clinical interventions required in these specific areas. The student will be encouraged to develop an understanding of the 'lived experience' of the patients and families within these settings and to consider how the approach to the person and situation may need to be altered to meet the needs of individual patients and groups.
- 30-week ambulance based practice placements in which students will work with a registered paramedic and clinical mentor to develop the skills, professionalism and aptitude required for professional practice. Students will be supported by the same tripartite and mentorship arrangements as year 1 and will have a range of Professional Paramedic Practice Competencies and Essential Skills Clusters to meet within their clinical placement time.
- Specialist placements in year 2 expose the student to subject specific skills and work alongside clinical specialists to develop their skills, knowledge and application to practice. The specialist placement areas are:
 - Coronary care/cardiac units – to enable students to develop ECG interpretation skills in the clinical environment, taking into account patient history and clinician presentation under the supervision of specialist practitioners.
 - Operating Theatres and Anaesthetic Departments – to enable students to observe and perform airway management techniques, peripheral cannulation and assessment and management of the critically ill patient in a controlled environment supported by the specialist teams
 - Emergency departments – to enable students to see the patient journey from pre-hospital care to inpatient management of acute illness and injury and to understand the in-hospital multidisciplinary team and how the role of the paramedic supports this.
 - Paediatric units – to enable students to develop skills in the assessment, identification and immediate management of the sick child. Developing interpersonal communication skills relevant to meet the needs of the sick child and their family unit.
 - Unscheduled care areas – Walk in Centre/Out of Hours units – to enable students to see a range of minor injuries, ailments and develop an appreciation of management approaches, clinical interventions, referral points and patient interaction skills in unscheduled care environments.

The schedule of non-ambulance based placements is shown below:

NHS Trusts	Placement Area	Maximum Duration of Placement
County Durham and Darlington NHS Foundation Trust	Theatres/Anaesthetics and Recovery	2 weeks (75 hours)
North Tees and Hartlepool NHS Foundation Trust	Paediatrics – Clinics/Acute Ward Area	1 week (37.5 hours)
South Tees Hospitals NHS Foundation Trust	Coronary Care Unit	1 week (37.5 hours)
Newcastle Hospitals NHS Foundation Trust	Emergency Department	2 weeks (75 hours)
Northumbria Healthcare NHS Foundation Trust	Urgent Care/GP Out of Hours.	1 week (37.5 hours)
Northumberland Tyne and Wear NHS Foundation Trust		
City Hospitals Sunderland NHS Foundation Trust		
South Tyneside NHS Foundation Trust		

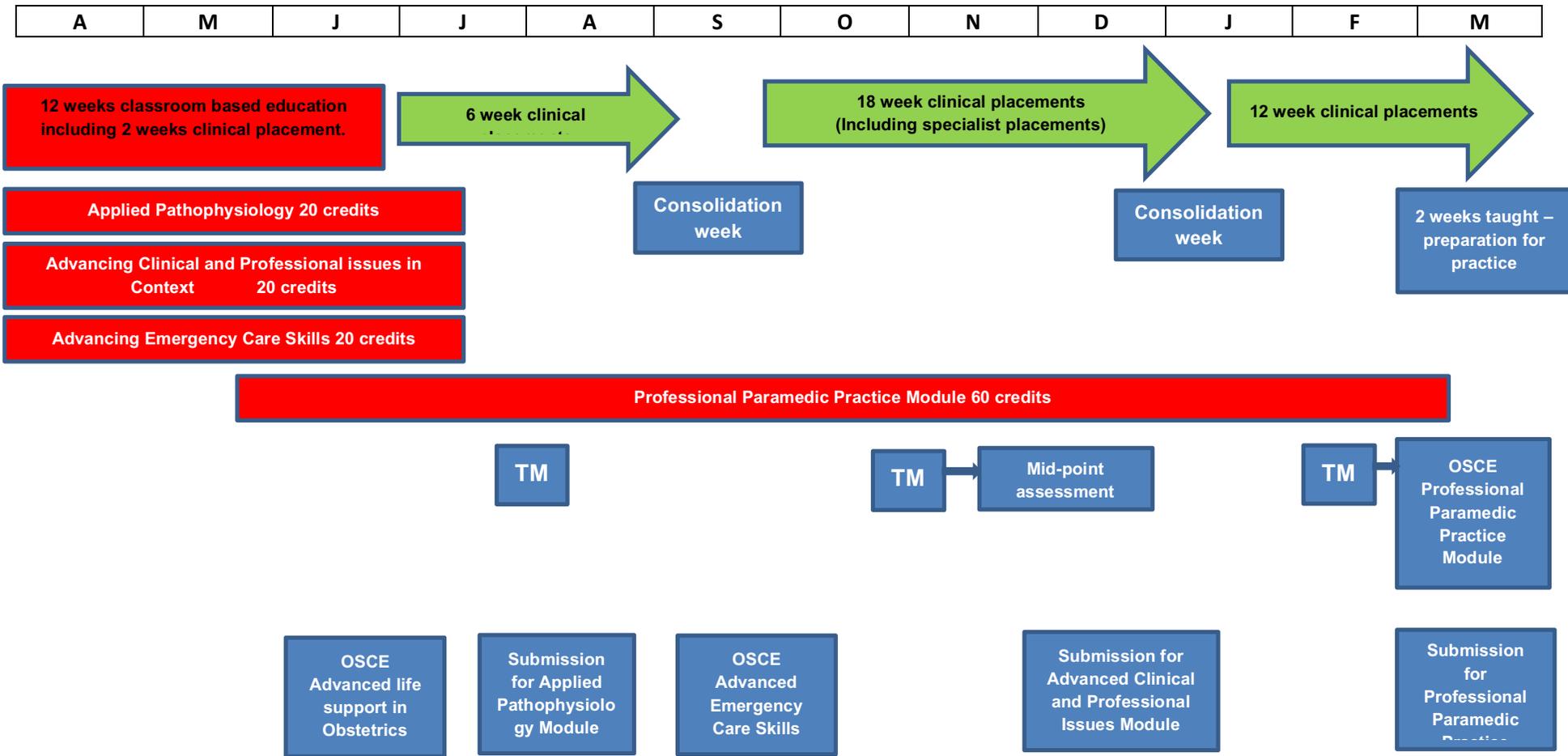
The outline of the two-year programme is shown below.



