

PROGRAMME SPECIFICATION

Diploma of Higher Education in Paramedic Practice

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	B781
JACS Code	B950
Programme Duration	Full-Time: 2 Years, Part-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 Quality Assurance Agency for Higher Education.
Programme accredited by	Health and Care Professions Council.
Description of accreditation	The Health and Care Professions Council validate all paramedic programmes within the UK.
Validated target and alternative exit awards	Diploma of Higher Education in Paramedic Practice
Programme Leader	Kay Hughes

Educational aims of the programme

Working closely with the North West Ambulance Service NHS Trust (Nwas) the Health and Care Professions Council (HCPC), Health Education North West (HENW) and The College of Paramedics (Cop), this programme has been created to develop students that are fit for purpose, fit for practice and fit for HCPC Paramedic registration.

The programme aims to:

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 students to work effectively and competently as a member of a multi-disciplinary team.
5. Promote effective learning in both educational and practice environments.
6. Provide opportunity for progression to degree level study.
7. Prepare students to exercise judgment in the selection of appropriate care and treatment interventions, defining and meeting individual needs and preferences during all stages of the patient pathway.
8. Prepare students 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 students to apply health informatics associated with the paramedic profession and the wider health service.
11. Prepare students to manage and understand the resilience attributes associated with the demands of the profession.
12. Develop and understand the principles and processes related to safeguarding across the age ranges.

Target award Learning Outcomes - Diploma of Higher Education

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

Knowledge and understanding

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

- A1. Demonstrate knowledge of relevant aspects of academic disciplines underpinning the out of hospital practice (Physical, life, social, health & behavioural sciences).
- A2. Examine the application of relevant legal and ethical concepts to out of hospital care.
- A3. Identify the political and economic context in which paramedics operate.
- A4. Demonstrate an understanding of the principles of effective communication theory within professional practice.
- A5. Understand and apply knowledge of relevant aspects of patient assessment.
- A6. Show a sound knowledge of aspects of basic care delivery and the theory underpinning that care.
- A7. Demonstrate a basic understanding of the management of self and others through effective, reflective practice.
- A8. Identify health promotion and accident prevention strategies within the context out of hospital care.
- A9. Analyse relevant aspects of academic disciplines underpinning the sphere of activity within physical, life, social, health and behavioural sciences.
- A10. Analyse the political and economic context in which paramedics operate.
- A11. Demonstrate a thorough understanding of patient assessment processes.
- A12. Demonstrate a detailed understanding of all aspects of care delivery theory.
- A13. Relate a thorough understanding of the management of self and others to its application within care delivery.
- A14. Analyse the evidence base underpinning specific skills and the application of research theory to care delivery.
- A15. Critically examine present issues and possible future developments in out of hospital care, relating this to the wider health sphere.
- A16. Analyse the range of health informatics associated with the paramedic profession and the wider healthcare setting.
- A17. Demonstrate a range of resilience attributes associated with emergency preparedness.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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, email support, distance learning material, unit workbooks, role play, group discussion, interactive web based material, subject activity exercises and problem based learning.

Practical demonstrations in the university form a major strategy, as does formal learning time in a variety of practice environments and structured practice based tasks.

Assessment

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

Skills and other attributes

Intellectual Skills

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

- B1. Analyse and apply theory to guide clinical judgement.
- B2. Reflect on situations.
- B3. Apply problem analysis and solving to situations.
- B4. Critically reflect on how diversity is managed in the practice setting.
- B5. Critically reflect and evaluate situations.
- B6. Apply problem solving skills to the clinical setting.
- B7. Form the ability to articulate and engage in intellectual debate.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

As detailed under knowledge and understanding.

Assessment

Varied forms of theoretical and practical assessments as listed under knowledge and understanding.

Professional practical skills

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

- C1. Demonstrate safe practice in level 4 (year 1) clinical competencies.
- C2. Apply principles of patient assessment skills.
- C3. Demonstrate evidence based decision-making to management of patients.
- C4. Apply team working, leadership and inter-professional skills.
- C5. Practice within the guidelines of the Health and Care Professions Council, assuming the responsibilities and accountabilities necessary for public protection.
- C6. Demonstrate safe practice in level five (year 2) clinical competencies.
- C7. Apply patient assessment skills accurately and consistently.
- C8. Apply the principles of learning, teaching and assessment in the practice setting.
- C9. Relate evidence based decision-making to the management of patients.
- C10. Apply team working, leadership and inter-professional skills to the clinical situation.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

As detailed under knowledge and understanding.

Assessment

A range of skills will be taught, practised and assessed in the clinical areas. Some will be assessed in the classroom using observed structured clinical examinations (OSCE's).

Transferable / key skills

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

- D1. Show effective use of IT, information management services and numeracy skills.
- D2. Discuss research, evidence base and enquiry skills.
- D3. Manage time and work to deadlines.
- D4. Demonstrate an ability to work cooperatively, independently and autonomously.
- D5. Demonstrate general communication, plus specific presentation and group interaction skills.
- D6. Reflect on and analyse situations and experiences, developing practice.
- D7. Assess and value life long learning and development.
- D8. Critically apply research and enquiry skills to clinical decision making.
- D9. Manage time effectively and consistently work to deadlines.
- D10. Critically reflect and analyse situations and experiences.
- D11. Assess and critically analyse their life long learning and development.
- D12. Form an ability to apply decision making and autonomous practice skills in the clinical setting.
- D13. Demonstrate effective use and understanding of IT, information management services and numeracy skills.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

As detailed under knowledge and understanding.

Assessment

As detailed under knowledge and understanding.

Programme structure - programme rules and modules

Programme rules

Recognition of Prior Learning (RPEL) for year one studies (level 4), is available upon proof of evidence that the applicant has achieved IHCD Ambulance Technician qualification or has been awarded a Certificate in Higher Education which is related to emergency care, urgent care or pre-hospital care and meets the learning outcomes of level 4. The student would then be eligible for advanced entry into the second year (level 5) of the DipHE Paramedic Practice programme at university.

The programme does not include an aegrotat award. 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 5	Potential Awards on completion	Diploma of Higher Education
Core	Option	Award Requirements
5001PARA Applied Paramedic Science (20 credits) 5002PARA Research Methodologies for Paramedics (20 credits) 5003PARA Mentorship for Paramedics (20 credits) 5004PARA Essential Paramedic Practice (10 credits) 5005PARA Advancing Paramedic Practice (20 credits) 5006PARA Application of Pharmacology (20 credits) 5007PARA Complexities of Paramedic Practice (10 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4001PARA Fundamentals of Paramedic Sciences (20 credits) 4002PARA Perspectives of Health (20 credits) 4003PARA Professional Studies (20 credits) 4004PARA Foundations of Patient Care (10 credits) 4005PARA Developing Paramedic Practice (20 credits) 4006PARA Introduction to Pharmacology (20 credits) 4007PARA Developing Patient Care (10 credits)		120 core credits at level 4 0 option credits at level 4

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 is an essential part of this programme and accounts for 50% of the learning. Students will experience multiple placements throughout the programme, each placement will provide a mentor. Students will receive supervision and support for the acquisition of competencies.

Criteria for admission

A/AS Level

UCAS Tariff Points Required: 112

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 childrens 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: 112 UCAS Tariff 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

All applicants are shortlisted based on qualifications (achieved and/or predicted) in the first instance. We will then check that candidates have evidenced that they hold a full UK manual driving licence and that this is confirmed within their personal statement. If the candidate meets the criteria in terms of qualifications and have evidenced that they hold a full UK driving licence, we will 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 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 students can apply through UCAS.

Direct entry applicants will be forwarded by the North West Ambulance NHS Trust to undertake the Diploma in

Higher Education, joining year two if they successfully claim level 4 credits through RPEL. All of these applicants must successfully claim 120 credits at level 4 in accordance with the University RPEL process and policy. Applicants will be using their existing Institute of Health and Care Development (IHCD) Technician award or a Certificate in Higher Education Urgent and Emergency Care. The Certificate in Higher Education Urgent and Emergency Care is delivered by Liverpool John Moores University. Entry onto this level 4 study requires evidence of; two years or more in practice within an urgent and emergency setting; employment with North West Ambulance NHS Trust.

Candidates who have completed the above Certificate award with LJMU, will have to demonstrate, or be supported with, the following:

Grade 4 or grade C or above in English Language and Mathematics GCSE or • Key Skills Level 2 in English/ Maths • NVQ Level 2 Functional skills in Maths and English Writing and or Reading • Skills for Life Level 2 in Numeracy/English • Higher Diploma in Maths/ English • Functional skills level 2 in Maths/ English • Northern Ireland Essential Skills Level 2 in Communication or Application of Number • Wales Essential Skills Level 2 in Communication or Application of Number

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/study/international-students/study-in-the-uk/english-language>

Our programme website also has added information for international candidates:

<https://www.ljmu.ac.uk/study/courses/undergraduates/2017/paramedic-practice>

There is an international tab on our programme website which links 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 6.0 overall and 6.0 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.