

## Course Specification

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## Core Information

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<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Health		
<b>Course Code(s):</b>	AH001T01UV	Full-time	4 Years
<b>UCAS Code:</b>	B952		
<b>Course Title:</b>	BSc (Hons) Paramedic Science with Foundation Year		
<b>Hierarchy of Awards:</b>	Bachelor of Science with Honours Paramedic Science Bachelor of Science Prehospital Studies Diploma of Higher Education Prehospital Studies Certificate of Higher Education Prehospital Studies Foundation and Preparatory Studies Prehospital Studies University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	01/Apr/2020		
<b>Last Review:</b>			
<b>Course Specification valid from:</b>	2019/0		
<b>Course Specification valid to:</b>	2021/2		

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## Academic Staff

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<b>Course Leader:</b>	Louise Brierley
<b>Head of Department:</b>	Mr Peter Gregory

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## Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

### Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

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#### Entry Requirements

Applicants will normally need to achieve:

- A minimum of five GCSEs at grade C+/4 (or equivalent) which must include an English-based subject, Mathematics and a Science. Equivalent qualifications include Key Skills level 2; Learn Direct Level 2 and Functional Skills Level 2

If you have other qualifications or relevant experience, please contact The Gateway for further advice before applying.

- You will need to supply evidence in the personal statement on the application form that demonstrates your suitability for the BSc (Hons) Paramedic Science with Foundation Year programme and your reasons for wanting to study the course.
- You will be required to provide a satisfactory reference (academic or employer).
- All offers are subject to a successful interview. There is an expectation that applicants will be able to demonstrate a good understanding of the paramedic role. Values consistent with the NHS constitution will be sought from applicants during the selection process.
- Please note all offers of a place on the course are subject to a satisfactory Disclosure and Barring Service (DBS) Check and occupational health clearance.
- You need to be a citizens of UK, EU EEA, or have indefinite leave to remain in the UK for the duration of the course.
- This course is not currently available to international applicants.

#### English Language

- If English is not your first language, evidence of your proficiency must be dated within the last 2 years, evidencing IELTS level 7.0 with no element less than 6.5.

#### Other Requirements

Applicants will be required to provide a satisfactory personal statement and reference (academic or employer). Advice can be found at our ["How to Apply" Pages](#)

We will shortlist on the basis of personal statements and references, and those meeting the above entry criteria will be invited to a selection day that will include a values-based recruitment and interview process. Offers will be made on the basis of all elements of the recruitment process.

The University will make reasonable adjustments for any candidate who has a disability recognised under the Equality Act, 2010 but we ask that you contact the University in advance to enable us to make adjustments.

You should bring along to your interview a passport or photo driving licence. You can bring other forms of ID to the interview but you will require a full set of ID for the Disclosure & Barring Service (DBS) checks. Please check the [DBS website](#) to ensure you have the correct identification.

#### Additional Information

During the paramedic course you will be required to attend placements. We may ask you to identify your preferred placement locations; however your preferred choice is not guaranteed due to the demands on the placement circuit. As such, it is essential that you are willing and able to travel up to an hour under normal road conditions to placement

If you have accepted a conditional offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £44.00 and a £6.00 ID check service fee. You will also need to complete an occupational health assessment questionnaire and General Practitioner form prior to starting the course; vaccinations will also need to be up-to-date.

#### Previous Study

Where an applicant has previously studied a professional course at another higher education institution, we will require an academic reference from your previous higher education institution.

#### Year 2 entry

If you wish to apply for 2nd year entry onto our Paramedic Science course, please contact [Health Professions Enquiries](#) for further advice before applying.

This course is not available to international students who are living overseas.

#### Funding

Please note that an offer of a place at the University does not guarantee eligibility for student funding. To confirm that you meet the residency criteria go to [www.gov.uk/student-finance/who-qualifies](http://www.gov.uk/student-finance/who-qualifies) or telephone SFE on 0300 100 0607.