TM = Tripartite Meetings

Please note there are three cohorts per year – an April start is shown for demonstration purposes only.

Year 2



32. How will I be taught?

There are a range of teaching activities used within the programme:

<p>Scheduled teaching activities</p>	<p>Across the duration of the programme there are the following teaching activities which make a total of 490 hours: Lectures, Seminars, Interactive workshops.</p> <p>Interprofessional learning opportunities with other health care programmes within the University Scenario based learning,</p> <p>Simulation based learning with sim-man/sim-mom and sim newbie. Collaborative learning with police/fire service, Scenario based learning, PCPI involvement</p>
<p>Independent study</p>	<p>Students will be encouraged to utilise the independent study time for consolidation of taught session and expansion of the underpinning knowledge base relating to the area of study. Students will be able to use Canvas as a virtual learning environment and the 'My Module Resources' section of the University Library service will guide critical reading</p>
<p>Placement</p>	<p>The College of Paramedics recommend to achieve adequate exposure in practice, the minimum number of practice placement hours for a programme of study should be 750 per year (College of Paramedics Curriculum Guidance, 2014)</p> <p>In this programme, clinical ambulance based placement hours are 750 hours per year and are divided into:</p> <ul style="list-style-type: none"> • 225 hours supernumerary practice. <p>Students undertaking supernumerary practice will be an additional crew member and will be able to observe practice and be involved in the emergency care of the patient working with a registered paramedic. This offers the student the opportunity to observe the various roles and coordination of services involved in the emergency situation. The opportunity to engage in supernumerary practice offers the students the ability to reflect on the situation as a whole and will provide a greater oversight into the challenges and complexities in the role of the paramedic.</p> <ul style="list-style-type: none"> • 150 hours with a clinical mentor <p>Students will be allocated a clinical mentor for the duration of their academic programme. This will be an experienced HCPC registered paramedic with a post registration mentorship qualification. The mentorship process is supported by the tripartite process. The clinical mentor will be instrumental in assisting the student to develop an</p>

	<p>individualised learning contract which will link into learning in clinical practice.</p> <ul style="list-style-type: none"> • 375 hours working with a registered paramedic. <p>Students will work with a range of professionals, but within their ambulance based placements will always work with a registered paramedic. Working with different teams and practitioners allows the students to develop their own professional identity whilst working with a range of practitioners in a variety of situations. Registered paramedics can provide witness testimonies to support achievement of the learning outcomes for the placements.</p> <p>Students will also visit specialist placement areas as outlined previously on page 13.</p>
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At the first level of the programme (level 4), students will be gradually supported and facilitated through their learning by a range of teaching and learning activities including: focused seminal lectures, seminars, clinical teaching and use of high fidelity simulation, patient, carer and public involvement will feature consistently in the programme to develop, progress and consolidate clinical and interpersonal skills. At the initial stages of the programme, students will be largely dependent upon the support of academic staff and clinical mentors in practice, however, as students develop through the programme towards completion and autonomous practice, the degree of support required will decrease and students will be able to develop their own professional identity. To support this development, teaching and learning activities will focus on problem based learning, utilising simulation to develop professional competence and relating theoretical knowledge to practice via a series of ambulance and specialist placements.

Seminal lectures

Key concepts and theories will be presented at seminal lecturers throughout the programme and supported by the use of Canvas as a virtual learning environment. Utilising a series of case based analyses, this approach will encourage students to develop their knowledge and skills base and begin to transfer knowledge to new situations encountered in practice or via simulated learning opportunities.

Due to the specialist nature of the programme, students will be exposed to a range of expert keynote speakers in order to increase their knowledge base of the subject of paramedic practice. As students' progress through the programme, there will be increasingly less emphasis placed on seminal lectures as students begin to develop the ability to apply theoretical knowledge to practice via group seminars, workshops and simulated learning sessions.

Problem-Based Learning

Problem-based learning (PBL) is an educational approach that is particularly designed for active self-directed learners, which all health care workers must be throughout their working lives. Short case scenarios (cases) will be used to start and guide the process of learning at undergraduate level. The emphasis is on the gaps that students discover in their knowledge and skills, and how to bridge these gaps with new knowledge, understanding and behaviour patterns. The PBL approach will aim to enable

students to discover and learn for themselves, facilitated by experienced tutors. This system supports the creation of a cohesive learning group.

Each element consists of a series of clinically related problems; which students use to define their specific study objectives in the fields of paramedic practice on a day by day basis. Students work collaboratively in developing a firm understanding of the constituents of paramedic practice and share best practice within the group, facilitated by an academic.

In this programme, students will begin with relevant clinical problems and with the help of a tutor work out how much they know and understand of the underpinning clinical skills from the knowledge they already have (and what they do not know). They then define what they need to learn in order to fully understand the problems they encounter in everyday practice. A key feature of the spiral curriculum is revisiting these concepts with increasing complexity and increasing student led learning. This approach will be used across the programme, but mainly in stage 2 (level 5) as students are beginning to prepare for clinical practice.

Inter-professional Learning

Student paramedics will have the opportunity to work alongside and engage with other healthcare students within the university. For example, working with BSc Adult Nursing students in the development of interpersonal communication skills; working with MPharm students in the development of the management of minor ailments and injuries. There is the potential to develop IPL across the University faculties, for example, IPL opportunities with social work students relating to mental health, safeguarding and community care of the older adult.

This process will afford staff the capacity to work within the context of inter-professional learning. The evidence base for inter-professional learning indicates that this process works best when:

- It impacts on the capacity of students to improve the quality of care
- Is centralised on the direct needs of patient centred care
- Directly involves service users and their families and carers
- Encourages professions to learn within and between signature pedagogies
- Provides a forum for the respect and integrity of every signature discipline.
- Enhances practice within individual healthcare professions
- Increases the level of directly relevant professional satisfaction.

