

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Paramedic Science

| | |
|---|---|
| Awarding institution | Liverpool John Moores University |
| Teaching institution | LJMU |
| UCAS Code | A900 |
| JACS Code | B950 |
| Programme Duration | Full-Time: 3 Years |
| Language of Programme | All LJMU programmes are delivered and assessed in English |
| Subject benchmark statement | Quality Assurance Agency (2016) Paramedic Science: The UK Quality Code for Higher Education. |
| Programme accredited by | Health and Care Professions Council (HCPC). |
| Description of accreditation | http://www.hcpc-uk.org/education/programmes/register/ |
| Validated target and alternative exit awards | Bachelor of Science with Honours in Paramedic Science |
| Programme Leader | Kay Hughes |

Educational aims of the programme

This programme develops learners that are fit for purpose, fit for practice and eligible to apply for registration with the HCPC. We have worked closely with partners in the practice arena to develop a quality placement circuit for our learners. The programme is underpinned by a strong foundation of theory, which underpins the practice experiences and practice learning opportunities.

The programme aims:

1. Enable students to effectively manage specific groups of patients autonomously in the out of hospital setting, referring those patients who fall beyond their scope of professional practice and being able to practice within legal and ethical boundaries.
2. Develop and promote in students, the skills of critical, analytical and reflective thinking within an evidence and research based practice framework, associated with the clinical settings.
3. Promote the ethos of life-long learning and advance a sense of personal and professional responsibility and commitment to ongoing education and development.
4. Prepare learners to work effectively and competently as a member of a multi-disciplinary team and professionals from a range of clinical settings.
5. Promote effective learning in both educational and practice environments.
6. Provide opportunity for progression to masters level study.
7. Prepare learners to exercise judgment in the selection of appropriate care and treatment interventions, defining and meeting individual needs and preferences during all stages of the service user pathway.
8. Prepare learners to apply the physical, life, social, health, behavioural and clinical sciences to the delivery of care.
9. Develop and present leadership attributes including the underpinning knowledge associated with non-technical skills.
10. Enable learners to apply health informatics associated with the paramedic profession and the wider health service.
11. Prepare students to manage and understand the resilience attributes that are associated with the demands of the profession.
12. Develop and understand the principles and processes related to safeguarding across the age ranges.

13. Promote equality and diversity understanding for learners.

14. Uphold and adhere to the standards of conduct, performance and ethics highlighted by the HCPC.

Alternative Exit Award:

Level 4: Certificate of Higher Education in Out of Hospital Care:

1. Demonstrate knowledge underpinning basic care 2. Identify the political and economic context of health care. 3. Demonstrate an understanding of the principles of effective communication in care. 4. Understand and apply knowledge to relevant aspects of patient assessment. 5. Show a sound knowledge of aspects of basic care. 6. Demonstrate a basic understanding of the management of self and others through effective reflective practice. 7. Demonstrate an understanding of patient assessment processes. 8. Relate an understanding of the management of self and others to its application within care delivery. 9. Apply theory to the practice of care. 10. Reflect on situations in a constructive manner. 11. Reflect how diversity is managed in all setting. 12. Apply problem solving skills to clinical cases in a simulated environment. 13. Apply principles of patient assessment. 14. Understand team working and inter-professional skills. 15. Show effective use of IT and numeracy skills. 16. Manage time and work to deadlines. 17. Demonstrate general communication and specific presentation and group interaction skills. 18. Assess and value life long learning and development.

