

## PROGRAMME SPECIFICATION

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### Diploma of Higher Education in Paramedic Studies

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LIVERPOOL JOHN MOORES UNIVERSITY
<b>JACS Code</b>	B950
<b>Programme Duration</b>	Part-Time: 2 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	National Benchmarks for paramedics QAA (2004) Standards of proficiency: Paramedics, Health Professions Council, July (2003) Standards of education and Training, HPC (2005) QAA (2001) Framework for Higher Education. & policy making documents: Curriculum framework for Ambulance Education Consultation doc (2005) Taking Healthcare to the patient, transforming NHS Ambulance Services, DOH (2005) The future of the Ambulance Services in the UK , ASA (1999) A Curriculum Framework for Ambulance Education, BPA (2008) Emergency Care National Workforce, competence framework guide (2004) DOH (2003) the NHS K&S Framework & development review.
<b>Programme accredited by</b>	Liverpool John Moores University
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Diploma of Higher Education in Paramedic Studies
<b>Programme Leader</b>	Kay Hughes

### Educational aims of the programme

Provide a balanced programme through to Dip H E level, meeting the present and future requirements of the service and its users.

Develop the students' ability to recognise and begin the planning for their learning and development requirements, both in work and educational environment.

Develop the students' problem solving, information and research skills, to enable them to promote and evaluate evidence based practice.

Enable the student to develop skills related to management, leadership and team working.

### Target award Learning Outcomes - Diploma of Higher Education

*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. Develop knowledge of relevant aspects of academic disciplines underpinning the ambulance sphere of activity.
2. Develop understanding of the application of relevant legal/ethical concepts to practice.
3. Develop a knowledge of specific patient management processes (eg discharge planning) and their implementation into practice.

4. Understanding of interpersonal issues/processes underpinning effective work in their role (eg leadership, teamwork & learning).
5. Develop a knowledge of specific health promotion/accident prevention strategies.
6. Understanding of the evidence base underpinning specific skills.
7. Reflection and evaluation.
8. Problem analysis and solving.
9. Develop evidence based decision making and prescription management.
10. Team working, inter-professional working and development skills.
11. Mentorship and the enhancement of the learning of others.
12. Specific practice skills, eg. history taking, examination, investigation & documentation.
13. Practice within the guidelines of the HPC, assuming the responsibilities and accountabilities necessary for public protection.
14. Develop research and enquiry skills.
15. Develop effective use of IT and IM services.
16. Develop the student's general communication ability, plus specific presentation and group interaction skills.
17. Reflect on and analyse situations.
18. Develop the student's ability to work cooperatively, independently and autonomously.
19. Develop the student's time management and the ability to work to deadlines.
20. Promote the assessment and value of life long learning and development.

## Teaching, Learning and Assessment

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

Students spend two days of each module at the University involved in lectures and discussion groups.

Support for the students will be supplemented by use of Blackboard / discussion boards and on-line tutor support.

Working alongside mentor & other professionals.

Distance learning units and materials

Examinations, formal essays, clinical notes.

Development of portfolios.

Formative MCQs

Lectures, discussions, seminars, tutorials.

University based workshops

Working alongside clinical staff & mentors.

Distance learning units and materials

Formal essays, examinations

MCQ formative questions.

Portfolio construction

Work based learning alongside mentor and other professionals in the clinical sphere.

Classroom based instruction and scenarios

OSCEs

Clinical Learning Outcome & competencies

The full range as specified in the sections above including ie. lectures and tutorials.

The full range as mentioned previously in the sections above combine to cover all of these aspects.

## Programme structure - programme rules and modules

The programme is offered on a part time only basis.

Entry to the programme is at level two, by already qualified paramedics with an existing 120 credits at level one and 30 credits at level two.

Specific modules (90 credits) are recognised as "Core" to the programme.

The award is designed to the individual PDP of each qualified Paramedic. The awards are linked to both Agenda for Change bandings and the Knowledge for Skills Framework. As some paramedics will not be able to complete the full award e.g. due to ill health, retirement, or change of role, each module will be awarded as the fall-back to the full diploma.

Level 5	Potential Awards on completion	Diploma of Higher Education
Core	Option	Award Requirements
5000PAPARA MINOR INJURIES & ILLNESSES FOR URGENT AND PRE-HOSPITAL CARE CLINICIANS (20 credits) 5001PAPARA CHILD HEALTH CARE IN THE PRE HOSPITAL SETTING (20 credits) 5002PAPARA PATIENT ASSESSMENT FOR URGENT AND PRE HOSPITAL CARE (15 credits) 5003PAPARA ACUTE AND LONG TERM ILLNESS FOR URGENT AND PRE HOSPITAL CARE (20 credits) 5004PAPARA MENTORSHIP FOR URGENT AND PREHOSPITAL CARE (15 credits)	5041PQHEAL LEADERSHIP DEVELOPMENT THROUGH ACTION LEARNING (15 credits)	90 core credits at level 5 0 option credits at level 5

## 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>

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

Work based learning will be a major factor associated with this programme and is already firmly part of some of the modules associated with the programme that have been running for some time.

Students are provided with individual mentors in their clinical placement. Distance learning units are provided to enhance the WBL..

## Criteria for admission

### Other

APL 120 cr at level one

APL 30 cr at level two (equivalent to a 30 credit option module).

Demonstration of the ability to study at level two.

Full support of their manager.

Have the learning capacity, study opportunity, commitment and motivation to embark on the programme.

### Mature entry

All of our applicants will be mature entrants who are also registered paramedics and currently working in an appropriate ambulance post.

## 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](http://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.*