

Programme Specification Dip HE Paramedic Science

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/health>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	Cert HE Studies in Health Care. Dip HE Paramedic Science
Programme Title:	Dip HE Paramedic Science
Main fields of Study:	Paramedic Science
Modes of Study:	Full time, 2 year programme
Language of Study:	English
UCAS Code:	
JACS Code:	B950

Professional Status of the programme (if applicable):

Successful completion of this programme will provide students with eligibility to apply for registration with the Health Professions Council as a Paramedic.

The programme has been mapped against the College of Paramedics Curriculum Guidance and Competence Framework (January 2008)

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

QAA Benchmark statement: Health care programmes - Paramedic Science 2004
The framework for higher education qualifications academic level 4 and academic level 5
August 2008
HPC Standards of Proficiency (Paramedic Science) 2008

Programme philosophy and aims

The Dip HE Paramedic Science programme is student centred, allowing you the individual, to bring your own unique personality, beliefs and experiences into a framework of progressive development. A range of learning and teaching approaches will be used, as appropriate, to enable effective delivery of the curriculum and thus learning opportunities will be maximised for the student, facilitated by tutors and clinicians. A proactive and reflective approach to the learning experience will embrace the notion of lifelong learning. The course is designed to reflect a contemporary perspective to ensure flexibility of the Paramedic within the evolving healthcare setting. It also focuses upon a patient-centred approach that ensures that as a Paramedic you will be able to contribute fully to care delivery in a dynamic service. It is the intention of the course design to place equal weight on learning in clinical and educational settings and the integration of knowledge and practice informs this approach.

The professional programme addresses developments in health care delivery, clinical practice and education and therefore aims to be integrated and dynamic. Teaching and learning involves the blending of professional knowledge with practical skills and nurturing of an adeptness to meet the changing needs of the service and the patients. This integration enables Paramedics to translate the philosophy of care into practice and become safe, competent practitioners, working independently and within inter-professional teams acknowledging different roles and remaining aware of professional responsibilities. This programme will develop your propensity to continue learning and contribute to the professional body of knowledge, throughout your professional life. The value of a research-led and evidence based profession is reflected in the requirement for practitioners to develop clinical reasoning skills, practice evaluation and the critical analysis of research. Upon gaining registration and becoming a practitioner, you will need to take responsibility and be accountable for your own personal and professional development through the identification of learning needs that will be fostered by reflection and the internalisation of professional values. The modules of study are specifically designed to help you in this important aspect of the programme.

The Dip HE Paramedic Science is a programme that aims to:

- Provide suitably qualified Paramedic graduates who are fit for practice, eligible to apply for registration with the Health Profession Council and capable of life- long learning.
- Provide the student with the support and environment to develop personally and professionally in order that they are able to meet the needs of modern Paramedic practice

Intended learning outcomes and the means by which they are achieved and demonstrated:

1. Apply the appropriate knowledge and skills to professional practice in order to demonstrate an appropriate level of competence as demanded by both the Health Professions Council and the College of Paramedics

2. Demonstrate appropriate interpersonal and communication skills, confidence and leadership qualities required in order to establish a career within Paramedic practice.

3. Utilise intellectual and practical skills, which provide the basis for adoption of additional responsibilities, professional development and changing scope of practice throughout their professional career.

4. Produce a portfolio of evidence that demonstrates evidence of suitable academic achievement, competence and reflective practice appropriate to that of a newly qualified Paramedic.

Learning teaching, and assessment methods used

Learning and Teaching Strategies:

Keynote lectures supplemented by small group teaching and workshops

Reflection

Clinical simulation that facilitates problem based learning

Use of dedicated Emergency Ambulance and related skills facilities

Workbooks, Skills Passport, Ongoing Achievement Record

Virtual learning environment (Moodle)

Clinical experience, and competence development and achievement

Assessments:

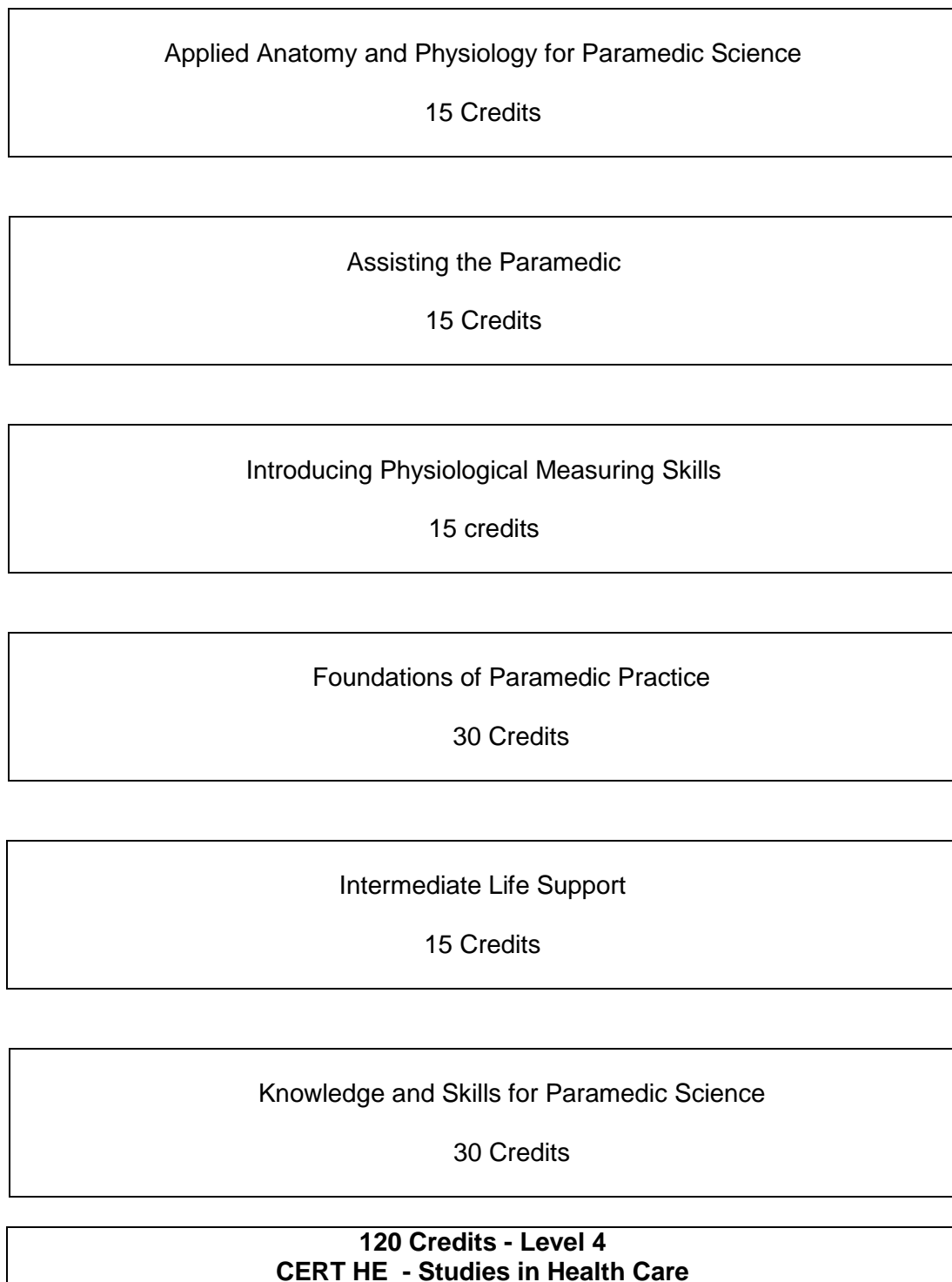
A variety of assessment methods will be used to include the use of:

- Portfolio of Evidence
- Invigilated examinations, Objective Structured Clinical Examinations (OSCEs) and Poster Presentation
- Assignments/Case Studies
- Clinical Assessment/Competences

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram overleaf

Flowchart showing Level 4 Modules



Flowchart showing Level 5 Modules

Evidence Based Paramedic Practice

15 Credits

Negotiating Health and Social Care Needs

30 Credits

Paramedic Care of the Trauma Patient

15 Credits

Pharmacology for Paramedic Science

15 Credits

Pre Hospital Coronary Care

15 Credits

Women and Children's Health

30 Credits

120 Credits, Level 5

AWARD: Diploma HE Paramedic Science (240 Credits)

Support for Learning including Personal Development Planning (PDP)

Students are offered guidance and encouraged to reflect on their own learning needs and styles; and are offered the following support as appropriate to meet those needs:

The students will be allocated a Personal Tutor on commencement of their study to support them throughout their programme. In practice placements, students are supported and assessed by suitably prepared Mentors who are appropriately registered healthcare professionals. Each student is expected to document and reflect on their personal and professional development throughout the programme in their Portfolio.

Support for academic skills such as referencing, essay writing, critical analysis and numeracy is available from the Faculty's Personal Development Department (PDD), students will be made aware of this provision during the induction period and reminded at key points throughout the academic year. The University's Student Services department provides assistance and support in the following areas, learning skills, careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy. Students can self-refer, and their confidentiality will be maintained.

Appropriate Library provision is made for the Paramedic students at Seacole Library, located at the City South campus. A large IT Suite supported by appropriate staff is also available. Students have access to academic and administrative staff including Head of Department, Programme Director and tutors. A Course Guide detailing the University and Faculty policies and procedures is available to the students via the Virtual Learning Environment (Moodle), which also hosts additional electronic materials to support self-directed study.

The Students' Union provides a range of services on the City South Campus.

City South Campus has extensive Paramedic skills facilities, including the use of a fully equipped Emergency Ambulance. This will allow students to gain 'hands on' experience prior to clinical placements and throughout the programme.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The University, Faculty of Health and the programme team are committed to continuous evaluation, quality monitoring and enhancement of programmes of study. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health to ensure evaluation, enhancement of quality and standards including listening and responding to views of students. In addition where applicable, Professional, Statutory and Regulatory body (PSRB) requirements are adhered to.

Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, online discussion forums and surveys. Students are also invited to meet with External Examiners, attend programme Quality Days and meet with any external quality monitoring programme reviewers where requested.

There are a number of committees where the programme team and practice partners meet to ensure that the programme is current and responsive to local and national developments and policy. These include Healthcare (Strategic) Quality Group, Profession Specific-group, Curriculum working group, Practice partner and programme team meetings. Changes to the programme are reviewed and accepted by the Faculty Academic Standards and Quality Enhancement Committee and can only be approved following consultation with students, and external examiners.

An exception reporting annual programme monitoring report is produced each academic year, which includes feedback from students. The annual programme monitoring report is

reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. The annual report is a key document provided to PSRBs and external quality monitoring agencies.

Where the programme has placements the Department of Practice Learning undertakes audit and evaluation of students learning opportunities. Practice documentation is moderated with practice partners. Mentors are provided with updates each academic year. Assessment procedures are updated by the Academic Quality Office to ensure that they are rigorous and fair. Benchmarking statements are used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.

There are committees in the Faculty of Health that contribute to the evaluation and on-going quality monitoring. The Executive committee and Faculty Board are the overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinised by the Faculty Academic Standards and Quality Enhancement Committee.