For students who started a new Nursing, Midwifery or Allied Health Professional course on or after 1 August 2017, they may be eligible to apply for financial support from the NHS Learning Support Fund (LSF). This offers support for:

- Students with at least one dependent child (Child Dependents Allowance) as long as child financially dependent on you (£1000 non-repayable grant if awarded)
- Travel and Dual Accommodation Expenses for a placement
- Students experiencing extreme financial hardship (Exceptional Support Fund)

This information and a video can be found on the following pages of the University website: [www.wlv.ac.uk/fund](http://www.wlv.ac.uk/fund) but the direct link to the NHS pages is: <https://www.nhsbsa.nhs.uk/learning-support-fund/>

The University travel fund is for all new students\* and they can choose to have the travel fund, or other options listed below. <https://www.wlv.ac.uk/apply/funding-costs-fees-and-support/travel-fund/>

\*The £300 travel fund will be offered to all full-time new entrants on an undergraduate programme where the course is studied at a University of Wolverhampton Campus. This includes Foundation degrees and HNC/D where studied full time, and based at a University Campus. To qualify for the Travel Fund, which is only provided in the first year of study, students must be fully enrolled by the end of October. Eligible students will receive the fund details at the point of enrolment, through e:Vision.

You do not need to apply separately for this travel fund. During enrolment, if eligible, you'll be asked to choose from:

- £300 travel fund - to use on buses, trains and trams within the West Midlands Network,
- Accommodation cost reduction - £300 off University-managed accommodation (this does not include private halls such as Liberty Heights, Fiveways, 184 or Chambers),
- £300 Printer Credit - for use on a University campus,
- Donation to the [Dennis Turner Opportunity Fund](#) (the University's hardship fund)

#### Distinctive Features of the Course:

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The Foundation Year has been designed to prepare you for studying at undergraduate level and to support you to develop the required skills and knowledge to transition effectively into Level 4 study. On successful completion of Year 1 (foundation year) you will progress to the BSc Paramedic Science (Hons) programme subject to satisfactory DBS and occupational health clearance. Throughout this course our expert team of lecturers, practice partners and users of services aim to ensure that you have access to a range of learning opportunities to promote your transformation into a competent and compassionate paramedic.

Your course is underpinned by the principles of a 'connected curriculum' which aims to bring about connections between research and learning. The core educational principle underpinning your course is that you will learn predominantly through research and critical enquiry rather than by passively receiving accepted knowledge. As such the connected curriculum provides you with a through line of research activity that is woven into your clinical skills development and placement learning. The connected curriculum creates an environment in which you will be encouraged to engage with students from other health professions and disciplines through interprofessional education. Making clear links between theory and practice is paramount to your professional development and this course has been designed to enable you to develop the skills in order to achieve this; skills that are commensurate with independent, self-directed learning.

Through a range of approaches to learning and teaching based upon a constructivist philosophy, you will develop skills of problem solving and critical thinking; qualities that are essential in the assessment and planning of expert-evidence-based paramedic care. For example, you and your peers will engage with flipped learning, an approach that moves the focus of your learning from a teacher-led group activity to a student-directed activity in which you will develop your *individual* cognitive, affective and psychomotor skills. Your teacher becomes a facilitator and guides you and your peers as you engage in learning and apply the concepts learned in creative ways. This promotes a dynamic, interactive learning environment in which you will be an active participant in learning rather than a passive recipient

One of the greatest benefits of student directed learning is that it will enable you to become more conscious of how you understand the interrelationships between theory and practice and why you behave as you do. You will be engaged in active learning; learning that will encourage you to develop your own knowledge about the key issues in providing evidence based paramedic care.

This innovative curriculum reflects the university's core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism and confidence. The curriculum has been designed to reflect the views of students, service users and employers and provides opportunities for you to unleash your potential.

The university prides itself on its excellent partnership working arrangements with local NHS Trusts and other non-NHS organisations providing paramedic or social care placement opportunities. This partnership works to provide excellent support for you whilst you are on placement, ensuring that you are supported in accessing relevant learning opportunities. You will undertake placement in the second year of your course, after successful completion of the foundation year.

