



**DEPARTMENT OF
PARAMEDICS
(DoP)**

**BSc (Hons)
in
PARAMEDIC SCIENCE**

PROGRAMME SPECIFICATION

September 2023

A	NATURE OF THE AWARD	
1	Programme title	BSc (Hons) Paramedic Science
2	Final award	BSc (Hons) Paramedic Science
3	Intermediate awards	Undergraduate Certificate in Out-of-Hospital care (Year 1) with no eligibility for registration with the HCPC. Undergraduate Diploma in Out-of-Hospital care (Year 2) with no eligibility for registration with the HCPC. Bachelor of Science (Pass degree) in Out of Hospital Care (Year 3) with no eligibility for registration with the HCPC.
	Aegrotat Award	Confers no eligibility for registration with the HCPC.
4	Awarding institution/body	St George's University London
5	Teaching institution	St George's University
6	Programme accredited by	HCPC St George's University London
7	UCAS/JACS code	B781, institution code S49
8	QAA benchmark statements	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-paramedics.pdf?sfvrsn=7735c881_4
9	Date specification produced	March 2016 (revised July 2022)

B	FEATURES OF THE PROGRAMME	
1	Mode of study	Full-time
2	Usual length of programme	3 years full-time (5 years maximum as per SGUL regulations)

C	EDUCATIONAL AIMS OF THE PROGRAMME
<p>The programme will develop relevant knowledge, understanding, skills and professional behaviour to work as an effective, independent paramedic. It will promote empathy and sensitivity to engender a patient focused approach to paramedic practice and inspire a responsibility to promote excellence within the paramedic profession. The programme will develop an understanding of the scientific basis for paramedic practice, further developing clinical competence in practice to the level necessary to become a registered paramedic. It will foster the skills of problem solving and critical reasoning, prioritising, and adapting to changing needs and demands of the service.</p>	

D	LEARNING OUTCOMES	
	<ul style="list-style-type: none"> ▪ The relevant knowledge, understanding, skills and professional behaviour to work as an effective, independent paramedic. ▪ Empathy and sensitivity to engender a patient focused approach to paramedic practice. ▪ A responsibility to promote excellence within the paramedic profession based upon the Standards of Paramedic Practice (SOPS) 2014. ▪ An understanding of the scientific basis for paramedic practice. ▪ Competence in paramedic clinical practice to the level necessary to become a registered paramedic in the UK. ▪ The skills of clinical reasoning and problem solving in paramedic practice. ▪ The ability to prioritise and adapt to changing needs and demands of the service. ▪ The ability to critically analyse and evaluate literature and health care practice. ▪ The ability to apply academic knowledge and reflective skills to working with patients. ▪ Will have developed a strong sense of professional identity. ▪ Developed a strong understanding of the key social policy drivers recommended by the PEEP report (2013): <ul style="list-style-type: none"> ○ Dementia and mental health awareness ○ Clinical leadership skills ○ Multi-professional learning opportunities ○ Integrated care ○ End of life care ○ Inclusion health 	<p>Assessment</p> <p>Online MCQ Essays Reports OSPEs Presentations Practical exam Case studies Reflections Practice Assessment Document (PAD)</p>

Learning Outcomes End of Year 1 – Level 4

	Outcome	Module
<u>1.</u>	Demonstrate a broad understanding of the role and responsibility of the HCPC registered paramedic and the legal and ethical framework underpinning their practice.	Professional Practice 1 PAD
<u>2.</u>	Define the anatomy, physiology, and physiological processes of the human body as they apply to paramedic practice	Science for Paramedics Introduction to Paramedic Clinical Care
<u>3.</u>	Demonstrate effective immediate life support and develop an initial awareness of the relevant pharmacology and the administration of therapeutic medications as they apply to paramedic care.	Introduction to Clinical Care Science for Paramedics
<u>4.</u>	Act with limited autonomy, under direction or supervision within defined guidelines, prioritising and providing appropriate paramedic care and maintaining clinical records in accordance with applicable legislation, protocols, and guidelines.	Professional Practice 1 PAD
<u>5.</u>	Develop an awareness of the role of dynamic risk assessment and how it facilitates safe working practices in challenging and unpredictable environments; being able to initiate appropriate action to assess and manage risk under direct supervision.	Introduction to Paramedic Clinical Care
<u>6.</u>	Demonstrate safe selection and use of ambulance and paramedic equipment recognising underlying criteria for infection prevention /control and risk assessment and undertake the assessment for safe manual handling of simulated patients.	Introduction to Paramedic Clinical Care
<u>7.</u>	Demonstrate knowledge of the diverse needs of service users, colleagues and other agencies and be able to select, move between and use appropriate forms of verbal and non-verbal communication techniques in an inclusive manner. Consistently demonstrate an understanding of the importance and limitations of the concept of consent and confidentiality	Professional Practice 1 PAD
<u>8.</u>	Explore application of scientific enquiry, including the evaluation of treatment	Professional Practice 1

	efficacy and the research process and how these inform paramedic care.	PAD
<u>9.</u>	Provide culturally sensitive psychological and social assessment and care recognising the relationship between sociological, health and behavioural science.	Professional Practice 1 PAD
<u>10.</u>	Begin to understand the value of reflection on practice and the benefit of documenting such reflection.	Professional Practice 1 PAD

