

BSc (HONS) PARAMEDIC SCIENCE

Centre of Excellence for Paramedic Practice Institute of Health

Academic Level:	6	Credits:	360
UCAS Code:	B780		
Awarding Body:	University of Cumbria		
Delivery Site:	Lancaster		
Programme Length:	3 years full time (7 years maximum registration)		
Mode of Delivery:	Blended		
Pattern of Delivery:	Full Time		
	Total weeks of study:	23 weeks (taught) Y1 27 weeks Y2 25 weeks Y2 25 weeks	
	Delivery pattern:	Four to five weeks blocks interspersed with practice	
	Standard semester dates:	Yes	
Placement:	Year 1 - 12 weeks of Ambulance Placement - 3 weeks spoke placement activity Year 2 - 14 weeks of Ambulance Placement - 3 weeks spoke placement activity		

	Year 3 - 15 weeks of Ambulance Placement - 3 weeks spoke placement activity	
PSRB:	Successful completion of the BSc (Hons) Paramedic Science programme confers eligibility to apply to register with the Health and Care Professions Council (HCPC). Exit awards do not confer eligibility to apply for registration.	
	Date of accreditation: May 2022	Accreditation period: Performance Review in 2025-26 Academic Year
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/undergraduate/paramedic-science/	

Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage [Entry Requirements](#)

The following additional requirements apply for entry to this programme: 112-128 UCAS Pts. This must include either a natural science (Biology, Human Biology, Chemistry or Physics) or a social science (such as Sociology or Psychology). General Studies is accepted, and a maximum of 16 UCAS tariff points from one AS level subject will be accepted. GCSE English, Maths and Science at Grade C or Grade 4 or above.

If you are a disabled person or have a long-term health condition, you are advised to read the Health and Care Professions Council (HCPC) booklet: A disabled person's guide to becoming a health professional.

IELTS

If English is not your first language you must have an IELTS score of 7.0 with a minimum of 6.5 in each component, or equivalent.

Disclosure and Barring Service (DBS) and Medical Clearance

All students entering onto a HCPC registered programme must undertake DBS and Health assessment. Below are the links to the university DBS and Medical Clearance Policy;

[Disclosure & Barring Service \(DBS\) guidance for new students](#)

[Medical Clearance](#)

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme learners will be able to:

1. Manage your own autonomous professional practice and that of others within the changing and diverse paramedic context and in accordance with the HCPC; Standards of conduct, performance and ethics, Standards of proficiency – Paramedics.
2. Select and apply comprehensive knowledge and skills to complex emergency and urgent situations, while having a critical understanding of principles and concepts of paramedic practice and how these inform rational clinical decision-making activities.
3. Demonstrate the ability to implement sound clinical judgement across a range of situations and critically evaluate the effectiveness of clinical judgement and teamwork across a range of professional care contexts; facilitating safe and competent practice in accordance to law.
4. Apply theories, concepts and principles of paramedic practice to deliver patient-centred care for individuals, families and communities in urgent, emergency, critical or other care settings.
5. Implement strategies to promote, exchange and evaluate collaborative working within a multi-disciplinary team, comprising of patients, clients, colleagues and others in both therapeutic and preventative healthcare.
6. Collaborate with others, contribute to the organisation of, and participation in, activities relevant to the development and enhancement of the paramedic profession including appropriate levels of guidance, role-modelling, mentorship and support to others in the health and social care setting.
7. Use critical problem-solving skills that informs the interpretation and documentation of clinical and other data and contributes to effective clinical reasoning and decision-making skills as part of the wider healthcare team, promoting rationalised clinical leadership.
8. Reflect upon and appraise practical skill levels and care provision in order to deliver the expected standards of paramedic practice and update priorities within a dynamic environment in self and others.
9. To ensure you are 'practice ready' for the role of paramedic in an array of working environments, by ensuring a student's ability to continue their clinical development, promoting scholarly activity, research, audit and development of clinical practice guidelines.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

K1. A foundation knowledge of human anatomy and physiology, sufficient to recognise, identify and differentiate between normal and abnormal structures and processes, emphasising the major body systems.