During your time on placement you will gain hands-on experience with the West Midlands Ambulance Service University NHS Foundation Trust (WMAS), the first University Ambulance Service in the UK. WMAS was also the first Ambulance Service in the UK to be rated as Outstanding by the Care Quality Commission, a status that provides confidence that your placement experiences are with an organisation that is performing exceptionally well. Your placements will allow you to gain exposure to a wide variety of patients with a range of conditions, and also allows you to experience shift work and the unpredictability of the out-of-hospital environment. In addition to ambulance placements, you will have opportunities to practice in a variety of

other healthcare settings where you can learn with, from and about other health professionals.

This innovative curriculum empowers you to realise your full potential through the provision of a learning environment that is engaging, supportive, inclusive and challenging, research and practice informed, and with technology that enhances the learning process. The development of these skills is commensurate with the Higher Education Academy (HEA) (2018) definition of graduate attributes: qualities and skills that employers believe graduates should develop through the course of their study and engagement in student life.

<https://www.heacademy.ac.uk/knowledge-hub/graduate-attributes-framework>

The course will assist you to develop a strong professional identity and to be confident in demonstrating key employability skills such as being self-directed in your learning, having the ability to problem solve and to think critically. These are all qualities that are essential for providing expert, evidence-based paramedic care and will make you highly employable.

#### Educational Aims of the Course:

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This course aims to enable you to:

The foundation year will:

- Enable you to develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging and debating ideas and expressing yourself with greater confidence. The foundation year will also develop your knowledge in areas linked to working as a health professional, such understanding the Human Body and contemporary health and social care.
- Allow you to progress to the BSc (Hons) Paramedic Science programme where you will develop the knowledge, skills and behaviours of a paramedic.

The Paramedic Science Programme will equip you to:

- Develop as a confident, compassionate, highly skilled paramedic, able to autonomously deliver safe and effective person centred care in a variety of health and social care settings.
- Become a critically reflective paramedic able to prioritise the complex needs of patients, families and other professionals.
- Maintain ethical, lawful practice informed by contemporary, robust evidence.
- Foster a culture of commitment to the principles of continuous professional development in order to ensure the highest quality of patient care is maintained throughout your career
- Undertake practice learning opportunities, working within inter-professional teams in a variety of health and social care settings.
- Critically analyse the complexity of professional, ethical and legal frameworks and their impact on decision making.
- Develop a wide range of transferable skills including the ability to investigate and apply research evidence, leadership and management skills and information technology skills.
- Critically analyse the wider political, cultural, economic and social context of health and social care provision.
- Develop as an agent of change, able to respond to a changing and dynamic practice environment, safely and effectively treating and managing patients, with a wide range of conditions.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00

#### PSRB:

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None

#### Course Structure:

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### September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
3ED004	Interprofessional Working	20	SEM2	Core
3HL007	Introduction to the Human Body	20	SEM1	Core
3NH002	Introduction to Higher Education	20	SEM1	Core
3NH003	Equality, Diversity, Inclusion and Ethics	20	SEM1	Core
3NH004	Factors Affecting Health	20	SEM2	Core
3NH005	Preparing for a professional course	20	SEM2	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4AH024	Evidence-Based Practice and Research Level 4	20	SEM1	Core
4AH022	Professionalism Level 4	20	SEM1	Core
4AH023	Social, Health and Behavioural Sciences Level 4	20	SEM2	Core
4AH025	Clinical Practice Level 4	20	IN YR	Core
4AH020	Patient Assessment and Management Level 4	20	YEAR	Core
4AH021	Physical, Life and Clinical Sciences Level 4	20	YEAR	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5AH021	Social, Health and Behavioural Sciences Level 5	20	SEM2	Core
5AH024	Patient Assessment and Management Level 5	20	YEAR	Core
5AH025	Physical, Life and Clinical Sciences Level 5	20	YEAR	Core
5AH036	Clinical Practice Level 5	20	IN YR	Core
5AH020	Professionalism Level 5	20	SEM1	Core
5AH022	Level 5 Evidence Informed Practice	20	SEM1	Core

Continuing students will follow the programme indicated below:

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5HW068	Skills for Paramedic Practice	20	SEM1	Core
5HW071	Paramedic Management of Patients with Mental Ill-health and Cognitive Impairment	20	SEM1	Core
5HW072	Leadership and Clinical Decision Making	20	SEM2	Core
5HW073	Obstetrics and Paediatrics for Paramedic Practice	20	SEM2	Core
5HW069	Sciences Underpinning Paramedic Practice	20	IN YR	Core
5HW070	Clinical Practice II	20	IN YR	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6AH032	Professionalism Level 6	20	SEM1	Core
6AH036	Patient Assessment and Management Level 6	20	YEAR	Core
6AH033	Social, Health and Behavioural Sciences Level 6	20	SEM2	Core
6AH035	Physical, Life and Clinical Sciences Level 6	20	YEAR	Core
6AH037	Evidence Informed Practice Level 6	20	YEAR	Core
6AH049	Clinical Practice Level 6	20	INYR	Core

Continuing students will follow the programme indicated below:

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6HW131	Physical Assessment and Management of Urgent Conditions	40	INYR	Core
6HW132	Paramedic Care for a Person with a Long-term Condition	20	SEM1	Core
6HW133	Clinical Practice III	20	INYR	Core
6HW134	Independent Study Project	40	INYR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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#### Section 1.2.3

Exemption for delivery outside the standard University Academic Calendar, including Year Long modules, to enable students to complete the required hours for placements.

#### Section 1.2.5

The BSc (Hons) Paramedic Science and BSc (Hons) Paramedic Science (Professional Pathway) differ as the Professional Pathway is a closed course that joins at Level 5.

At level 6 the BSc (Hons) Paramedic Science has module 6HW032 Level 6 Professionalism, which differs from the BSc (Hons) Paramedic Science (Professional Pathway) which has a 6AH048 Professionalism module.

#### Section 4.3.3

Exemption in accordance with the fitness to practice procedures. There will be no automatic right to a further attempt for any failed practice components at the discretion of the Assessment Board. There are no theory components attached to the Practice modules. Further attempts are permitted on theoretical components on all modules.

#### Section 4.4.3

Exemption in accordance with the standards of proficiency required by the Health and Care Professions Council (HCPC). No compensation will be awarded on any modules at levels 4, 5 and 6. Section 4.4.4 of the academic regulations will apply.

#### Section 4.5.1

Due to the professional nature of these courses, students will ordinarily be required to pass 120 credits in order to progress. The progression board may make individual exceptions where circumstances allow. For example, in placement modules where the student has been unable to complete their Practice Assessment Document due to external factors but where there is evidence that they are on track to pass.

Effective date: April 2022

### Reference Points:

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QAA Subject Benchmark Statement (Paramedics) (2019) [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-paramedics.pdf?sfvrsn=7735c881\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-paramedics.pdf?sfvrsn=7735c881_4)

UK Quality Code for Higher Education (2018)

[Quality Code \(qaa.ac.uk\)](https://www.qaa.ac.uk)

Credit Framework for England (2021)

[Higher Education Credit Framework for England \(qaa.ac.uk\)](https://www.qaa.ac.uk)

University of Wolverhampton Academic Regulations (2020-2021)

[Academic regulations - University of Wolverhampton \(wlv.ac.uk\)](http://www.wlv.ac.uk)

UK Sector Skills Assessment 2011 (Skills for Health 2011) [http://www.skillsforhealth.org.uk/index.php?option=com\\_mtreet&task=att\\_download&link\\_id=81&cf\\_id=24](http://www.skillsforhealth.org.uk/index.php?option=com_mtreet&task=att_download&link_id=81&cf_id=24)

UK Quality Code for Higher Education. QAA. (2018) [https://www.qaa.ac.uk/docs/qaa/quality-code/revise-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781\\_8](https://www.qaa.ac.uk/docs/qaa/quality-code/revise-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8)

HCPC Standards of Proficiency for Paramedics (2014)

<https://www.hcpc-uk.org/standards/standards-of-proficiency/paramedics/>

HCPC Standards of Conduct, Performance and Ethics (2016)

<https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf>

HCPC Standards of Education and Training (2017)

