

Programme Specification

Award and title: MSc Paramedic Science (Pre-Registration)

School:	School of Science, Technology & Health
Subject area:	Health
Entry from academic year:	2026-27
in the month(s) of	September
Awarding institution:	York St John University
Teaching institution:	York St John University
Delivery location:	York St John University
Programme/s accredited by:	Health and Care Professions Council (HCPC)
Exit awards:	Postgraduate Certificate (Emergency Prehospital Care). Postgraduate Diploma (Prehospital Care)

UCAS code / GTTR / other:	
Joint Honours combinations:	N/A
QAA subject benchmark statement(s):	Paramedic
Mode/s of study:	2 years full time
Language of study:	English
Paired with Foundation Year	No
Study abroad opportunities:	No
Opt-in YSJU Placement Year opportunity:	No

Introduction and special features

Paramedic science at York St John University is driven by an innovative approach to a developing profession. This has led us to develop a new postgraduate route to paramedic registration. So, whether you are a Health, or Allied Health Professional looking to broaden your professional base; a biological sciences graduate looking for a practical, patient focussed career; or want to make use of the critical analysis skills of your undergraduate degree in any other discipline, we hope we can find a place for you.

Paramedics occupy a unique place in healthcare provision globally, which often transcends primary, secondary and tertiary healthcare in many settings. There is an increasing need for the profession to understand complex healthcare needs as well as wider public health concerns. This programme builds on the considerable critical thinking and applied healthcare knowledge gained through previous experiences and aligns that with the skills and knowledge required to be an HCPC registered paramedic.

There is a strong emphasis on inter-professional and inter-agency learning throughout the programme and you will be encouraged to consider the role of different professions and how they work alongside paramedics. This may take the form of case scenarios, case discussion and visiting speakers from a variety of different clinical environments. By integrating interprofessional learning with critical problem-solving skills you will be encouraged to make a unique contribution to your new profession, right from the start of your new career.

Developing a respect for providing person centred care is weaved throughout the theoretical and practical components of the programme and there is a strong commitment to social justice. Developing culturally

capable practitioners that respect the need to allow shared decision making is one of the key aims of this programme. The commitment to social justice and culturally capable graduates is evident through the programme, from the admissions processes to the equipment we use and the topics we teach.

At York St John we have adopted an integrative approach to practice education. Ensuring that practice is central to learning requires that we partner with providers that can help you to become an adaptive reflective practitioner. Yorkshire Ambulance Service NHS Trust, along with other NHS and non-NHS providers, partner with the University to assist you in the transfer of theory into practice. Importantly this transition starts in the classroom, where realistic scenarios and case studies promote a real-world focus.

Admissions criteria

At York St John University we encourage applications from people with a variety of backgrounds and experience. As such, the admissions criteria can be somewhat complicated to navigate and we encourage you to make contact with University staff to discuss your specific situation and what evidence you may need to provide.

You must meet the University's general entry criteria for postgraduate study.
In addition, you must have:

- An undergraduate degree at Bachelor's level (level 6) or equivalent, with a minimum upper second class. In addition, applications without a human biology; or behavioural science; or sports science; or health-related focus in their award must undertake additional education as specified below (or the equivalent thereof).

Or

- A first or upper second-class BSc honours degree (or equivalent) in a human biology; or behavioural science; or sports science; or health-related profession plus experience of undergraduate level research skills and a project/dissertation.

Or

- A first or upper second-class undergraduate degree in any subject that contains experience of research skills and a project/dissertation. In addition, evidence of successful completion of the study of human biology and basic patient assessment skills at level 4 or above. Where the study of basic patient assessment skills is difficult to obtain, equivalent life support skills and first aid experience will be considered. This assessment will be made on the evidence you provide prior to an offer being made.

And

- Insight into the paramedic profession and work shadowing experience with paramedics is preferred (this could be in any setting, such as an emergency ambulance or GP practice. Insight into the depth and breadth of paramedic practice is required, and as such there is not a stipulated amount of work experience that is required. This could also be in conjunction with organised or personal study where shadowing is difficult to obtain). Evidence of this insight is to be presented in a personal statement on application. Guidance for this statement is available on the programme specific website.
- Applicants presenting with a lower second-class degree in a relatable subject, or an undergraduate degree in any subject, may be considered if you are able to evidence significant academic or professional experience which is judged to be acceptable by York St John University. This assessment will be made on the evidence you provide prior to an offer being made.
- If you do not have traditional qualifications, you may be eligible for entry on the basis of [Recognition of prior learning \(RPL\)](#). We also consider applications for entry with advanced standing.

Additional Notes for Admission to the Programme:

Disclosure of criminal background:

The Rehabilitation of Offenders Act 1974 does not apply and all cautions and convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. If you are offered a place, you must undergo an Enhanced Disclosure and Barring Service (DBS) check and will be required to complete a disclosure application form. All information will be treated in confidence and only considered when necessary.