K2. A foundation knowledge of the theories of communication: communication and interpersonal skills are vital to competent and effective practice, informing effective interaction with patients, service users, carers, peers, and other health care professionals.

K3. Knowledge of the theories of learning: the process of learning is important for both patients and paramedics. The theories underpin problem solving, clinical reasoning and enabling the ability to be active lifelong learners.

K4. Knowledge of the theories of teamwork: understanding of effective multi-professional/multi-agency teamwork.

K5. Appreciate the principles of 'risk' in the prehospital setting alongside the principles of infection, prevention and control provision.

K6. Foundation Knowledge of pathological changes and related clinical features of conditions, with supporting knowledge of the theoretical basis of assessment, treatment (including pharmacology) and management of an array of patient presentations.

K7. Foundation Knowledge of the perspectives and evidenced-based research into the design and implementation of effective paramedic practice, enabling development of foundation knowledge of the theories supporting problem solving and clinical reasoning.

K8. Understand the fundamental principles of the key legislative doctrine that informs prehospital care practice.

After 240 credits of study (DipHE) you will be able to demonstrate:

K9. A comprehensive and cohesive knowledge of human anatomy and physiology, sufficient to recognise, identify and differentiate between normal and abnormal structures and processes, with emphasis on the cardiovascular, respiratory, nervous, digestive, endocrine, urinary, musculo-skeletal systems.

K10. Knowledge of human growth and development across the lifespan including the factors influencing individual variations in human ability and health status.

K11. Knowledge of human disease sufficient to inform clinical judgement and other clinical findings and to recognise disorders which require referral for more investigation or additional professional support.

K12. Developing knowledge of pathological changes and related clinical features of conditions, with supporting knowledge of the theoretical basis of assessment, treatment and management (including pharmacology) and the scientific evaluation of their effectiveness, with appreciation to theories supporting problem solving and clinical reasoning.

K13. Knowledge and understanding of obstetric and gynaecological conditions and emergencies encountered in paramedic practice, including assessment, treatment and management.

K14. Knowledge of the physiological, structural, behavioural and functional changes in patient presentation and those that result from paramedic intervention.

K15. Knowledge of the principles of evaluation and research methodologies, to support the evidenced-based research into the design and implementation of effective paramedic practice.

After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:

K16. Enhanced knowledge of human disease sufficient to inform clinical judgement and other clinical findings and to recognise disorders, which require referral for more investigation or additional professional support.

K17. Knowledge of human psychology and sociology, relevant to the acquisition and maintenance of health inclusive of psychological and social factors, sufficient to provide a context for critical clinical decision-making and patient management.

K18. Enhanced Knowledge of the theories of learning: the process of learning is important for both patients and paramedics. The theories underpin continuing professional development, enabling individuals to be active lifelong learners. This knowledge also equips the paramedic to become an effective teacher in a wide range of settings.

K19. Knowledge of the theories of teamwork: understanding of effective multi-professional/multi-agency teamwork that respects and uses the contributions of members of the health and social care team, promoting leadership.

K20. Knowledge of mental health issues that patients' may present with, including the recognition, assessment and referral procedure(s) for appropriate management, with reference to legislation, agreements and policies.

K21. Knowledge and understanding of the principles of end-of-life care and palliative care in relation to advanced care planning in paramedic practice.

K22. Enhanced knowledge of pathological changes and related clinical features of conditions encountered in paramedic practice, inclusive of assessment, management and treatment (including pharmacology) supported by enhanced problem solving and clinical reasoning.

K23. Knowledge and understanding of the role paramedics contribute to, in relation to the public health and health promotion of service users,

K24. Enhanced Knowledge of the physiological, structural, behavioural and functional changes in patient presentation and those that result from paramedic intervention (human factors).