Level 5: Diploma of Higher Education in Out of Hospital Care:

1. Demonstrate knowledge of relevant aspects of academic disciplines underpinning out of hospital care practice (Physical, life, social, health & behavioural sciences). 2. Examine the application of relevant legal/ethical concepts to out of hospital care practice. 3. Demonstrate an understanding of the principles of effective communication theory to practice. 4. Understand and apply knowledge of relevant aspects of patient assessment. 5. Show aspects of basic care delivery theory. 6. Demonstrate a basic understanding of the management of self and others, reflective practice. 7. Identify health promotion/accident prevention strategies within the context of out of hospital care. 8. Analyse relevant aspects of academic disciplines underpinning the sphere of activity. (Physical, life, social, health & behavioural sciences). 9. Analyse the political and economic context in which out of hospital practitioners operate. 10. Demonstrate understanding of patient assessment. 11. Analyse theory to guide judgement in practice. 12. Apply team working, leadership and inter-professional skills to the clinical situation.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate knowledge of relevant aspects of academic disciplines underpinning the out of hospital practice (physical, life, social, health & behavioural sciences).
2. Examine the application of relevant legal and ethical concepts to out of hospital care.
3. Identify the political and economic context in which paramedics operate.
4. Demonstrate principles of effective communication theory within professional practice.
5. Differentiate knowledge of relevant aspects of patient assessment.
6. Employ knowledge of care delivery and the theory underpinning that care.
7. Demonstrate a the management of self and others through effective, reflective practice.
8. Identify health promotion and accident prevention strategies within the context out of hospital care.
9. Assess relevant aspects of academic disciplines underpinning the sphere of activity within physical, life, social, health and behavioural sciences.
10. Appraise the political and economic context in which paramedics operate.
11. Demonstrate thorough patient assessment processes.
12. Demonstrate all aspects of care delivery theory.
13. Appraise the management of self and others to its application within care delivery.
14. Appraise the evidence base underpinning specific skills and the application of research theory to care delivery.
15. Examine developments in out of hospital care, relating this to the wider health sphere.
16. Distinguish between the range of health informatics associated with the paramedic profession and the wider healthcare setting.
17. Demonstrate a range of resilience attributes associated with emergency preparedness.

18. Analyse and apply theory to guide clinical judgement.
19. Recount, through reflection, medical and clinical cases.
20. Apply problem analysis and solution focussed outcomes to practice situations.
21. Critically reflect on how diversity is managed in the practice setting.
22. Construct problem solving skills to the clinical setting.
23. Demonstrate engagement in intellectual debate.
24. Demonstrate safe practice in clinical competencies.
25. Apply the principles of patient assessment.
26. Demonstrate evidence based decision-making to management of patients.
27. Apply team working, leadership and inter-professional skills.
28. Demonstrate practice within the guidelines of the Health and Care Professions Council, assuming the responsibility and accountability necessary for public protection.
29. Employ the principles of learning, teaching and assessment in the practice setting.
30. Illustrate evidence based decision-making to the management of patients.
31. Apply team working, leadership and inter-professional skills to the clinical situation.
32. Operate effective use of IT, information management services and numeracy skills.
33. Demonstrate an ability to work cooperatively, independently and autonomously.
34. Demonstrate presentation and group interaction skills.
35. Appraise and value life long learning and development.
36. Critically apply and debate research and enquiry skills to clinical decision making.
37. Demonstrate effective and consistent achievement of deadlines.
38. Assess and critically analyse life long learning and development.
39. Apply decision making and autonomous practice skills in the clinical setting.
40. Demonstrate effective use of IT, formation management services and numeracy.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

A range of teaching and learning methods will be used throughout the programme. These include formal lectures, tutorials and seminars in groups and as individuals. Other methods include, portfolio construction, electronic discussion boards, distance learning material, unit workbooks, role play, group discussion, interactive web based design, subject activity exercises and problem based learning.

Practical demonstrations and simulation, whilst learners are in the university, form a major aspect of the learning strategy. Formal learning time and development, in a variety of practice based learning environments will underpin and connect the theory and practice.

Assessment methods are varied and learning through assessment plays a significant part in learner development. Assessments include: examinations, formal essays, case studies, research critique, reflective narratives, submission of clinical notes, development of reflective portfolios, examinations, practice based assessment of skills, clinical assessments, presentations, poster presentations and reports.

In the clinical settings a range of skills will be developed with the learner and opportunities for practice and assessment will follow. A number of skills will be assessed in the classroom using observed structured clinical examinations (OSCE's).