<https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-education-and-training.pdf>

HCPC Guidance on Conduct and Ethics for Students (2016)

<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>

The NHS's role in the public's health-A report from the NHS Future Forum (MECC)(2012)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216423/dh\\_132114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216423/dh_132114.pdf)

Healthy Lives, Healthy People: Our strategy for public health in England (2010)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216096/dh\\_127424.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216096/dh_127424.pdf)

Equality Act (2010) [http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report (Keogh Report 2013)

<https://www.nhs.uk/NHSEngland/bruce-keogh-review/Documents/outcomes/keogh-review-final-report.pdf>

Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)

<https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry>

Working Together to Safeguard Children (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The Children Act: (2004)

[http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga\\_20040031\\_en.pdf](http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf)

Every Child Matters (2003)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/272064/5860.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf)

CMO annual report. Public Mental Health (2013)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413196/CMO\\_web\\_doc.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web_doc.pdf)

No health without mental health(2011)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213761/dh\\_124058.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213761/dh_124058.pdf)

Closing the Gap: Priorities for essential changes in Mental Health (2014)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/281250/Closing\\_the\\_gap\\_V2\\_-\\_17\\_Feb\\_2014.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281250/Closing_the_gap_V2_-_17_Feb_2014.pdf)

Confidential Inquiry into Premature Deaths of People with Learning Disabilities (2014)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/356229/PUBLISH\\_42715\\_2902809](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/356229/PUBLISH_42715_2902809)

Learning Disability Mortality Review (LeDeR) Programme: Action from Learning (2019)

[Learning Disability Mortality Review \(LeDeR\) Programme: Action from Learning \(england.nhs.uk\)](https://www.england.nhs.uk/learning-disability-mortality-review/)

Learning Disabilities – Census Report – Further Analysis (2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508909/ld-census-further-sep15-rep.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508909/ld-census-further-sep15-rep.pdf)

Winterbourne View: Transforming Care One Year On (2013)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/265752/Winterbourne\\_View\\_One](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/265752/Winterbourne_View_One)

What's important to me: A review of Choice in End of Life Care (2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/407244/CHOICE\\_REVIEW\\_FINAL](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/407244/CHOICE_REVIEW_FINAL)

PSRB Reference Points

The statutory regulatory body for your professional course is the Health and Care Professions Council (HCPC). The HCPC provides professional standards of practice for Paramedics and also standards of conduct, performance and ethics. As part of the course you are required to demonstrate that you have the skills, knowledge, health and character to care for people safely. This requires you to demonstrate high level

reflective skills and a duty of candour towards patients/service users. Professional standards of practice and behaviour for paramedics are outlined in The HCPC Standards of Proficiency for Paramedics (2014) and the HCPC Standards of Conduct, Performance and ethics (2016). These standards must be met and upheld in order to register and practice in the UK.

During enrolment at the start of each year, and at the end of the course, you will be required to undertake a self-declaration to declare any cautions and/or convictions, reprimands or warnings from the police and any health conditions and/or disability that could affect your ability to practice safely and effectively. You must declare any changes to your health or character status as soon as they arise: you should not wait for the annual declaration process to do this. You can discuss any changes with your personal tutor or the course leader so that they can identify whether any further action or investigation is required with regards to your fitness to practise.

The pre-registration paramedic course combines university-based teaching and practice placements. You will have supernumerary status in practice, which means that you are additional to the workforce requirement and staffing figures. You will have additional scheduled learning and placement time outside of module delivery weeks to ensure that you are able to complete the required hours in each setting. Any absence taken during your course, for example due to sickness, special leave or compassionate leave, will need to be retrieved. At the end of your course the course leader is required to submit a declaration of good health and good character to the HCPC and confirm that you have completed the required components of the programme.

Further details will be available to you in your course guide and from the following link to the HCPC website: <https://www.hcpc-uk.org/students/>.

The HCPC does not offer any guidance as to how long your qualification would be accepted should you choose not to apply for registration immediately upon graduation. If you plan on deferring an application for registration, we would recommend that you contact the HCPC for advice.

Successful course completion and registration with the HCPC entitles you to use the protected title Paramedic.

#### Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
FY01 Demonstrate excellent communication skills through a variety of modes and cultural awareness.	
FY02 Exhibit skills of academic writing and presentation	
FY03 Improve confidence in learning, study and approaches to finding information.	
FY04 Develop knowledge of the basic functions of the human body and identify and apply factors that affect health and treatment of ill-health	
FY05 Demonstrate the values you need to work as a Healthcare Professional and understand the values and role of others in healthcare	
FY06 Prepare for the demands of a professional course including placements and develop interpersonal skills relevant to Healthcare Professionals	
CERTHE01 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study	
CERTHE02 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study	
CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments	
CERTHE05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	
DIPHE01 Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.	
DIPHE02 Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	



Learning Outcomes	Modules
<p><b>DIPHE01</b> Demonstrate the knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</p>	
<p><b>DIPHE04</b> Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</p>	
<p><b>DIPHE05</b> Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively</p>	
<p><b>DIPHE06</b> Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</p>	
<p><b>BHONSN01</b> Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge.</p>	
<p><b>BHONSN02</b> Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects</p>	
<p><b>BHONSN03</b> Demonstrate conceptual understanding that enables you: A. to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. B. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.</p>	
<p><b>BHONSN04</b> Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</p>	
<p><b>BHONSN05</b> Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.</p>	
<p><b>BHONSN06</b> Demonstrate the qualities and transferable skills necessary for employment requiring: A. the exercise of initiative and personal responsibility. B. decision-making in complex and unpredictable contexts. C. the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</p>	
<p><b>BHONS01</b> Demonstrate a systematic understanding of key aspects of your field of practice, including the acquisition of coherent, detailed evidence-based health and social care knowledge.</p>	
<p><b>BHONS02</b> Critically deploy accurately established techniques of analysis and enquiry within paramedic practice and interdisciplinary teams.</p>	
<p><b>BHONS03</b> Devise and sustain robust arguments and solve problems using ideas and techniques, some of which are at the forefront of evidence based paramedic and healthcare practice.</p>	
<p><b>BHONS04</b> Critically appraise and reflect upon the uncertainty, ambiguity and limits of knowledge within paramedic and healthcare practice.</p>	
<p><b>BHONS05</b> Synergise robust paramedic and healthcare evidence into learning that is independent and problem based.</p>	

#### Teaching, Learning and Assessment:

##### Teaching and learning

The curriculum aligns with the University of Wolverhampton [Learning and Teaching Strategy](#) in enabling you to achieve your full learning potential through being empowered and inspired. The Paramedic Science with Foundation Year curriculum is designed to be inclusive and flexible, to meet the needs of a diverse student paramedic community. You will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

Your learning and teaching will be supported by our virtual learning platform 'CANVAS'. Opportunities for studying with, and learning from, other health care disciplines are provided, both in university and in the practice setting. These experiences will enable you to understand the contribution of other professionals to patient/service-user care and promote the development of team-working skills.

Service users and carers contribute to all aspects of the curriculum including the co-production of specific teaching sessions and contributing to your assessment in some modules and in practice. This approach is recognised for the enhancement it brings to your learning and for the contribution it makes to ensuring that we prepare future professionals who are fit for practice, demonstrating person-centred skills and able to act in the best interests of service users and their families.

You will have access to our skills facilities where you will be able to experience clinical scenarios and practise skills in a safe environment. We provide opportunities for simulated practice, which allows you to hone your skills in a realistic but safe environment, supported by experienced practitioners. We have a range of hi-fidelity simulation manikins but we also utilise real "simulated patients" to augment your simulated learning experience. The latest technology is embedded into our skills and simulation environments, including the use of world-leading developments such as the Anatomage™ virtual dissection table which allows 3D images of human anatomy and diseases to come alive to support your learning. We also use an integrated learning and teaching audio visual recording system called "Panopto" which links to the University's virtual learning environment and allows you to record, upload and review footage of your practice in the simulated environment.