K25. Enhanced knowledge of the principles of evaluation and application of research methodologies, which enable the integration of theoretical and practical applications informing the evidenced-based development of paramedic practice.

Programme Outcomes – Skills and other Attributes

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. Fundamental skills in academic writing, including assignment and report writing.

S2. Strategies for enhancing self-awareness of personal strengths and weaknesses to inform self-development.

S3. Application of reflection to enhance personal development.

S4. Applying effective communication to a range of people across the lifespan, with the intention to develop and maintain a rapport.

S5. Perform the necessary basic observations as part of a patient physical assessment, including the basics of ECG interpretation.

S6. Develop confidence in presentation skills in front of an audience.

S7. Develop organisational and time management skills.

S8. Become accustomed to working shift patterns, that encompass unsociable hours.

S9. Develop and practice the required manual handling skills required of ambulance service work.

After 240 credits of study (DipHE) you will be able to demonstrate:

S10. Enhanced skills in academic writing, including assignment writing, report writing, Patient Report Form completion, showing the ability to evaluate key theories and concepts.

S11. Develop skills and methods applied to research.

S12. Enhanced effective communication to a range of people across the lifespan, with the intention to develop and maintain a rapport and modify approach to account for difference and manage evolving situations.

S13. Emerging leadership skills and an ability to engage in complex decision-making promoting developed autonomy.

S14. Perform paramedic assessment skills and infer the findings to differentiate between normal and abnormal, including enhanced ECG interpretation.

S15. Perform practical paramedic skills promoting the therapeutic benefit of their application to the patient.

S16. Promote confidence in presentation skills in front of an audience.

S17. Enhanced organisational and time management skills.

After 360 credits of study (BSc Hons) you will be able to demonstrate:

S18. Advanced skills in academic writing, including assignment writing, report writing, dissertation writing and Patient Report Form completion, showing the ability to critically evaluate and synthesis key theories and concepts specific to paramedic practice.

S19. Enhanced skills and methods applied to research in the paramedic field.

S20. Developed leadership skills promoting an ability to make complex decisions showing independence as a practitioner.

S21. Performing Advanced Clinical Assessment skills to enable the most according management of service users.

S22. Apply critical reflection to any situation to facilitate practice development.

S23. Developed interview techniques to enhance employability with a range of employers.

S24. A skill base required to teach, develop and mentor others.

PROGRAMME FEATURES

Programme Overview

The award of Bachelor of Science (BSc) Paramedic Science is designed to equip practitioners with the necessary knowledge, understanding, values, skills and competence to be fit for practice and therefore be eligible to apply for registration with the Health and Care Professions Council (HCPC) as a paramedic. If you do not pass all the placements, you may receive an academic award but you will not be able to practice as a Paramedic. The award meets the requirements within the Quality Assurance Agency (QAA) Benchmark Statements Paramedic (2019) and aligns with the College of Paramedics (2019) Paramedic Curriculum Guidance 5th Edition as well as the recommendations within the Paramedic Evidence-Based Education Project (PEEP) Report (Lovegrove and Davis, 2013).

The historic and vibrant student city of Lancaster is home to the programme and the campus has a range of health-oriented programmes to complement the patient journey. Also situated on the doorstep of the UNESCO World Heritage site and National Park that is the Lake District, this programme promotes the distinctive requirement for rural paramedicine to be entrenched within its core principles. This is due to the widely dispersed geographical population that is Cumbria, regularly requiring a unique approach to providing the highest quality emergency and urgent care from an ambulatory perspective. Consequentially, a key feature spiralling through the programme, promotes a dynamic approach to patient care provision, educating you to consider remote patient management and the need to be equipped to facilitate longer in-transit patient journeys. Cumbria also has several large urbanised areas, therefore the provision of education alongside the experiential components facilitated via ambulance placement, provides you with a comprehensive experience, making you 'practice-ready' for a multitude of environments once registered as a Paramedic.