Programme structure - programme rules and modules

Students joining the programme at level 4 during 2018/19 Academic year will complete the following modules:

Level 4: 4000PM, 4001PM, 4002PM, 4003PM, 4004PM, 4005PM, 4006PM.

Level 5: 5000PM, 5001PM, 5002PM, 5003PM, 5004PM, 5005PM, 6005PM.

Level 6: 5006PM, 6001PM, 6002PM, 6004PM, 6011PM.

Students joining the programme at level 4 during 2019/20 Academic year will complete the following modules:

Level 4: 4000PM, 4001PM, 4002PM, 4003PM, 4004PM, 4005PM, 5001PM.

Level 5: 4006PM, 5000PM, 5002PM, 5003PM, 5004PM, 5005PM, 5006PM.

Level 6: 6000PM, 6001PM, 6002PM, 6003PM, 6004PM.

Students joining the programme at level 4 during 2020/21 Academic year will complete the following modules:

Level 4: 4000PM, 4001PM, 4004PM, 4005PM, 4007PM, 4008PM, 4009PM.

Level 5: 5000PM, 5001PM, 5004PM, 5005PM, 5007PM, 5008PM, 5009PM.

Level 6: 6001PM, 6002PM, 6004PM, 6005PM, 6011PM.

The programme has two alternative exit awards. The awards are not recognised by the Health and Care Professions Council (HCPC) and can not be used as eligibility to apply for registration as a paramedic.

Alternative exit awards:

Level 4: Certificate of Higher Education in Out of Hospital Care.

Level 5: Diploma of Higher Education in Out of Hospital Care.

Recognition of Prior (Experiential) Learning (RPEL) can be considered on application.

A student who would meet the requirements for an aegrotat award and to be considered at the assessment board, would not be offered the award due to the PSRB requirements in that such a candidate would not be eligible to register with the HCPC.

| Level 6 | Potential Awards on completion | Bachelor of Science with Honours |
|---|--------------------------------|--|
| Core | Option | Award Requirements |
| 6001PM Enhanced Clinical Skills (20 credits) 6002PM Expanding Research in Paramedic Practice (20 credits) 6004PM Dissertation (40 credits) 6005PM Leadership as a Practice Educator (20 credits) 6011PM Paramedic Approach within an Integrated Urgent Care Service (20 credits) | | 120 core credits at level 6 0 option credits at level 6 |
| Level 5 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 5000PM Research Methodologies for Paramedics (10 credits) 5001PM Pathophysiology (20 credits) 5004PM Promoting Professional Values (10 credits) 5005PM Applied Pharmacology for Paramedics (20 credits) 5007PM Clinical Examination, Assessment and Decision Making (20 credits) 5008PM Advanced Clinical Skills (20 credits) 5009PM Managing the Critically Ill Patient (20 credits) | | 120 core credits at level 5 0 option credits at level 5 |
| Level 4 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 4000PM Structure and Function of the Human Body (20 credits) 4001PM Foundations of Communication and Professionalism (10 credits) 4004PM Perspectives of Health (10 credits) 4005PM Anatomy and Physiology in Health and Illness (20 credits) 4007PM Illness, Diagnosis & Treatment (20 credits) | | 120 core credits at level 4 0 option credits at level 4 |

| | | |
|---|--|--|
| 4008PM Introduction to Clinical Skills (20 credits) 4009PM Clinical Skills for the Developing Paramedic (20 credits) | | |
|---|--|--|

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

The following variances, apply to the programme:

- 1) Modules which include Practice Learning Assessment Documentation (PLAD), as part of the summative assessment, will have a maximum of two attempts. (Approved 10/7/17)
- 2) Any eligibility for ESR/FMA's will be determined by the Board of Examiners using the 120 credits attempted during the academic year, rather than at level completion. (Approved 29/04/20)

Opportunities for work-related learning (location and nature of activities)

Work based learning is an essential part of this programme. Practice learning will be in approved environments and supported by appropriately prepared mentors and practice educators. Students will have the opportunity to work on practical placements across a wide range of settings, both inside and outside hospitals and in both the NHS and Independent Sector.