The curriculum has been planned so that during the first three months in year one you will undertake theoretical study in university with the opportunity to undertake a familiarisation placement with the Ambulance Service. In years two and three, and in semester two of year one, the theory and placement elements will be split into three week blocks. This will enable you to put into practice what you are learning in University; and to help you develop the critical reflective skills that enable you to draw upon your practice experiences and link to the theoretical modules that you have previously studied. Semester three in all years is an extended period of practice that is designed to enable you to develop confidence and proficiency during a consolidated period of time. You will also engage in peer supported learning with student colleagues in other years of the programme to enhance your learning opportunities.

#### Assessment of theory

The following information can be found at this link <https://www.wlv.ac.uk/current-students/assessment/> This link also includes other useful information related to assessment, which you may find useful in your studies.

We know how important assessment is to our students and we want to make sure that you have all of the information that you need so that you understand how we assess your work. Your course leader and personal tutor are useful sources of advice and guidance regarding the issues relating to assessment on your particular course. An explanation of the assessment process is provided in the [student handbook](#), and further details are provided below.

In higher education, 'assessment' describes any process that appraises an individual's knowledge, understanding, abilities or skills. The ways in which you will be assessed at the University of Wolverhampton will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded

Over the course of your studies you will be assessed in lots of different ways which will be relevant to your subject area. You will be assessed (both formatively and summatively) using a wide variety of assessment types including essays, exams, practical work, research exercises, case studies, presentations, seminars, reflections, formative blended learning exercises and online collaborations

There are two types of assessment you will encounter throughout the course:-

#### 1. Formative (informal assessment 'for' learning)

Assessment activities that provide you with feedback. The marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with feedback to let you know how you are doing. Sometimes the format of a formative assessment activity will be the same as the summative assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task

#### 1. Summative (formal assessment 'of' learning)

Assessment activities where the mark you receive will contribute towards completion of your modules

Feedback / feed forward:

You will receive feedback and feed forward throughout your course. At times this will relate to a particular piece of work and the mark you have been awarded for it, but it also may come in the form of more general advice and guidance from members of staff in improving the ways in which you respond to an assessment task. In both cases the feedback you are given will help you to develop your thinking and/or practice in relation to your subject area.

Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation. This is then applied as generic criteria throughout the entire course with raised expectations at each level as appropriate. Feedback is provided to you to help you develop your understanding and skills in paramedic practice. It is important that you read your written feedback and discuss this with your personal tutor at your personal tutor meetings.

Progression in Higher Education

Students enter higher education with different abilities and levels of knowledge. An inclusive assessment approach has been embedded into the course whereby a variety of assessment methods are used, some of which offer students options in relation to the assessment approach taken, such as verbal or written reflection opportunities. Inclusivity in this way allows you to draw on your strengths to demonstrate your knowledge and understanding.

Assessment throughout the three years is cumulative and incremental enabling you to build self-confidence and orientate you to university life and learning with others. At academic level 4 you will be typically asked to discuss, demonstrate, explain and identify. At academic level 5 you may be asked to recognise, demonstrate, respond, justify, apply, critically discuss and evaluate. At academic level 6 you will typically be asked to construct, critically evaluate, develop, appraise and synthesise.

The culmination of the programme for you is your independent study in which you should demonstrate your ability to devise and sustain arguments or solve problems, have a systematic understanding of the key aspects of paramedic practice, critically analyse and use enquiry (QAA, 2018). You will be able to demonstrate research skills and demonstrate high level academic skills and digital literacy together with a command of theory and knowledge of paramedic practice.

#### Assessment of practice

There are three parts to your assessment in practice, each part aligns to a full-time year of study and has its own practice assessment document (PAD).

The PAD makes up a significant part of the overall programme assessment. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support. You will work with and receive written feedback from a range of staff including practice educators (mentors) and practice assessors and they are required to reflect on your learning.

The ongoing achievement record (OAR) is a separate document that summarises your achievements in each placement and with the main document provides a comprehensive record of your professional development and performance in practice. This will be reviewed by your academic assessor and your personal tutor at the end of each part of the course.

Practice supervisor responsibilities (registered paramedic, nurse/midwife or other registered health/social care professional)

In many practice areas you will be supported by a number of practice supervisors. Some areas may adopt a team based approach due to the nature of the experience.