The Paramedic Delivery team have a proven and impeccable track record for transitioning students into Higher Education. Previous programmes conducted with the Military and various Ambulance Service Trusts mean that the Paramedic Delivery team have vast experience with supporting students with a range of academic abilities and educational backgrounds. We will develop your academic skills through a variety of modules in the programme and deliver this in a spiralled way through the years. Two of the key modules in this development and transition into Higher Education are HPHP4045 Introduction to Research and Evidence Based Practice and HPHP4041 Professionalism and Followership. These modules are specifically designed to provide the necessary skills and tools required in Higher Education and provides a platform of which can be built upon as you progress through the Academic Levels of 4, 5 and 6.

The Programme also reflects the key initiatives outlined by the NHS England (2017) Integrated Urgent Care Service Specification document, where it is recognised that interconnectivity with other services is crucial to the experiences of and clinical outcomes obtained to which patients receive. As it recognised that the largest work load for Paramedics is based upon Primary/Urgent care, this programme instils core knowledge and skills which equip you to provide a 'complete episode of care', including: assessment, management, advice, in-transit care or according referral to the most appropriate health care professional for further assessment and treatment. These knowledge and skills will equip you for front line ambulance service duties and other working roles to which a paramedic is expanding into in the wider health care sector.

In supporting the facilitation of this the University prides itself on its Interprofessional Education (IPE) strategies, which are embedded throughout this Paramedic Science programme. The Paramedic Science Programme enforces the viewpoint of 'learning with, from and about one another to improve collaboration and the quality of patient care'; a process that the World Health Organisation (2010) stipulates to enable 'effective collaborative care'. Throughout the programme, this approach to IPE occurs with a range of other health oriented programmes, where you will collaboratively learn with midwifery, nursing, occupational therapy and physiotherapy students. In addition, the spoke placements specific to the programme enables your immersion in environments such as GP practices, community and district nursing/midwifery settings to consolidate your understanding from an experiential perspective.

Another key feature incorporating IPE is the 'Major Incident Event', where in the second year of study you will learn and work alongside Policing and Forensic Science Undergraduate students over a two-day event responding in 'real time' as a Major Incident unfolds. This provides a unique appreciation of to the necessary strategic and operational needs a major incident requires, preparing you with the necessary skills to function if you were to respond to major incident as a Paramedic. This highly acclaimed event which was a finalist at the Higher Education Academy 'Collaborative Award for Teaching Excellence', is often reported on locally and nationally, proving its notoriety as a unique and stimulating learning resource.

You will have opportunity to engage directly with employers, as a large percentage of your placements will be with the Cumbrian and Morecambe Bay Sector of the North West Ambulance Service Trust. You will need to be able to travel to your practice placement and as they are spread across a geographical area, getting to some may require you to travel for up to 90 minutes by your own transport, please refer to your Placement Handbook for further details.

Within these placements, you will learn and develop towards Paramedic status, through the support of your dedicated Paramedic Practice Educator. On ambulance-oriented placements, you will be exposed to the working environment of a paramedic, working supernumerary with an operating ambulance crew, responding to emergency and urgent calls to develop and consolidate your

paramedic specific skills. The intention of ambulance-oriented placements is to facilitate the theoretical knowledge gained from the academic delivery into the practical experiential setting.

A smaller percentage of your placements will be non-ambulance focussed and across an array of health-oriented settings to build your exposure to and understanding of patient needs. Within these placement settings, you will have the opportunity to develop and consolidate your paramedic skills in settings such as Accident & Emergency, Theatres, Hospices, Maternity, Mental Health, GP Practices, Nursing Homes and other hospital wards.

The University provides uniforms for students where appropriate. You are responsible for your own laundry and must provide your own suitable footwear and a Stethoscope.