Clinical placements as a learning opportunity

Students will visit an array of clinical placements, both within North East Ambulance Service, and across the wider health care sector. Within these opportunities, students are required and supported to compile a reflective case log (or placement diary) demonstrating learning in action and directly related to their clinical placement competencies to show the triangulation of application to clinical practice, theoretical underpinnings and critical reflection.

Students undertaking formative placements have a series of learning outcomes to meet in the placement areas and key tasks to complete which will be used to support learning in class.

A list of the modules in each Stage of the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

33. How will I be assessed and given feedback?

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). this programme uses subject-specific assessment criteria which are based on the generic ones. Is this right – do you have these?

This programme uses the Generic University Assessment Criteria	YES	NO
This programme uses the Subject Specific Assessment Criteria	YES	NO

The University regulations can be found [here](#).

Students will be assessed in a variety of ways as demonstrated in the assessment matrix below:

<i>Written examinations</i>	<i>There is one unseen paper in the programme, students will be able to utilise the personal tutorial time within the programme to discuss progress with their academic support.</i>
<i>Coursework</i>	<i>Refer to the matrix modes of teaching. Formal written feedback will be given as per University regulations. Students will be involved in the evaluation of the module which will be reviewed by the programme leader and reported to the relevant academic board.</i>
<i>Practical assessments</i>	<i>The clinical element of the programme will be assessed via OSCE and assessment in practice by a registered practitioner. This will be supported by a tripartite arrangement in practice which will monitor student progression. OSCE marking sheets with feedback from examiner will be available for discussion in personal tutorials. For OSCE's assessing interpersonal skills and clinical interactions, simulated patients are used and their feedback relating to their experience within the simulated consultation will be fed back to students.</i>

Matrix of modes of teaching, learning and assessment

Module Name	Module Code	Teaching Methodologies	Formative and Summative Assessment Strategies	Feedback on Assessment
<i>Applied Human Sciences</i>	<i>HSS 133</i>	<i>Lectures, Private Study, Seminars and seminal lecturers. Interactive workshops. Workbooks</i>	<p><i>2,000 written report of the systems of relevance to the functional wellbeing of humans. Exploring anatomy and physiology in the context of health and wellbeing and how deviations from the norm can impact on the bio, psycho-social health of a person.</i></p> <p><i>1.5-hour unseen exam, focusing on:</i> <i>Anatomy and physiology of the major body systems.</i> <i>Physical, mental and emotional development across the lifespan</i> <i>Physical effects of ageing and age related ill health.</i> <i>Immunology, biochemistry, microbiology and human genetics</i></p> <p><i>Formative assessment strategies will assist the student in the development of academic writing ability by submission of a draft report and the opportunity to engage in practice papers which will be self-marked and used to support peer discussion and revision</i></p>	<p><i>Throughout all modules in the programme, feedback will be provided in accordance with the university's standard policy on feedback and students will be made aware of the support available via central support services and the Murray library.</i></p> <p><i>Regular (weekly) meetings with the academic team will ensure student progress is discussed, monitored and supported for the duration of the programme. Students requiring additional support on placement will be supported by the zoned academic and Education and Development Leads from North East Ambulance Service. Documented evidence of student progression/support will be maintained as part of the tripartite process.</i></p> <p><i>Formative feedback will be provided in the module via tutorial support and via group tutorials.</i></p>
<i>Clinical and Professional Issues</i>	<i>HSS 134</i>	<i>Lectures, Private Study, Seminars, Interactive Workshops Scenario based learning Tutorials.</i>	<p><i>Portfolio of clinical and professional practice (total word count 3,500 words). Comprising 5 distinct parts:</i></p> <p>Part 1: <i>Critique of a published article pertaining to ethical practice in healthcare (1000 words).</i></p> <p>Part 2:</p>	<p><i>Students will be facilitated in feedback and portfolio developmental tutorial sessions. This will help students to design and construct an individualised portfolio. This process will identify how well students are engaging with issues relating to clinical and professional practice.</i></p>

			<p><i>Reflection on a critical incident from their clinical interaction (1000 words)</i></p> <p>Part 3: <i>Short report on the professional identity of the paramedic (800 words)</i></p> <p>Part 4: <i>Description of the role of the mentor in clinical and professional practice (500 words)</i></p> <p>Part 5: <i>Devise an algorithm detailing their understanding of how documentary evidence ought to be maintained in practice in line with best practice guidance (200 words)</i></p>	<p><i>Students will be encouraged to bring a piece of reflection (anonymised) to class following their orientation to clinical practice placements. This will be used to structure the basis of reflective practice and students will be encouraged to engage in peer discussion and group reflection to consolidate skills learned.</i></p>
Emergency Care Skills	HSS 135	<p><i>Lectures, Private Study, Seminars, Interactive Workshops with PCPI participants. Scenario based learning. Simulated learning with sim-man. Collaborative learning with police/fire service Tutorials</i></p>	<p><i>Students will be required assessed via an Objectively Structured Clinical Examination (OSCE)</i></p> <p><i>Comprising 7 stations:</i></p> <p>Station 1 <i>Clinical history taking and communication skills for practice</i></p> <p>Station 2 <i>Assessment of the acutely unwell child including diagnostic data interpretation</i></p> <p>Station 3 <i>Assessment of the acutely unwell adult including diagnostic data interpretation</i></p> <p>Station 4 <i>Basic and advanced life support</i></p> <p>Station 5</p>	<p><i>Students will be formatively assessed in their skills acquisition by a variety of skills based revision sessions using simulation and PCPI participants. PCPI participants will give formative feedback to students regarding the development of interpersonal and care skills. Using peer and self-assessments to determine progression will enable the student to identify areas of strengths and weaknesses which can be addressed in class and also whilst on practice placements.</i></p> <p><i>Students will be required to submit a draft outline of the critical reflection to determine progress and to obtain structured feedback.</i></p>