The practice supervisor has an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. It is the practice supervisor's responsibility to contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of the proficiencies. Specific feedback must be provided by the practice supervisor to the practice assessor on your progress.

Supervision in other placement areas (i.e. those areas where there are no health/social care registrants)

A range of staff can support your learning and play a vital role in your learning and development. In placements where specific HCPC proficiencies are not being assessed a range of staff members are encouraged to support learning and can provide you with feedback within the PAD.

#### Associate Mentor

An associate mentor in the ambulance placement arena is a qualified paramedic, who supports, guides, supervises and facilitates student learning during clinical practice. They will participate in the formative assessment of competence and help to provide evidence for the summative assessment.

#### Named Mentor

The named mentor plays a key role in assessing and confirming your proficiency providing assurance of your achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. They will observe you, conduct and record your assessments informed by your reflections, feedback from associate mentors and other relevant people to confirm achievement.

There are numerous elements to be assessed in practice and many will be achieved outside the ambulance service. In non-ambulance placements, one or more practice educators can contribute to the assessment of some of the proficiencies but that practice educator must be working in their scope of practice.

When assessing your proficiency, practice educators will take into account the sources of evidence that underpin your knowledge and skills and the views of those receiving care. Comments should acknowledge those exceptional students who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

#### Academic assessor responsibilities

Academic assessors have a key role in confirming your progress, recording objective, evidence-based decisions on conduct, proficiency and achievement, and make recommendations for progression providing assurance of your achievements and competence. The academic assessor, for each part of the PAD, will have an understanding of your learning and achievement in practice, through working in partnership with the practice educator/assessor in order to gather feedback regarding achievement and progression.

As you progress through your course you will be expected to take on more paramedic responsibility within your practice placements. This will enable you to develop confidence and skills in your work as a member of the paramedic professional and as part of a multidisciplinary team.

Throughout your practice placement learning you will be expected to conduct yourself in a professional manner at all times. We will provide guidance and information on the requirements regarding professional conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of unscheduled healthcare.

Further information related to your practice learning experience can be found in the placement handbook.

### Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

### Student Support:

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#### General University support:

University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases. Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills).

The University also has a host of other services to support you, please take a look at the Student Support website: [www.wlv.ac.uk/current-students/student-support/](http://www.wlv.ac.uk/current-students/student-support/). If you have any questions, need help or advice then ASK@WLV is there for you: [www.wlv.ac.uk/current-students/askwlv/](http://www.wlv.ac.uk/current-students/askwlv/).

#### Working in partnership with you

The pathway towards achieving your degree is one with highs, lows and everything in between. However, you are not alone! Obtaining a degree is a partnership between the University and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter: <https://www.wlv.ac.uk/about-us/student-charter/>.

#### Course Specific Support

##### Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting [e:Vision](#).

##### Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you on campus or Teams. A list of module leaders is available in your [Course Guides](#), along with their contact details.

##### Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

##### Academic Coach.

During your level 3 and 4 study, you will be assigned an academic coach who provide academic support and pastoral care, to improve engagement and facilitate independent learning whilst enabling you to gain transferable skills for future employment.

##### Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

## Employability in the Curriculum:

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This course has been developed in conjunction with practice partners and service users in order to reflect the increasing and rapidly changing complex environment in which health care takes place. The educational philosophy of the course aims to build employability skills such as communication skills, problem-solving skills and decision-making skills.

Employers are seeking paramedics who can identify where services can be improved and this course will enable you to critically appraise practice and to provide safe, compassionate and effective evidence based healthcare.

We have an employability champion within the Faculty who helps to develop a dedicated programme of events designed to help you build new skills and boost your employability. They can help with your CV, applications and interview techniques in order to help your job prospects.

In addition, we offer you extended placements with the West Midlands Ambulance Service NHS University Foundation Trust, which means that the region's largest employer of paramedics really gets to know you over the length of the paramedic course. Successful completion of all aspects of the paramedic course means that WMAS may be able to provide you with the offer of a job without an additional interview.



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