Learning and Teaching

Teaching

The programme team recognise the individual learning needs of students and ensure that the focus of teaching appeals to the strengths of all learners. We ensure sessions accommodate a variety of methods and strategies used to ensure development acquisition of key knowledge and understanding; and as such maximise your learning opportunities. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independence-based learning.

Learning is based in academic blocks of study and in professional practice. You will be actively facilitated to apply and integrate your professional knowledge within your practice and to develop an enquiring critical approach to your study and professional practice.

The programme team are proud of how they use Technology Enhanced Learning to maximise your learning experience. This is evident in various formats to ensure exposure to learning is 'high-fidelity', facilitating an excellent platform to bridge the gap between theory and practice.

There is a large footprint of simulated space on campus to facilitate all practical learning inclusive of a Simulated Learning Ambulance which is used to provide challenging situations to emulate the requirements on in-transit care, whilst working on an emergency ambulance. Furthermore, a purpose created 'flat' is used to enable patient consultation to provide learning opportunity aligned to the prehospital environment.

Acquisition of knowledge and understanding is through a combination of the following:

- High Fidelity Practice Simulation
- Tutor Led Group Work

- Technology Enhanced learning
- Case Study Approach
- Problem Based Learning
- Interprofessional Learning
- Interactive online and class-based workshop activities
- Use of virtual learning environment
- Facilitated discussion and debate
- Tutorials
- Guided study and reading
- Work based learning
- Reflection on professional practice
- Peer Led Group Work

Intellectual, professional and key transferable skills are developed throughout by methods identified above. You are actively encouraged to critically reflect on your development of skills in practice to develop your ability to make sound professional judgements. Methods used include work-based learning through a range of appropriate clinical placements, simulated learning in clinical skills, action learning sets, lectures and workshops, case study reviews and discussion forums, independent study, and tutorials.

Specifically, you will gain experience within a Paramedic Emergency Service and will also gain experiences from placements within other settings, such as within secondary care, primary care and out of hospital services.

Public and patients contribute to curriculum development, teaching and learning within individual modules where this is appropriate. You will explore the meaning of public and patient engagement, from the perspective of their involvement in their care and decision-making, and in relation to involvement in healthcare planning at a more strategic level. Along with your Practice Educator, you will also seek to ascertain the perspectives of public and patients and actively elicit feedback, which will enable you to learn and to improve your performance. This will be recorded within your student Placement Assessment documentation.

A Typical Week

The programme team understand the importance of maximising the full experience on your journey at university and during academic delivery blocks will afford Wednesday as a study day so you can engage within extracurricular activity with sports teams, societies, independent study and other

engagement activity. It is only on rare occasion the programme team will timetable activity on Wednesday's but they will provide significant notice when this occurs.

Therefore, teaching activity for academic blocks usually spans Monday, Tuesday, Thursday and Friday. It is not every week that you will be on campus the entirety of the four days, but on some occasions especially at Level 4, you will have learning activity scheduled on all four days.

A typical day usually commences at 09:30 in the morning and learning activities span through until 12:00pm. You are afforded an hour for lunch and afternoon lectures commence at 13:00 and span through to approximately 4pm.

As you progresses through each academic year the direct contact with the programme team reduces and emphasis leads towards more independent study. This reflects the programme and the professions appreciation towards becoming an independent practitioner and taking responsibility for your own learning and development needs. The following provides a generalised appreciation to a typical week in each year during the programme:

Level 4

At Level 4 you typically have around 16-20 contact hours per week, which consist of:

- 10 hours of lectures linked to theoretical learning and 6-10 hours of practical learning.

Throughout the academic year you are entitled to a minimum of 2 hours of dedicated 1:1 personal tutorship.

Level 5

At Level 5 you typically have around 14-18 contact hours per week, which consist of:

- 8 hours of lectures linked to theoretical learning and 6-10 hours of practical learning.