			<p><i>Trauma assessment</i></p> <p>Station 6 <i>Choice and preparation of emergency care equipment</i></p> <p>Station 7 <i>Pharmacology station (choice and mode of administration) – written station.</i></p> <p><i>2,000 word critical reflection of an emergency situation encountered in practice, utilising a recognised model of reflection the student will define the situation, analyse their role within the situation and challenge their thoughts, feelings, beliefs and strategies for the development of personal and professional resilience within the emergency care role. Taking into account any legal, ethical, moral implications for practice and an analysis of the quality of care given in the situation chosen.</i></p> <p><i>Clinical skills competency log. Sign off via simulated practice or via clinical mentor across year 1.</i></p>	
<i>Foundations of Emergency Care Practice</i>	<i>HSS 136</i>	<i>Seminars Tutorial Mentorship in clinical practice supported by tripartite meetings.</i>	<p><i>Students are required to construct a portfolio of practice foundations to demonstrate personal and professional progression throughout the module.</i></p> <p><i>The portfolio will contain distinct elements:</i></p> <ol style="list-style-type: none"> <i>1. SWOT analysis of personal and professional development needs at commencement of the module.</i> <i>2. Learning contract negotiated in practice – taking into</i> 	<p><i>Students will be facilitated in feedback and portfolio developmental tutorial sessions. This will help students to design and construct an individualised portfolio. This process will identify how well students are engaging with issues relating to clinical and professional practice</i></p> <p><i>Feedback from clinical practice via witness testimonies from registered paramedics and other health care professionals can help identify areas of</i></p>

			<p>account areas identified in SWOT analysis.</p> <p>3. Reflective case log</p> <p>4. Reflective case analyses reflecting on paramedic practice.</p> <p>5. SWOT analysis at the end of the module – identifying areas of development for year 2 practice.</p> <p>Students are required to meet a set of competency standards whilst on placement and will be signed off in practice by their mentor.</p>	<p>development within the placement areas.</p> <p>Tripartite mentorship sessions will be held at least three times per year - increasing as per the needs of individual students. Within the tripartite meetings,</p> <p>Critical discussion with mentors in practice, supernumerary time and working with other registered paramedics will enable the student to track their progress and amend learning contracts in practice to meet additional needs.</p> <p>Students requiring additional support in practice will be supported by the zoned academic and the Education and Development Leads from North East Ambulance Service.</p>
Applied Pathophysiology	HSS 251	<p>Lectures, Private Study, Seminars, Interactive Workshops Scenario based learning PCPI involvement Tutorials</p>	<p>Student presentation (15 minutes) on a case involving an older person encountered in practice exploring the presenting complaint (illness/trauma) and the pathophysiological changes which may have occurred as a result of the ageing process. Considering the physical social, and emotional impact of the illness/injury in relation to the age of the patient.</p> <p>2,000 word critical review of the physical and mental health impact of substance misuse. Relating to the altered physiology, clinical signs and symptoms.</p>	<p>Draft submission prior to presentations and written work will give formative feedback to students in tutorial time prior to the summative assessment.</p> <p>PCPI participants will give feedback relating to the interpersonal and care skills shown in particular sessions – for example, mental health and substance misuse sessions.</p>

<p><i>Advancing Clinical and Professional Issues in Context</i></p>	<p>HSS 252</p>	<p>Lectures, Private Study, Seminars, Interactive Workshops Scenario based learning Critical review of root cause analysis. Tutorials</p>	<p>2,000 word critical review of an actual or potential area of practice development within contemporary paramedic practice. Utilising published literature in the field of paramedic practice and other supporting evidence students will challenge the role of the ambulance based paramedic and outline areas of practice development which are relevant to the emergency care setting</p> <p>1,500 word reflective account of a situation in which the student was required to demonstrate management and coordination skills, focusing on the leadership styles employed and issues regarding the coordination and management of others in order to improve the quality of care.</p>	<p>Draft submission of written work will give formative feedback to students in tutorial time prior to the summative assessment.</p> <p>Students will be working with their peers in class to develop leadership and management skills facilitated by critical review and reflection. Linking to placement outcomes and competencies, students will begin to triangulate learning and progress throughout the second year models as preparation for autonomous practice.</p>
<p><i>Advancing Emergency Care Skills</i></p>	<p>HSS 253</p>	<p>Lectures, Private Study, Seminars, Interactive Workshops Scenario based learning. Simulated learning with sim-man. Collaborative learning with police/fire service. PCPI involvement Tutorials</p>	<p>Students will be assessed via an Objectively Structured Clinical Examination (OSCE)</p> <p>Comprising 7 stations:</p> <p>Station 1 Clinical history taking and formulation of a provisional diagnosis</p> <p>Station 2 Assessment of the acutely unwell child, interpretation of relevant diagnostic tests and formulation of emergency management plan</p> <p>Station 3 Assessment of the acutely unwell adult, interpretation of relevant diagnostic tests and formulation of emergency management plan</p> <p>Station 4</p>	<p>Students will be formatively assessed in their advancing skills acquisition by a variety of skills based revision sessions using simulation and PCPI participants.</p> <p>Using peer and self-assessments to determine progression will enable the student to identify areas of strengths and weaknesses which can be addressed in class and also whilst on practice placements.</p> <p>There will be preparation time for OSCEs within the programme to allow students to receive formative feedback on their skills acquisition. As students will be progressing through the programme at this point, feedback from clinical practice via witness</p>