Criteria for admission

A/AS Level

UCAS Tariff Points Required: 112

A Level requirements:

Minimum number of A Levels required: 2

- Subject specific requirements: Not applicable
- Is general studies acceptable? Yes
- Are AS level awards acceptable? Not acceptable
- Additional information: Not applicable

BTEC National Diploma

BTEC certificate: Acceptable only when combined with other qualifications.

- 90 credit diploma: Acceptable only when combined with other qualifications.
- Subjects / grades required: Health or Science related subject area.
- Diploma (QCF): Acceptable on its own and combined with other qualifications.
- Diploma subjects / grades required: Health or Science related subject area.
- Extended diploma (QCF): Acceptable on its own and combined with other qualifications.
- Extended diploma subjects / grades required: DMM from a Health or Science related subject area.
- Level 3 in children's play, learning and development: Not acceptable.
- Grades required: Not applicable.

Irish Leaving Certificate

Irish Leaving Certificate: Acceptable on its own and combined with other qualifications.

- Grades / subjects required: English Language and Mathematics at Ordinary Level.
- FETAC acceptability: The following modules must be achieved at Distinction:
- Anatomy and Physiology, Human Growth and Development, Introduction to Nursing.

Scottish Higher

Scottish Higher: Acceptable on its own and combined with other qualifications.

- Additional information: Not applicable.

- Scottish Advanced Higher: Acceptable on its own and combined with other qualifications.
- Additional Information: Not applicable.
only when combined with other qualifications.

International Baccalaureate

International Baccalaureate: Acceptable on its own and combined with other qualifications.

- Additional information: 26 IB Diploma Points.

Access

Access to Higher Education Diploma acceptability: Acceptable on its own and combined with other qualifications.

- Further information: Pass QAA Accredited Access to Higher Education Diploma in a Health or Science related subject area, achieving Merit or Distinction in all of the 45 graded credits. If you have already achieved, please provide grades and credits for each module.

Other

GCSE requirements:

- Prior to application applicants must have obtained grade 4 or grade C or above in English Language, Mathematics and Science GCSE or an approved alternative qualification • Key Skills Level 2 • NVQ Level 2 Functional skills • Skills for Life Level 2 • Higher Diploma • Functional skills level 2 • Northern Ireland Essential Skills Level 2 • Wales Essential Skills Level 2

UCAS Tariff Points Required: 112

All applicants are shortlisted based on qualifications (achieved and/or predicted) in the first instance. We then shortlist on the basis of the personal statement and reference. If invited to an interview the candidate will need to produce their full driving licence. Following a successful interview, candidates will need to meet all the additional criteria, including evidence of holding a provisional C1 driving licence or a full C1 category on their licence. Failure to meet any of the conditions above will result in the application being unsuccessful. Please note: The full C1 element on the driving licence is required at the point of employment with an Ambulance Trust. C1 training is not part of the paramedic programme at the university.

We accept Certificate of Personal Effectiveness (CoPE) and Extended Project Stand Alone qualifications. Due to the volume of applications, amendments will not be accepted once an application has been submitted; therefore applicants are advised to make sure each section is completed correctly prior to submission.

Mature entry

Mature applicants can apply through UCAS and meet the same criteria as other applicants.

Recognition of Prior (Experiential) Learning (RP(E)L) can be considered.

Overseas qualifications

The ILETS is a standard aspect of all programmes in LJMU. If English is not the first language of any candidate, they will need an internationally recognised English language qualification such as IELTS in order to study at Liverpool John Moores University and on our programme. The candidate would be therefore directed to relevant support. The link to our website can be found here:

<https://www.ljmu.ac.uk/international/making-your-application/undergraduate>

Our programme website also has added information for international candidates:

There is an international tab on our programme website linking to scholarship information. There is an international requirements button, which gives further information on different countries of origin.

Once the programme team have identified that a candidate does not have English as their first language they will be signposted to the correct department in terms of LJMU support and direction. The IELTS score for this programme is 7.0 overall and 7.0 in all areas: listening, reading, speaking and writing.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance

to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.