Throughout the academic year you are entitled to a minimum of 1 hour of dedicated 1:1 personal tutorship.

Level 6

At Level 6 you typically have around 12-18 contact hours per week, which consist of:

- 8 hours of lectures linked to theoretical learning and 6-8 hours of practical learning.

Throughout the academic year you are entitled to a minimum of 2 hours of dedicated 1:1 personal tutorship.

The Personal tutorials are strategically positioned throughout the academic calendar to ensure you are getting the required support needed to progress with their learning and development of the knowledge, skills and competencies of practice.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study.

Teaching Staff

We have a range of expertise and experience within the core teaching team, which we know you will benefit from as you progress through the programme. You also get the benefit of the whole of the Centre of Excellence in Paramedic Practice staff group which has over 100 teaching staff. Your teaching team have many years' experience in pre-hospital paramedic practice. Across the team they have research interests in interprofessional learning, team working in cardiac arrest situations and effectively leading resuscitation effort, breaking bad news and good bereavement care, clinical skills education, clinical support strategies and mentoring.

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Assessment

Year 1

Reflective portfolio (four separate patchwork assessments to help spread assessment burden)

Practical OSCE assessment

Practice assessment (PebblePad portfolio submission)

Exam (multi-choice and short answer question paper)

Presentation

Academic written submission

Year 2

Professional discussion (pre given areas of discussion)

Teaching aide – multiple choices for submission (podcast/aide memoire etc)

Practice assessment (PebblePad portfolio submission)

Practical OSCE assessment

Presentation

Academic written submission

Year 3

Academic poster submission with Q and A

Practice assessment (PebblePad portfolio submission)

Practical OSCE assessment

Critical discussion Semi-structured VIVA

Reflective portfolio (four separate patchwork assessments to help spread assessment burden)

Dissertation/Final project

Feedback

We ensure consistency of marking and feedback using marking rubrics for each assessment.

These vary in style and format depending on the assessment type. OSCE rubrics are a little different to written assessment rubrics due to the nature of the assessment. All feedback given to learners is in line with practices advocated by our colleagues in CAPE and consistent with the University of Cumbria's curriculum design framework. We operate on seven key principles when providing feedback for learners:

Nicol and Macfarlane-Dick (2006) identified seven principles of good feedback practice

- Facilitates the development of self-assessment
- Encourages student/lecturer dialogue
- Helps clarify good performance
- Provides opportunity to 'close the gap'
- Delivers high quality information about learning
- Encourages positive beliefs and self esteem
- Provides information to lecturers about teaching

Formative and Summative Assessment

Formative assessment is an important feature within the programme and is a required element of engagement in all modules. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment(s) for each respective module. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple-choice tests. Peer and self-assessment

are also used to give you timely feedback on formative tasks; the personal tutoring process will guide this. Gibbs (1999) advocates the notion of formative assessment being a shared experience, with a “social dimension”, arguing that it facilitates students’ ability to make judgements about the quality of work and to take responsibility for their own development and learning, responding to constructive feedback.

The programme ensures summative assessments are designed to provide a creative and balanced strategy throughout the programme, accordingly challenging you to meet the requirements of the module learning outcomes. The programme team ensure a fair balance of modular assessment guidelines throughout each academic year, to ensure you are afforded according time to plan, prepare and submit their respective assessments and avoid overloading of workload. The format of modular assessment has been strategically considered to ensure the learning outcomes are assessed in the most according manner to complement the requirements of the module; leading to efficient and timely feedback. The programme formative and summative assessment formats include:

Formative Assessment	Summative Assessment
Online Virtual Learning Environment Activity	Written Clinical Reports
Mock Examination Papers	Written Assignments
Provided Written Assessment (including assignment plan)	Written Case Study Reports
Observed Structured Clinical Examination (OSCE’s) preparation	Oral Presentations
Practical Skill Assessments (sometimes including a written report)	Poster Presentations
Completing a Research Diary	Written Examinations
Written Reflections	Observed Structured Clinical Examination (OSCE’s)
	Project Work
	Portfolio

The summative assessments all relate to the working environment of a paramedic enabling you to take your assessed learning into the practice environment to optimise the provision of patient care.