			<p><i>Basic and Advanced life support</i></p> <p><i>Station 5 Trauma assessment and coordination of clinical team</i></p> <p><i>Station 6 Data analysis – ECG interpretation etc</i></p> <p><i>Station 7 Acute mental health emergency</i></p> <p><i>OSCE for advanced life support in obstetrics. This is a one station OSCE which assesses students ability to assess and manage an obstetric emergency.</i></p> <p><i>Clinical skills competency log. sign off via simulated practice or via clinical mentor across year 2</i></p>	<p><i>testimonies from registered paramedics and other health care professionals.</i></p>
<p><i>Professional Paramedic Practice</i></p>	<p><i>HSS 254</i></p>	<p><i>Seminars Tutorial Mentorship in clinical practice supported by tripartite meetings.</i></p>	<p><i>Students are required to construct a portfolio of Professional Paramedic Practice to demonstrate personal and professional development throughout the module.</i></p> <p><i>The portfolio will contain distinct elements:</i></p> <ol style="list-style-type: none"> <i>1. SWOT analysis detailing developmental needs across year 2.</i> <i>2. Learning contract negotiating clinical and operational experiences which will enhance learning towards autonomous practice.</i> <i>3. Reflective case log.</i> <i>4. Reflective case analysis.</i> 	<p><i>Students will be facilitated in feedback and portfolio developmental tutorial sessions. This will help students to design and construct an individualised portfolio. This process will identify how well students are engaging with issues relating to clinical and professional practice</i></p> <p><i>Feedback from clinical practice via witness testimonies from registered paramedics and other health care professionals can help identify areas of development within the placement areas. Within this module students will gain experience in non-ambulance based placements to assist in the</i></p>

			<p>5. Midpoint review – SWOT and amendments to learning contract.</p> <p>6. Analysis of an element of service provision.</p> <p>7. Final personal review – SWOT analysis and forward development plan towards autonomy.</p> <p>This portfolio also contains clinical placement competencies. Students will be assessed via a 6 station OSCE.</p> <p>The stations will comprise:</p> <p>Station 1 Advanced communication skills</p> <p>Station 2 Clinical leadership in the emergency situation</p> <p>Station 3 Clinical assessment skills for emergency care (adult, child, neonate or infant).</p> <p>Station 4 Acute mental health intervention</p> <p>Station 5 Trauma assessment and organisation of the clinical team</p> <p>Station 6 Data station with short questions relating to emergency care practice, assessment, management protocols and issues from clinical care.</p>	<p>development of specialist skills – students have a range of formative outcomes to meet whilst on placement and will be required to obtain a report of their performance from their clinical supervisor in each placement area.</p> <p>Tripartite mentorship sessions will be held at least three times per year - increasing as per the needs of individual students. Within the tripartite meetings,</p> <p>Critical discussion with mentors in practice, supernumerary time and working with other registered paramedics will enable the student to track their progress and amend learning contracts in practice to meet additional needs.</p> <p>Students requiring additional support in practice will be supported by the zoned academic and the Education and Development Leads from North East Ambulance Service.</p>
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34. Matrix of Modes of Teaching Learning and assessment.

Stage 1 – Level 4.

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	S1	S2	S3	S4	S5	S6	K1	K2	K3	K4
Applied Human Sciences	HSS133	Core	Lectures, Private Study, Seminars. Interactive workshops. Workbooks.	Written report Unseen short answer paper						T D	T D A	T D A	T D A	D
Clinical and Professional Issues	HSS 134	Core	Lectures, Private Study, Seminars, Interactive Workshops Scenario based learning Tutorials	Portfolio of clinical and professional practice	T D A	T D A	D A			T D A			T D A	T D A
Emergency Care skills	HSS 135	Core	Lectures, Private Study, Seminars, Interactive Workshops Scenario based learning. Simulated learning with sim-man. Collaborative learning with police/fire service Tutorials	Clinical OSCE Essential Skills Cluster year 1 Critical reflection	D	T D A	T D A	T D A	T D A	T D A	D	D	T D A	D A
Foundations of Emergency Care Practice	HSS136	Core	Seminars Tutorial Mentorship in clinical practice supported by tripartite meetings.	Foundations of Emergency Care Practice Portfolio Foundations of Emergency Care Practice Competencies	T D A	T D A	T D A	T D A	T D A	T D A	D	D	D A	D A

Stage 2 – Level 5

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	S7	S8	S9	S10	S11	S12	K5	K6	K7	K8	K9	K10	K11
Applied Pathophysiology	HSS 251	Core	Lectures, Private Study, Seminars, Interactive Workshops Scenario based learning PCPI involvement Tutorials	Student presentation Critical review Critical review Reflective account OSCE Essential skills cluster year 2 ELSO (emergency life support in obstetrics) OSCE Portfolio of Professional Paramedic Practice including placement Competencies OSCE				T D	T D	D	T D A	T D A					
Advancing Clinical and Professional Issues	HSS 252	Core	Lectures, Private Study, Seminars, Interactive Workshops Scenario based learning Critical review of root cause analysis. Tutorials	Critical Review Critical Reflection	T D A	T D A	T D A				T D A						
Advancing Emergency Care skills	HSS 253	Core	Lectures, Private Study, Seminars, Interactive Workshops Scenario based learning. Simulated learning with sim-man.	OSCE Clinical Skills Competency Log	T D A	D	D	T D A	T D A	T D A	D A	T D A	T D A	D	T D A	D	T D A

			<p>Collaborative learning with police/fire service.</p> <p>PCPI involvement</p> <p>Tutorials</p>														
Professional Paramedic Practice	HSS 254	Core	<p>Seminars</p> <p>Tutorial</p> <p>Mentorship in clinical practice supported by tripartite meetings.</p>	<p>Portfolio of Professional Paramedic Practice</p> <p>OSCE</p>	T D A	D A	T D A	T D A	T D A	D	D A	T D A	T D A	D A	D A	T D A	T D A

35. How does research influence the programme?

The Department of Pharmacy, Health and Wellbeing has a significant research portfolio within a diverse range of science and health areas, assessed as having 96% international quality according to the results of the Research Excellence Framework 2014 for our Unit of Assessment 3 submission. Research is centred on inter-related themes through Research Beacons: Common Mental Health Problems: from prevention to novel therapeutic interventions; Infection and Immunology: from pathogenesis to treatment; Pharmaceutical Sciences: from disease to medicines use; and, Understanding Health Behaviours. Of particular relevance are the themes of mental health, healthcare and health behaviours, health services research; psychology; public health and social sciences. Evidence based practice is introduced in HSS 133 and consolidated in HSS252. Throughout the other modules in the programme, research is used to inform practice and students will have the opportunity of working with academic staff on their projects and indeed in developing their own research projects.