Manual Handling:

As a requirement for practice education, you will be trained and assessed in manual handling techniques before being allowed into practice at the beginning of the programme. If you are unable to successfully complete this short course, provided at the start of the programme and updated periodically throughout, you will be considered unfit for practice and unable to continue the programme.

Health assessment, declaration, and vaccinations:

You must be in good health and up to date with your routine immunisations (e.g. Covid 19, tetanus, diphtheria, polio and MMR). If you are offered a place, you will be required to complete a questionnaire and must be prepared to undergo a medical examination. You will also be required to confirm your status in respect of several infectious diseases and immunisations and be prepared to have all required vaccinations. If your vaccinations are not up to date this will affect your ability to continue your course. If you have any concerns with regards to vaccinations, please raise this at the point of application.

Driving:

You will not be required to drive an ambulance vehicle as part of this course. You will be required to transport yourself to and from practice education placements, which may be some distance from campus. We would strongly recommend that you have vehicle and the appropriate license to operate it.

On graduation most employers will expect you to have had your full driver's license for at least two years and have minimal (if any) points. Most employers require a C1 licence on starting and it is advisable for you to ensure you are eligible to apply for this licence.

Also Note:

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>). You must be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5.

Programme aim(s)

1. To empower the development of resilient and competent practitioners, capable of meeting patient expectations of a modern paramedic service
2. Meet and continue meeting the standards of proficiency required of paramedics by the Health and Care Professionals Council.
3. Develop professional and adaptive paramedics who can deliver health care outcomes expected by service users.
4. Understand the key concepts and knowledge base relevant to the paramedic profession
5. Apply the appropriate knowledge and skills to inform practice.
6. To empower graduates to become leaders within their clinical settings.

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 7

- 7.1 Critically understand and use a broad range of clinical skills and interventions (including pharmacological) in accordance with professional, ethical and legal frameworks in order to practice safely and competently as a paramedic in a complex clinical environment.
- 7.2 Develop and use information literacy skills to find, critically evaluate and integrate into practice, the appropriate knowledge related to theoretical constructs of paramedic care.
- 7.3 Design and undertake original research demonstrating an understanding of transformative ideas through the application of paramedic specific and applicable knowledge.
- 7.4 Interpret and use feedback from internal and external sources in order to autonomously adapt performance
- 7.5 Effectively communicate by expressing informed ideas and opinions, with confidence and clarity, to a variety of audiences, for a variety of purposes, using appropriate language.
- 7.6 Identify and solve complex problems both independently and as part of a team demonstrating leadership within clinical and professional development settings.
- 7.7 Understand and apply a deep knowledge of human function, health, disease, dysfunction and disorder in paramedic practice.

Programme structure

Code	Level	Year	Semester	Title	Credits	Module status	
						Compulsory (C) or optional (O)	non-compensable (NC) or compensable (X)
PAR7001M	7	1	1	Transition to Paramedic Practice	15	C	NC
PAR7002M	7	1	1&2	Clinical Care in Paramedic Practice	30	C	NC
PAR7003M	7	1	1&2	Principles of Paramedic Practice	30	C	NC
PAR7004P	7	1	2*	Practice Education 1	15	C	NC
PAR7005M	7	2	1	Concepts of Physical and Mental Health in Paramedic Practice	15	C	NC
PAR7006M	7	2	2	Urgent and Primary Care for Paramedic Practice	15	C	NC
PAR7007P	7	2	1&2	Practice Education 2	30	C	NC
PAR7008M	7	2	1&2	Paramedic Research in Action	30	C	NC

* PAR7004P commences in week 12 of Semester 1

Any modules that must be passed for progression or award are indicated in the table above as non-compensable. A non-compensable module is one that must be passed at the relevant level (with a mark of 50) in order to progress.

Learning, teaching and assessment

The Programme has been designed to develop relevant knowledge, skills and professional behaviours and values required to achieve entry level professional competencies as required by the Health and Care Professions Council. The design of the teaching learning and assessment is informed by and mapped to (where appropriate): the QAA Subject Benchmark Standards for Paramedics (2019); the HCPC Standards

of Education and Training (2018); the HCPC Standards of Proficiency for Paramedics (2014); and the College of Paramedics Curriculum Guidance (5th Edition 2019).

Educational philosophy

The MSc Paramedic programme is designed to educate practitioners to work within integrative and person-centred healthcare delivery models. As such, it draws on adaptive and reflexive pedagogical approaches that are personally and professionally transformative. The programme is delivered using a blended-learning approach, in which there is a mixture of face-to-face and virtual or on-line learning, self-directed study and experiential learning. The blended-learning approach offers flexibility of learning opportunities and is designed to be inclusive for students with different learning needs, caring roles and responsibilities.

Learning is scaffolded across the two years of the programme in a way which develops appropriate professional competencies required to become independent learners, evidenced-based practitioners, and skills to continue lifelong learning during your professional careers. Developing the ability to reflectively adapt to changing practice in the short, medium, and long term is an essential part of paramedic practice and the programme is structured in a way to prepare you for this key part of your future career. The programme is designed to combine practice and theory and allow a seamless integration of the two.

Teaching Strategy

The programme utilises a range of relevant, contemporary real world learning opportunities and resources that will prepare you for the challenges of working in a changing environment of health and social care and innovative models of service delivery. Future proofing an emerging workforce will require you to develop skills in: enquiry; problem setting and problem solving; research; critical thinking; analysis; evaluation; collaboration; reflection; self-assessment; peer assessment; giving and receiving feedback; among many other essential attributes.

Throughout the programme you will learn to utilise a range of digital tools that will enable you to become digitally fluent and prepared to embrace the challenges of the 'fourth industrial revolution' and how this could impact on practice for the benefit of service users.

Face-to-face learning and teaching may include:

- Lectures
- Seminars
- Individual and group tutorials
- Interactive workshops
- Visits and field trips
- Guest speakers and visiting lecturers from service users, clinicians, service providers

Experiential learning may include:

- Practical and skills-based sessions
- Research
- Practice education placements

Online activities may include:

- Virtual Learning Environment (VLE) based tasks (Forums, discussion groups, screen-cast lectures (flipped classroom), e-portfolios, module teaching resources)
- Other online platforms or applications
- Social media use (e.g. Twitter, YouTube, Pinterest)

Assessment Strategy

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (QAA 2014) state that Master's degrees are awarded to students who have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- Conceptual understanding that enables the student:
 - To evaluate critically current research and advanced scholarship in the discipline
 - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

As such, the assessment strategy has been designed to encourage criticality and creativity and inspire you to develop new concepts and thoughts on contemporary paramedic practice. The assessments, where possible allow flexibility in what you choose to consider and evaluate, generating originality and new ideas.

By using active, collaborative, reflective and dialogic approaches to teaching, learning and assessment, you will develop into an independent and lifelong learner. The programme deliberately utilises a wide range of assessment techniques designed specifically to reflect what graduates will do in employment, for example the ability to problem solve, clinically reason, utilise evidence to formulate treatment plans appropriate to an individuals' specific needs, presentations, and written reports. Assessment strategies involve written assignments to challenge your theoretical knowledge within the context of clinical scenarios and evidence-based practice but also oral presentations, involving analysis and critique of information and production of dialogic assessments involving items such as poster production.

Practical assessments are designed to bring together realistic situations, mimicking what is expected in clinical practice by the demonstration of problem-solving ability and skills application (and also the 'softer' skills of professionalism). This, combined with the production of a research proposal and subsequent article, will mean that you have an opportunity to make a difference to both services users and the in the profession right from the point of graduation.

Information and guidance regarding all assessment requirements will be available to you via the University virtual learning environment (currently Moodle) module sites. You will be offered assignment tutorials (group and/or individual) to support the preparation for assessments.

Throughout the programme you will be allocated an academic tutor to support your academic development and encourage reflection on your own performance, practice, and identify action plans for continued academic and professional development. The University also provides a range of central guidance and learning resources through the Information and Learning Services directorate. These resources include online tutorials, factsheets, study skills workshops and individual appointments with specialist staff (e.g. writing support, librarian).

Practice education will be integral to you achieving the programme learning outcomes and an essential component of professional development. This will provide opportunities for you to demonstrate the ability to use knowledge, skills and information and show progress in applying it through your participation. Practice education facilitates the transition from student to competent practitioner by providing scope for reasoning and reflection in the practice environment that complements and extends your academic studies.

Progression and graduation requirements

The University's [general regulations for](#) postgraduate awards apply to this programme. Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensable.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

- Passed all modules specified for the programme of study in the programme specification

- Passed all practice education modules. Students will only be able to fail and redeem one practice education module. Subsequent failure will result in termination of the student's enrolment on the programme. Opportunities to redeem may not be able to be made within the normal resit period and may delay progression.
- Only graduation with the full award of MSc Paramedic Science (Pre-Registration), including practice education components will carry eligibility to apply for registration as a Paramedic
- Additional interim (exit) awards are available with 120 credits a Postgraduate Diploma (Prehospital Care) and 60 credits for a Postgraduate Certificate (Emergency Prehospital Care). These will not enable eligibility to apply for registration with the Health and Care Professions Council (HCPC) and consequently to practise as a Paramedic.
- Aegrotat awards - If a student is offered an aegrotat award as per University regulations, this does not confer eligibility to apply for admission to the Health and Care Professions Council (HCPC) Register.

Internal and external reference points

This programme specification was formulated with reference to:

- [The Health and Care Professions Council Standards for Education and Training](#)
- [The Health and Care Professions Council Standards of Proficiency for Paramedics](#)
- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA Subject Benchmark Statement, Paramedics \(2019\)](#)
- [Frameworks for Higher Education Qualifications](#)
- [The College of Paramedics Curriculum Guidance](#)

Date written / revised: January 2022

Programme originally approved: 25 April 2022 (YSJU approval)