Clinical Assessment of Practice (CAP)

This assessment has been designed to measure specific learning outcomes related to clinical practice. These guidelines are applied using the paramedic’s professional judgement on what is safe and proficient practice.

There will be four assessments in each clinical year. Three of these will be formative (the outcome does not contribute towards your portfolio but it will enable you to become familiar with the process and application of the documentation). The final assessment will be summative and contributory to the portfolio.

Each assessment will be a minimum of one session of practice, however this period can be extended depending on the number of patient interactions you are able to perform towards the respective assessment. The CAP should ideally not be protracted over several days' as this may put you at a disadvantage. There is no minimum or maximum number of patient interactions but you should undertake a sufficient range and number of interactions to allow a fair assessment of skills appropriate to the required level. You are required to undertake all interactions within your level of training and assist the Practice Placement Educator and/or supervising paramedic with other patient interactions as appropriate to your level of clinical experience and training.

The Practice Placement Educator and/or supervising paramedic undertaking the CAP will be trained and also experienced in the area of student assessment in practice. The process and documentation for each assessment will be signed by the Practice Placement Educator and/or the supervising paramedic. If you are not progressing appropriately your Personal Tutor and in some circumstances programme lead will be informed and become involved.

Graduate Prospects

This programme takes a unique approach to paramedic education, where the paramedic is seen as an integrated role within the wider NHS. This means that our programme is designed to provide knowledge and experiences of the different areas of the NHS. This in turn will ensure graduates are ready to undertake a variety of jobs within the NHS ranging from the more traditional frontline paramedic to an urgent care practitioner with a GP Practice.

This programme offers a good range of employment opportunities, within the NHS and within other organisations which deliver pre-hospital and emergency care, such as off-shore sites as a remote medic, within rescue services and disaster management. The role of paramedic is developing to include roles in new clinical areas. For example, paramedics may work alongside doctors and nurses as emergency care practitioners (ECPs), also known as senior paramedics, based in:

- health centres
- GPs' surgeries
- minor injuries units

- hospital: e.g. accident and emergency departments
- community hospitals.

It is also possible, with further training in critical care and trauma, to move into the senior role of critical care paramedic.

The University of Cumbria also offers the following post graduate programmes: MSc Paramedic: Practice Development, PGCert Paramedic: Practice Development

PGCert Paramedic First Contact Practitioner: Practice Development which should you wish to continue your studies on completing you BSc (Hons) Paramedic Science degree, are ideal programme to compliment your development. These are distance-learning programmes and can be studies whilst in employment.

MODULES

Year 1			
Code	Title	Credits	Status
HPHP4040	Developing Person Centred Care in Paramedic Practice 1	40	Core
HPHP4042	Physical and Clinical Sciences	20	Core
HPHP4044	Clinical Practice 1	20	Core
HPHP4041	Professionalism and Fellowship	20	Core
HPHP4045	Introduction to Research and Evidence-based Practice	20	Core
Students exiting at this point with 120 credits would receive a Cert HE Pre Hospital and Emergency Care			

Year 2			
Code	Title	Credits	Status
HPHP5041	Developing Person Centred Care in Paramedic Practice 2	40	Core
HPHP5042	Clinical Practice 2	20	Core
HPHP5043	Social Health and Behavioural Sciences	20	Core
HPHP5044	Research Methods	20	Core
HPHP5046	Professionalism, Law and Ethics	20	Core
Students exiting at this point with 240 credits would receive a DipHE Pre Hospital and Emergency Care			

Year 3			
Code	Title	Credits	Status
HPHP6040	Dissertation	40	Core
HPHP6043	Understanding Primary Care	20	Core
HPHP6044	Clinical Practice 3	20	Core
HPHP6041	Contemporary Issues in Paramedicine	20	Core
HPHP6045	Leadership and Management	20	Core
<p>Students exiting at this point with 300 credits would receive an Ordinary BSc Pre Hospital and Emergency Care</p> <p>Students exiting at this point with 360 credits would receive a BSc (Hons) Paramedic Science</p>			

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed.