The recent addition of a Point of Care laboratory for training and development, along with related staff appointments, offers additional research opportunities, supported by a further £5.3m strategic investment in science and clinical practice infrastructure, including the development of the Living Lab concept. The Living Lab is being programmed and designed to simulate multiple healthcare environments, yet provide a high level of flexibility. It includes several labs designed to mimic real world environments within a hospital, primary care, community, housing and pharmacy, thus allowing for inter-professional research opportunities.

SECTION D EMPLOYABILITY

36. How will the programme prepare me for employment?

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

- Confidence
- Maturity
- Diligence
- Attention to detail
- Report writing
- Data handling
- Academic referencing
- Academic writing
- Communication skills
- Team working and collaboration skills
- Coordination and delegation skills
- Clinical and professional skills required to work safely and effectively as a paramedic.

To assist in the preparation for employment as a paramedic the programme:

- Meets the Standards of Education and Training (SET) required by the Health and Care Professions Council a link to the SET document can be found here http://www.hpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf

- Has worked with colleagues from North East Ambulance Service throughout the development of the programme and have engaged with the programme development process to ensure the programme is appropriate for the needs of student paramedics.
- Offers a variety of clinical placements to ensure students are exposed to the wider role of the paramedic within the healthcare team and have the opportunity to work alongside advanced paramedic roles outside of ambulance based practice. For example in unscheduled care areas.

There are also opportunities for on-campus students outside your programme of study. For information about other opportunities available to our students who study on campus, click [here](#).

Particular features of the qualification

Completing the Diploma of Higher Education in Paramedic Practice does not give automatic eligibility for entry to the HCPC Paramedic register, however, those who successfully complete the approved programme will be eligible to apply for registration as a Paramedic with the HCPC.

37. Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	x

The programme is currently accredited until:

The relevant PSRB(s) is/are:

The Health and Care Professions Council

The terms of the accreditation are as follows:

The programme is recognised as:

A Diploma of Higher Education in Paramedic Practice

The programme is accredited dependent on,

Accreditation gives graduates (*status / exemption*):

Students who successfully complete all elements of the programme will be eligible to apply for registration with the HCPC. This depends upon successful completion of the programme.

38. There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	
Pass-marks for some or all modules and/or parts (elements) of modules	<p>Pass mark at 40% for modules. Programme Specific Regulations state that all clinical aspect of the programme (OSCE examinations, placement competencies and essential skills clusters) are pass/fail.</p> <p>Progression Regulations No modules can be compensated; you must achieve a pass of 40% in each of the elements of assessment in all modules in order to pass the module.</p>
Requirements for progression between one Stage and another	<p>Progression Regulations No modules can be compensated; you must achieve a pass of 40% in each of the elements of assessment in all modules in order to pass the module.</p>
Placement requirements	<p>Attendance The programme leads to a professional qualification, therefore 100% is expected. Any student whose attendance falls below 80% without extenuating circumstances during one semester will be required to withdraw from the programme.</p>
Attendance requirements	<p>Attendance The programme leads to a professional qualification, therefore 100% is expected. Any student whose attendance falls below 80% without extenuating circumstances during one semester will be required to withdraw from the programme.</p>
Professional practice requirements	<p>The placement component of the programme meets the requirements of 750 practice</p>

	hours per year as recommended by the College of Paramedics (2014)
Degree classification	Not applicable
Other	<p>There is no APEL route into the programme.</p> <p>International English Language Testing System (IELTS) Applicants whose first language is not English must achieve a minimum IELTS score of 7, with no element below 6.5.</p> <p>Titles of Exit Awards A variation from the University regulations has been given to allow the interim award titles to be different from the main title award.</p> <p>There is a maximum completion time of 4 years to complete the programme.</p>

Interim or exit awards are not accredited and will not entitle students to apply to the HCPC for professional registration as a paramedic. It is a University academic award only.

Full details can be found on pages 50-52.

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 39 and 40

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

The University's standard admissions requirements can be found in the [university regulations](#).

Programme-specific requirements which are in addition to those regulations are given below.

This is a closed programme for North East Ambulance Service. Students must therefore be recruited and subsequently employed by NEAS to study on the programme.

Entry Requirements:

The entry requirements to the programme can be located on the University website:

<https://www.sunderland.ac.uk/study/health-nursing-clinical-sciences/undergraduate-paramedic-practice/#fees-and-reqs>

International English Language Testing System:

The ability to communicate effectively in English is critical to working effectively as a health professional in the UK. Consequently, we can ask that Applicants whose first language is not English are required to provide a language test certificate as evidence of their proficiency must ensure that it is, or is comparable to, IELTS level 7.0 with no element below 6.5. Determining a good level of English is a requirement of the Standards for Education and Training (HCPC, 2014)

Personal Qualities:

Students are selected based on their knowledge, motivation, experience, values and behaviours, not just academic ability.

You need to demonstrate an ability to:

- study academic subjects at the level of the programme.
- debate topics and issues
- draw on conclusions from written material
- study independently as well as a member of a group
- use computers and technology associated with teaching, learning and assessment
- Interact with patients and colleagues in a caring and compassionate manner.
- Demonstrate an understanding of, and commitment to, the course.