Learning outcomes End of Year 2 – Level 5

	Outcome	Module
<u>1.</u>	Define the anatomy, physiology and physiological processes of the human body developing knowledge of health, disease, disorder, and dysfunction as they apply to paramedic practice. Demonstrate understanding and knowledge of clinical science and pathophysiology to the assessment of patients across the lifespan to inform practice.	Applied Science for Paramedics
<u>2.</u>	Define the role and responsibility of the HCPC registered paramedic and the legal and ethical framework underpinning their practice. Have detailed knowledge and experience in gaining informed consent and consistently act in the best interests of service users regardless of whether they have capacity to consent, upholding the rights, dignity, values, and autonomy of all service users.	Professional Practice 2 PAD
<u>3.</u>	Demonstrate effective advanced life support and demonstrate awareness of the relevant pharmacology and the administration of therapeutic medications, including pharmacodynamics and pharmacokinetics as they apply to paramedic care.	Applied Science for Paramedics Paramedic Management of Acute and Critical Illness
<u>4.</u>	Act with limited autonomy and direction with personal responsibility within defined guidelines, prioritising and providing appropriate paramedic care and maintaining clinical records in accordance with applicable legislation, protocols, and guidelines. Be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar and unpredictable circumstances or situations.	Professional Practice 2 Paramedic Management of Acute and Critical Illness PAD
<u>5.</u>	Consistently demonstrate safe working practices in challenging and unpredictable environments using dynamic risk assessments, recognising underlying criteria for infection prevention and control and the safe manual handling of patients.	Applied Science for Paramedics Paramedic Management of Acute and Critical Illness

<u>6.</u>	Explore and engage with the diverse needs of service users, colleagues, and other agencies both independently and as part of a team in planning and evaluating care using a variety of communication techniques in a non-discriminatory manner. Beginning to take a role in the education of service users, colleagues, and other agencies where appropriate.	Assessment and Evaluation of Mental Health in the Out of Hospital Setting
<u>7.</u>	Use research, reasoning, and problem-solving skills, applying scientific enquiry to evaluate treatment efficacy in the selection of interventions to determine appropriate actions and individualise care. Identify appropriate care pathways in making and receiving referrals.	Professional Practice 2 Paramedic Management of Acute and Critical Illness PAD
<u>8.</u>	Provide culturally sensitive psychological and social assessment and care recognising the relationship between sociological, health and behavioural science. Demonstrate the significance of continuing critical self-awareness of both physical and psychological health in recognising personal fitness to practice. Consistently apply and review strategies for physical and psychological self-care to ensure safe working practices.	Professional Practice 2 PAD
<u>9.</u>	Demonstrate relationships between paramedics and other health and care professionals and be able to contribute both independently and collaboratively as part of a multi-disciplinary team demonstrating key concepts of leadership and their application to practice.	Professional Practice 2 PAD Assessment and Evaluation of Mental Health in the Out of Hospital Setting
<u>10.</u>	Participate in training, supervision and mentoring including actively seeking opportunities for continuing professional development maintaining an effective audit trail to assure the quality of their practice, demonstrating reflective practice	Professional Practice 3 Paramedic Management of Acute and Critical Illness

	and the need to record the outcome of such reflection to inform future practice.	
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Learning outcomes End of Year 3 – Level 6

	Outcome	Module
<u>1.</u>	Demonstrate critical reasoning and decision-making.	Paramedic Management of Minor Health Problems. Paramedic Approach and Management of Hospital Avoidance Evidence Based Practice PAD
<u>2.</u>	Evaluate and reflect on structured approaches to patient assessment and apply evidence-based practice in the management of a patient with a minor injury / illness.	Paramedic Management of Minor Health Problems. Paramedic Approach and Management of Hospital Avoidance Evidence Based Practice PAD
<u>3.</u>	Recognise limitations of role and explore opportunities to access appropriate resources in developing practice Evaluate the effective use of out-of-hospital pathways	Paramedic Management of Minor Health Problems.
<u>4.</u>	Evaluate literature to inform current and evolving research and evidenced based practice. Formulate systematic search strategies to identify relevant literature. Critically appraise research evidence.	Paramedic Management of Minor Health Problems. Evidence Based Practice.
<u>5.</u>	Demonstrate inter-professional working and collaboration with community-based pathways for effective patient referral	Paramedic Management of Minor Health Problems. Paramedic Approach and Management of Hospital Avoidance

		PAD
<u>6.</u>	Critically discuss the relationship between research and paramedic practice, synthesising a research question based upon existing literature. Demonstrate an ability to make recommendations for change in paramedic practice based upon existing literature.	Evidence Based Practice.
<u>7.</u>	Critically analyse examples of clinical practice. Critically appraise styles of leadership, mentorship, and holistic approaches to provide by a range of healthcare professionals. Examine evidence informing the models, systems, pathways, and processes used to effectively manage appropriate patient pathways.	Evidence Based Practice Transition to Paramedic Practice Paramedic Management of Minor Health Problems. Paramedic Approach and Management of Hospital Avoidance PAD
<u>8.</u>	Examine the effects of exacerbation on the wellbeing of people with complex or long-term conditions.	Transition to Paramedic Practice Paramedic Approach and Management of Hospital Avoidance PAD
<u>9.</u>	Demonstrate inter-professional working and collaboration with community-based pathways for effective patient referral	Paramedic Management of Acute and Critical Illness PAD
<u>10.</u>	Demonstrate relationships between paramedics and other health and care professionals and be able to contribute both independently and collaboratively as part of a multi-disciplinary team	PAD Evidence Based Practice

	demonstrating key concepts of leadership and their application to practice at an independent level.	<p>Paramedic Management of Minor Health Problems.</p> <p>Paramedic Approach and Management of Hospital Avoidance</p>
<u>11.</u>	Provide culturally sensitive psychological and social assessment and care recognising the relationship between sociological, health and behavioural science. Demonstrate the significance of continuing critical self-awareness of both physical and psychological health in recognising personal fitness to practice. Consistently apply and review strategies for physical and psychological self-care to ensure safe working practices.	<p>Transition to Paramedic Practice</p> <p>Paramedic Management of Minor Health Problems.</p> <p>PAD</p>

E	Programme structure and features
<p>The programme is a full-time 3-year BSc (Hons) culminating in 360 credits. The modules are each 30 credits, in the main addressing the learning outcomes with a varied assessment strategy.</p> <p>Modules include:</p> <p>Level 4 Introduction to Paramedic Clinical Care Science for Paramedics Applied Clinical Care Professional Practice 1</p> <p>Level 5 Applied Sciences for Paramedics Assessment and Evaluation of Mental Health in Pre-hospital Care Paramedic Management of Acute and Critical Illness Professional Practice 2</p> <p>Level 6 Paramedic Approach and Management of Hospital Avoidance Management of Minor Health Problems Evidence-Based Practice for Paramedics Transition to Paramedic Practice</p>	
<p>'The description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as full and definitive. For up-to-date information see the course handbook'.</p>	

F	General teaching and learning strategies
<p>The aim of the BSc (Hons) Paramedic Science is to develop the student as a self-reliant and autonomous learner, capable of independent and novel thinking and developing the skills to enable them to apply their learning to clinical practice, resulting in a competent paramedic practitioner. These objectives will be achieved by a teaching scheme delivered through three key domains: knowledge, skills, and attitudes. The acquisition of knowledge will be achieved through face-to-face teaching sessions/workshops, a strong clinical and simulation aspect and self-directed learning through online and library resources. A secure knowledge base will then provide a platform to develop the skills of paramedic science in the context of out of hospital care. This will primarily be achieved through engagement at workshop sessions, simulation, assignments, and portfolio development. The third domain, attitude, emphasises the need for the clinician to develop the skills to effectively communicate with service users and colleagues. Learning from all three domains will be applied to clinical practice, with the student undertaking reflective practice and demonstrating professional development through the compilation of their portfolio.</p>	

G	Assessment
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Assessment is integral to the continuous process of learning and development and holds a central role in the student's overall learning experience. In designing the programme's assessment strategy, consideration has been given to the contribution of assessment to student learning, with the aim of exposing students to a balanced range of assessment tasks, which have personal relevance to the student and to their field of professional practice. Validity has been addressed by designing assessments that are well aligned with the module learning outcomes. To ensure that these are focused explicitly on the stated learning outcomes, the assessment tasks have been mapped against the learning outcomes.

Reliability is addressed through explicit assessment criteria, internal moderation procedures, external examiner review and the SGUL quality assurance and enhancement processes.

H	Support for students and their learning
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Students will be allocated a personal tutor at the start of the programme. During their time in clinical practice, students will be allocated to a PPEd (paramedic practice educator).

I	Criteria for admissions
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All initial applicants for the BSc (Hons) Paramedic Science will be recruited, through rigorous recruitment processes. UCAS applications will be submitted and screened centrally by SGUL Registry using screening parameters previously agreed and ratified in conjunction with the Course Committee. Applications which pass initial screening will be assessed by the Course Director/Admissions Tutor or nominated members of the teaching team. Following a successful interview (MMI – either on site or online), applicants confirmed as meeting the standard entry criteria for the award will be offered a place. (Please see Admissions handbook). The link below gives access to information students may require making an informed choice about whether to apply for or accept a place on a programme.

<https://www.sgul.ac.uk/study/undergraduate/undergraduate-courses/paramedic-science-bsc-hons/entry-criteria>

There has historically been an In-Service route for students employed by an Ambulance Trust to have a recognised step on to the programme. This option remains open under the revalidation, although South East Coast Ambulance Service (SECAmb) will no longer be providing students via this route. This may, however, reopen with the London Ambulance Service, and therefore the admissions process for this group needs to remain 'live'. The criteria for these students is set between the Ambulance Trust and the University, and the applicants must meet the Trust internal criteria prior to applying for the programme. These are detailed in the admissions handbook, but include

- Meeting the Level 4 criteria in order to receive RPEL credits.

- Submitting a level 4 reflective assignment set by the University/Paramedic Lecture team, which must achieve a university grade of 40% in order to show ability to perform at level 4.
- Agree to undertake an online Science for Paramedics module, and complete an end of course assessment in order to ensure they are prepared for the rigours of level 5 study.
- Undertake an on-site MMI with questions adapted to ensure relevancy for employed ambulance personnel.

J | Career opportunities

London Ambulance Service support several students in clinical practice through this programme and students typically gain employment through this Trust. In service students are already employed, but may still need to apply for a paramedic position within their Trust upon graduation.

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

Student evaluation and feedback will be collected via a number of different methods. The principal approach used will be the collection of written evaluation data from each student on the last day of the module. A standard, structured evaluation questionnaire will be used, based on a Likert-style rating scale. The numerical data will be collated onto a database, which permits analysis of trends within and between modules. A second, open-ended form will be used to collect general student views on the module's best features, challenges, improvements, and its impact on the student's practice.

Collated evaluation data is interpreted by the Course Director. These summaries will be presented as a standing agenda item at each Course Committee meeting (meets three times annually either on site in person or online) where areas of good practice are disseminated and issues requiring action points agreed, with timescales and the allocation of responsibilities for actions. Progress on action points will be followed up at subsequent Course Committee meetings. During the pandemic these meetings were held **virtually monthly**, with all students from each year group being invited to a monthly meeting to keep updated as to changes to teaching delivery based upon latest Government guidance. **This system would be re-introduced should a similar situation recur.** Module evaluations are combined to give an annual, overall programme evaluation, which will be used to inform the annual monitoring report. Feedback, in the form of summary data, will be disseminated to the sponsoring Trust in which the student is working. Other types of informal evaluation may be used at the discretion of the module leader, to assist with specific aspects of module design or development. These may include evaluation of individual sessions particularly where these are led by outside speakers.

The Course Committee includes student representatives. Their role is to convey a student perspective and feedback on general programme management

issues. Students may also feedback their comments on the programme to year leaders and module leaders.

L Regulation of assessment

Assessment will be regulated through:

- The Scheme of Assessment which will be reviewed and revised as necessary each year. Major changes to the scheme will be submitted to the SGUL Undergraduate Programme Committee (UPC) for approval prior to implementation, and will only affect new starters to the programme, not those students already bound by the terms of previous schemes of assessment.
- The Board of Examiners which meet a minimum of two times per academic year to view student work and to ratify assessment results.
- An External Examiner who:
 - Is a member of the Board of Examiners.
 - Reviews student coursework and portfolios.
 - Provides an annual report, which will be considered by the Course Committee.

M Indicators of quality and standards

Annual Programme Monitoring Report.
Student evaluation of modules (SOLTS).
Student representative feedback.
External Examiner reports.
Module pass rates and course completion rates
Year 1 and 2 Student Education Survey (SES)
Year 3 National Student Survey (NSS)
HCPC Annual return
SGUL Programme Review / Major Change Review

Publication: This specification is available in the following locations: SGUL website; VLE; There is no longer a student handbook. All information that was previously contained within the handbook is available on the Course Canvas Pages.

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, and teaching, learning and assessment methods of each module can be found in the course handbooks and, where they are produced, separate module guides.

Key sources of information are:

Course documents (VLE)

The SGUL prospectus, available online at sgul.ac.uk

Course leaflets

The SGUL internet site

General Regulations for students and programmes of study (updated annually)

QAA subject review reports