Timetables
<p>Timetables are normally available no less than four weeks before the start of Semester 1. Please note that while we make every effort to ensure timetables are as student-friendly as possible, scheduled learning can take place on any day of the week.</p>

ADDITIONAL INFORMATION

Student Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Course Costs

Tuition Fees

Course fees can be found here: <https://www.cumbria.ac.uk/study/student-finance/undergraduate/>

The following course-related costs are included in the fees:

- Use of equipment and PPE

Additional Costs

The following course-related costs are not included in the fees:

- Books and Journals: Most core text books are available via the University's library, however you may wish to buy copies of any texts used to support your learning on your course. This could cost between £50 - £100 per year.
- Stationery: You should budget for stationery and consumables for your own personal use. This should include notebooks, pens and pencils for taking notes in class and/or in the field. You should also budget for the purchase of USB pen drives, as well as occasional printing and photocopying costs incurred in the preparation or submission of coursework. Whilst you will choose how much you need, expect to pay around £30 - £40 per year for these items.

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions.

- A student on this programme is not permitted to retake any of the modules.
- For modules containing practice assessment elements, a student will be permitted one reassessment opportunity, the timing of which will be agreed by the placement partner and subsequently approved by the assessment board.
- For modules with no practice assessment elements, where a student fails both the initial assessment and one reassessment opportunity, the assessment board will decide if the student can be offered a 2nd reassessment opportunity (for which the student will be provided the appropriate academic support). If the student subsequently fails this 2nd reassessment, they will be required to exit the programme with the relevant exit award or transcript of awarded credits.
- Progression to level 5/6 - You are required to complete 120 level four/five academic credits before you can formally progress into level 5/6 of your programme. As you approach the end of level 4/5 you may be in the situation where you are required to complete reassessments due to assessment fails. In order to facilitate a fair and reasonable timeframe to complete level 4/5 reassessments, the assessment board can make the

decision to allow you to commence level 5/6 learning with your assigned cohort whilst you undertake any necessary reassessments (1st reassessment or 2nd reassessment if still outstanding) Please note the maximum outstanding credits will be 60 if you have to complete more than that then you will be required to complete your reassessments to a assigned timetable and join the next available cohort when you are ready. However, please note that if you fail your reassessment/s then you will, as detailed within the exceptional regulations, be required to exit the programme with the relevant exit award or transcript of awarded credits. On completion and achievement of all 120 credits you will then be able to recommence level 5/6 with the next available cohort.

External and Internal Benchmarks

External Reference Points

College of Paramedics (2019) Paramedic Curriculum Guidance 5th Edition

Paramedic Evidence-Based Education Project (PEEP) (2013)

Quality Assurance Agency (QAA) Benchmark Statement for Healthcare Programmes for Paramedic Science (2019)

HCPC Standards of Proficiency for Paramedics (2023)

HCPC Standards of Conduct, Performance and Ethics (2016)

HCPC Standards of Education and Training (2017)

University of Cumbria Academic Regulation 2016 / 2017

<http://www.cumbria.ac.uk/about/organisation/professional-services/academic-quality-and-development/academic-regulations/>

The Joint Royal Colleges Ambulance Liaison Committee Clinical Guidelines (JRCALC) (2019)

NHS England (2017) Integrated Urgent Care Service Specification

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular

intake year will be as detailed on the programme webpage: [BSc \(Hons\) Paramedic Science Course - University of Cumbria](#)