Fitness to Practise:

A Paramedic is a registered title, for which the ability to practice safely, effectively and professionally is essential, all applications will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check prior to the start of the course. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website:

<https://www.gov.uk/government/collections/dbs-filtering-guidance>. If you are made an offer of a place on the course, we will ask you to make a written statement about incidents and ask for permission to share this anonymised information with our partner placement agencies for a judgement on your 'Fitness to Practise'. We may need your permission to contact the agencies involved in any incidents that you declare. Any offer of a place on the course will be subject to a satisfactory outcome of this process. However, declaring something does not necessarily mean that you will be prevented from attending the course and we judge each case on its merits. As students on the programme are employed by NEAS, any Disclosure which is found to 'contain information' will be taken through a rigorous 'risk assessment' framework by the appropriately trained members of the North East Ambulance Service prior to any decision with regards to employment being made. Your application may also be considered by the University's Admissions Review Panel, in consultation within the Faculty where appropriate. Details of the Admissions Review process can be found in Appendix E of the Admissions Policy, at: <http://services.sunderland.ac.uk/mac/admissions/>

Additional Requirements:

Applicants must be aged 18 years or over at the start of the course and employed as a Student Paramedic by North East Ambulance Service.

Additional criteria for this programme include permanent UK resident status.

Students are required to possess a full UK manual driver's license which must be presented at interview (with no more than 3 penalty points and must *never* have been convicted of drink or drug driving). In addition, a provisional C1 entitlement must also be held by the course commencement date.

Before we can confirm any offer of a place to you, we also require:

- Three satisfactory references (one must be your current employer, if you are in employment)
- A satisfactory health clearance

Disability support:

If you are a disabled person or have a long term health condition, you are advised to read the Health and Care Professions Council (HCPC) booklet: [A disabled persons guide to becoming a health professional](#).

We strongly recommend that you tell us about any long term health conditions, learning difficulty or disability you may have. This is so we can assess whether we can deliver the course in such a way that you can and take part without disadvantage both in University and on placement. If you are invited for assessment you will be asked to contact us should you require any additional support through the admissions process.

Selection Process

You will be required to apply for the post of Student Paramedic with North East Ambulance Service online via NHS Jobs and will be assessed for short-listing against the person specification and requirements of the course / role.

If you are successfully short-listed, you will be required to undertake a formal selection process as part of your application on to the programme. This will include a motivational and behavioural interview and a role play working with PCPI participants to demonstrate your awareness of the humanistic factors required as a paramedic. PCPI participants will provide structured feedback to the selection panel.

The selection panel will consist of representatives from the University of Sunderland and NEAS.

Applicants who are not currently employed by NEAS in an operational role may also be required to complete on-line situational and values based assessments.

Successful applicants will be made a conditional offer of employment and place on the course subject to meeting NHS Employment Check Standards:

<http://www.nhsemployers.org/your-workforce/recruit/employment-checks/nhs-employment-check-standards>

Can students enter with advanced standing?	Yes	No
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If yes, to which Stages?

Stage 1	
Stage 2	
Stage 3	
Stage 4	

42. What kind of support and help will there be?

The university has several initiatives for providing help and support for students across the academic programme. The majority of our support processes are individually tailored to specific faculties, departments and programmes so that personalised help can be offered to them, wherever possible.

In the department:

Personal Tutoring System

The personal tutor is a source of personal and academic support where the student finds themselves in academic difficulty, and a source of 'referrals on' where s/he encounters personal difficulties.

Personal tutorial meetings are primarily concerned with looking at the progress the student is making and identifying areas where they need to improve on the basis of overall module feedback and results. The meetings are also intended to ensure that the student has all of the information necessary to follow his/her programme and gain the most from it, and that s/he has completed all of the technical requirements (e.g. registration for examinations, module choice, and general academic support).

Students will be assigned to a personal tutor who will remain with them for the duration of their programme. All personal tutors are equipped to provide specific and personal guidance about pastoral issues and will readily support students who might be finding a particular element of the programme challenging or unmanageable. Depending on the nature of issues with which students present, the personal tutor can become a conduit for communication between academic and clinical placement provision and can liaise directly with the zoned academic, programme or module leaders, and can escalate concerns as required.

The personal tutor system is supported by the central University of Sunderland Student Support Services and it may be that following discussion, more specialist help needs to be provided for students, for example student counselling, to which students can be referred confidentially. It is likely that personal tutors will have up to 5 students in their personal tutor group and general group meetings may be held to chat informally regarding general issues in the programme. Students will be advised that they can contact their personal tutor for one to one support where they wish to discuss issues in confidence, this service will be provided as and when students require it across the programme, but at least once every three months across the academic year, where there are no urgent needs to meet.

Within the clinical placement component of the programme:

- Students will be allocated a clinical mentor in practice who is a registered paramedic with a recognised mentorship qualification.
- Students will have access to a zoned academic who is responsible for support within the placement area and provide tripartite support.
- Students have access to a personal tutor within the University and also a divisional education lead within NEAS.

In the university as a whole:

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

43. What resources will I have access to?

On campus	√	In a partner college		By distance learning	
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On campus

General Teaching and Learning Space	√
IT	√
Library	√
VLE	√
Laboratory	
Studio	
Performance space	
Other specialist	√
Technical resources	√

Information about the University's facilities can be found [here](#).

44. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	√
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise

students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Faculty Academic Committee also has student representation. This allows students to be involved in higher-level plans for teaching and learning. At university level students are represented on University Committees by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

SECTION G QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	YES	NO
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The subject benchmark(s) for this programme is/are:

QAA Paramedic Science (2016)

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Programme Studies Board which in turn reports issues to the University's Quality Management Sub-Committee.

