

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Paramedicine

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	B950
Programme Duration	Part-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Paramedic Science (2016)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Science with Honours in Paramedicine
Programme Leader	David Comber

Educational aims of the programme

1. Recognise learning need to formulate an action plan for professional development at FHEQ level 6.
2. Gain knowledge, skills and understanding to meet the specialised needs of service users within all health or social care settings.
3. Develop skills in problem solving, information retrieval and research for evidence based practice.
4. Examine a variety of research methods used in health and social care.
5. Develop and promote the skills of critical, analytical and reflective thinking within evidence and research based practice.
6. Examine ethical and legal issues in paramedic practice.
7. Develop specialist knowledge in a relevant area of paramedic practice.
8. Develop specific skills related to practice education and healthcare leadership.
9. Develop an international perspective associated with the paramedic profession.
10. Prepare students to work effectively and competently as a member of a multi-disciplinary team and multi-professional learners.
11. 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.
12. Develop and present leadership attributes including the underpinning knowledge associated with non-technical skills.
13. Prepare students to manage and understand the resilience attributes associated with the demands of the profession.
14. Promote the ethos of life-long learning and advance a sense of personal and professional responsibility and commitment to ongoing education and development.
15. Provide opportunity for progression to masters level study.
16. Develop and understand the principles and processes related to safeguarding across the age ranges.
17. Promote equality and diversity understanding for learners.
18. Uphold and adhere to the standards of conduct, performance and ethics highlighted by the HCPC.

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. Critically examine legal, ethical, cultural and political issues.
2. Analyse the impact of relevant contemporary paramedic protocols.
3. Use a critical reflective process.
4. Critically examine the biological, psychological, social and pharmacological element of care.
5. Analyse the value base inherent within the multi professional team.
6. Critically appraise research findings and evidence to inform strategies that promote health and the delivery of care.
7. Analyse care needs and collaborative solutions, which enable safe, effective care.
8. Evaluate risk management strategies that promote a safe and therapeutic environment.
9. Develop understanding of health care to achieve optimal rehabilitation across the lifespan for people with complex needs.
10. Contribute with confidence comprehensive and systematic approaches to assess, plan, implement and evaluate care in partnership with service-users and their carers.
11. Adapt to changing health needs and make decisions, which are ethically sound and based on best available evidence.
12. Select and apply knowledge and skills to complex and unexpected situations.
13. Develop self-management skills and take initiative for planning to meet own needs and facilitating those of others.
14. Demonstrate effective leadership and communication skills.

Teaching, Learning and Assessment

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

A range of learning methods will be used throughout the programme. Core elements include formal lectures, tutorials and seminars (group and individual) together with action learning sets, portfolio construction and use of a virtual learning environment, using a range of the learning tools within the virtual learning environment forms a key part of the programme. Assessment methods are varied, forming a clear pathway for the student throughout. Assessment methods include; essays, portfolio building, writing a research proposal and the formal dissertation.

Programme structure - programme rules and modules

Applicants will complete the RP(E)L process prior to application. Applicants will need to evidence 240 credits for their level 4 and level 5 studies as part of their admission process. A student that has completed level 6 CPD programmes at LJMU, that map to a module within the programme, can apply Via RP(E)L for the credits to be recognised. An applicant may have studied equivalent level 6 modules to those offered on the BSc at other Higher Education Institutions; for these students we will consider transfer of credit, following the process outlined in the University RP(E)L policy.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6011PM Paramedic Approach within an Integrated Urgent Care Service (20 credits) 6012PM Expanding Research in Paramedic Practice (20 credits) 6013PM Healthcare Leadership (20 credits) 6014PM Critical Review (40 credits)	6004HEAL Advancing Tissue Viability (20 credits) 6005HEAL Infection Control for Healthcare (20 credits) 6008HEAL Palliative Care for Adults (20 credits) 6010PM Practice Education for Paramedics (20 credits) 6012HEAL Dementia Care (20 credits) 6021HEAL Paediatric Clinical	100 core credits at level 6 20 option credits at level 6

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)

Although the modules that form this degree do not have a practice element, Paramedics will be able to link the theory aspects of the programme their clinical setting. The modules will inform their own clinical practice and foster a greater understanding of their profession as they apply theory to practice within their own career.

Criteria for admission

Other

Those applicants who meet the requirement in terms of having a Paramedic, Health and Care Professions Council registration or International equivalent, can apply for consideration of experience. Recognition of Prior Experiential Learning (RP(E)L), will be mapped against the following criteria, adhering to university policy and process.

FHEQ level 4:

Can be mapped as follows and must be in a relevant subject area.

1. Demonstrate knowledge underpinning basic care.
2. Identify the political and economic context of healthcare.
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, plus specific presentation and group interaction skills.
18. Assess and value life long learning and development.

FHEQ level 5:

Can be mapped as follows and must be in a relevant subject area:

1. Demonstrate knowledge of relevant aspects of academic disciplines underpinning the pre hospital care practice (Physical, life, social, health & behavioural sciences).
2. Examine the application of relevant legal/ethical concepts to pre 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 pre 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 pre-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.

Mature entry

The programme team will consider for RPEL, Diploma in Paramedic Practice, Diploma in Paramedic Science, Institute of Health and Care Development Paramedic Award, Foundation Degree in Paramedic Practice or Science. Each of the awards must be accompanied with proof of registration with the Health and Care Professions Council.

Overseas qualifications

Paramedic professional qualification.

IELTS score of 7.0.

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.