External examiners are appointed to oversee and advise on the assessment of the programme. On this programme at least one External Examiner will be from the relevant part of the HCPC Register i.e will be registered with HCPC as a Paramedic. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

QUICK REFERENCE

Panel: External Internal
 Programme: New Review Title Change
 Replacement for existing

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the Quality Assurance and Enhancement (QAE) Quality Officer supporting the Approval event, or sent to Management Information and Systems Development (MISD) for faculty devolved processes before sending to QAE)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS	
Exit Award: Title of programme/award	Diploma of Higher Education – Paramedic Practice
<i>If replacement for existing, specify title of old</i>	Not Applicable
Faculty(ies):	Faculty of Health Sciences and Wellbeing
Department:	Health
SITS Programme/Short Course code ¹	TBC
Programme Studies Board ²	Undergraduate Health Studies Board
UCAS code ³ (if applicable). If other please state method.	Not Applicable
JACS code ⁴	B900
Qualification Level / Qualification Aim	Level 5
Modes of delivery and duration:	(delete yes/no as necessary) Full time yes Sandwich no Part time no Work Based Learning yes On-campus yes Off-campus yes
CSP Only. Other subject combinations not allowed with this subject:	Not Applicable
Programme/Subject/Short Course Leader:	Victoria Duffy
Date of Approval /Modification/Review	November 2015
Date of next review (QAE to complete)	
Start date of programme/Short Course	June 2016
Number of intakes per annum and likely month(s) intake(s) starts.	3 intakes of 20 students per annum. Predicted dates – April, June and September.
FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other ⁵	Other – NEAS-is this right?
If it is TDA, is it primary/secondary/F.E./Other (please state)	Not Applicable

¹ To be allocated in consultation with MISD team in Planning and Finance

² Programme Studies/Assessment Board that will have management responsibilities for the programme.

³ Please contact Admissions Manager for code

⁴ JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Associate Dean (See QAA Website http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf)

⁵ Please confer with Amanda Watson for funding status for programme

Is the programme Open or Closed ⁶ :	Closed
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ACCREDITING BODY	Health and Care Professions Council
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PROGRAMME SPECIFIC REGULATIONS	Yes - See pages 50-52
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COLLABORATIVE: Please complete details	UK no	
	Overseas no	
Institution	Collaborative model ⁷	Funding arrangements ⁸

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
Certificate in Emergency Care Practice	120	Core modules: HSS133 HSS134 HSS135 HSS136

DETAILS SUPPLIED BY: Victoria Duffy **DATE:** 25.6.15

⁶ An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

⁷ As per QAE guidelines

⁸ Please contact Amanda Watson for confirmation of funding details

Module List – Whole Programme:

Award, Route (if applicable) and Level	New/Existing/Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for each assessment item	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
Level 4	New	Applied Human Sciences	HSS133	20	CORE	Not Applicable	50/50	Not Applicable	Kate Brown		TBC	B900
Level 4	New	Clinical and Professional Issues	HSS134	20	CORE	Not Applicable	100	Not Applicable	Victoria Duffy		TBC	B900
Level 4	New	Emergency Care Skills	HSS135	20	CORE	Not Applicable	75/25	Not Applicable	Victoria Duffy		TBC	B900
Level 4	New	Foundations of Emergency Care Practice	HSS136	60	CORE	Not Applicable	50/50	Not Applicable	Victoria Duffy		TBC	B900
Level 5	New	Applied Pathophysiology	HSS251	20	CORE	Not Applicable	50/50	HSS 133 Applied Human Sciences	Kate Brown		TBC	B900
Level 5	New	Advancing Clinical and Professional Issues in Context	HSS252	20	CORE	Not Applicable	50/50	HSS 134 Clinical and Professional Issues	Victoria Duffy		TBC	B900
Level 5	New	Advancing Emergency Care Skills	HSS253	20	CORE	Not Applicable	90/10	HSS 135 Emergency Care Skills	John Evans		TBC	B900

Level 5	New	Professional Paramedic Practice	HSS254	60	CORE	Not Applicable	50/50	HSS 136 Foundations of Emergency Care Practice	Victoria Duffy		TBC	B900
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PART B - PROGRAMME REGULATION/S

Name of programme: Diploma in Higher Education Paramedic Practice

Title of final award: Diploma in Higher Education

Interim awards⁹: Certificate in Higher Education Emergency Care

Accreditation: HCPC

University Regulation 1.1, 4.2.1, and 6.1.3

1. International English Language Testing System (IELTS)

Applicants whose first language is not English must achieve a minimum IELTS score of 7, with no element below 6.5.

2. Progression Regulations

No modules can be compensated; you must achieve a pass of 40% in each of the elements of assessment in all modules in order to pass the module.

3. Attendance

The programme leads to a professional qualification, therefore 100% is expected. Any student whose attendance falls below 80% without extenuating circumstances during one semester will be required to withdraw from the programme.

4. Titles of Exit Awards

A variation from the University regulations has been given to allow the interim award titles to be different from the main title award.

5. Length of time to complete programme

A variation from the University regulations has been given to allow students a maximum duration of 4 years to complete the programme.

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage):

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1	April 2016	April 2015/June 2016/Sept 2016
Stage 2	April 2016	April 2015/June 2016/Sept 2016
Stage 3		
Stage 4		

Stage 1

Core modules:

Code	Title	Credits
HSS135	<i>Emergency Care Skills</i>	20
HSS136	<i>Foundations of Emergency Care Practice</i>	60
HSS134	<i>Clinical and Professional Issues</i>	20
HSS133	<i>Applied Human Sciences</i>	20

⁹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

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Optional Modules

Choose modules to the value of 40 credits from the following list

Code	Title	Credits
N/A		

Elective Modules

N/A

Progression Regulations

See regulations

Stage 2

Core modules

Code	Title	Credits
TBC	Advanced Emergency care Skills	20
TBC	Advanced Clinical and Professional Issues in Context	20
HSS254	Professional Paramedic Practice	60
TBC	Applied Pathophysiology	20

Optional modules

Choose modules to the value of 20 credits from the following list:

Code	Title	Credits
N/A		

Elective modules

There is no provision for an elective module at Stage 2.

Progression Regulations

To meet the requirements of the Dip HE Paramedic Practice the following restrictions have been approved by Academic Board on the provisions of the university regulations:

Stage 3

Core modules

Code	Title	Credits
N/A		

Optional modules

Choose modules to the value of 20 credits from the following list:

Code	Title	Credits
N/A		

Elective modules

There is no provision for an elective module at Stage 3.

Progression Regulations

To meet the requirements of the Dip HE Paramedic Practice the following restrictions have been approved by Academic Board on the provisions of the university regulations: