

Programme Specification

BSc (Hons) Paramedic Science

<i>School:</i>	Science, Technology and Health
<i>Subject area:</i>	Allied Health
<i>Entry from academic year:</i>	2024/5
<i>in the month(s) of</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s approved by:</i>	The Health and Care Professions Council
<i>Exit awards:</i>	Certificate of Higher Education in Emergency Prehospital Care Diploma of Higher Education in Prehospital Care BSc (Ord) in Prehospital Care
<i>UCAS code / GTTR / other:</i>	B870
<i>Joint Honours combinations:</i>	N/A
<i>QAA subject benchmark statement(s):</i>	Paramedic
<i>Mode/s of study:</i>	Undergraduate Periods of Study for full time only. ¹
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Opt-in YSJU Placement Year opportunity:</i>	No
<i>Excluding a year-long placement/professional experience, are there placement/field trip/work experience(s) totalling 20 days or more?</i>	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 complement our current provision with a BSc (Hons) Paramedic Science programme. If you are looking for a practical, patient focussed career; and want to develop the critical skills necessary for the paramedic profession, 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 allows you to develop critical thinking and applied healthcare knowledge as well as the skills required to be an HCPC registered paramedic.

¹ The standard period of study will apply unless otherwise stated; please refer to the Regulations for Undergraduate/Taught Postgraduate/Professional Doctorate Awards <https://www.yorks.ac.uk/policies-and-documents/regulations/> for information on standard periods of study

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 and the commitment to social justice and culturally capable graduates is evident throughout.

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

You must meet the minimum entry requirements which are published on the programme specific webpage.

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. Those with criminal convictions may not be offered a place on the programme at the discretion of the programme team.

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 assessment. 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 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 a 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.

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/>).

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.

Programme aim(s)

1. To empower the development of resilient and competent practitioners, capable of meeting patient expectations of a modern paramedic service.
2. To develop professional and adaptive paramedics who are able to deliver health care outcomes expected by service users.
3. Understand the key concepts and knowledge base relevant to the paramedic profession.
4. To empower graduates to become leaders within their future clinical settings and deliver care in a manner consistent with the standards set by the Health and Care Professions Council.

Programme learning outcomes

Upon successful completion of the programme, you will be able to:

Level 4

- 4.1 Acquire, organise, and evaluate information from research and present this in clear and logical arguments.
- 4.2 Demonstrate the application of theory to practise settings by providing person-centred care at a basic level.
- 4.3 Contextualise typical human biological function within clinical care settings found in paramedic practice.
- 4.4 Demonstrate basic problem-solving skills informed by relevant context and appropriate evidence.

Level 5

- 5.1 Synthesise information from research and integrate this into a critical argument.
- 5.2 Combine theory and practice when providing person-centred care in prehospital emergencies.
- 5.3 Contextualise human biological dysfunction within clinical care settings found in paramedic practice.
- 5.4 Develop effective solutions to clinical and non-clinical situations utilising problem-solving skills.

Level 6

- 6.1 Apply critical, research-based insights in the development of new evidence for the paramedic profession.
- 6.2 Demonstrate consistent person-centred clinical care of patients at the level required of a paramedic registered with the Health and Care Professions Council.
- 6.3 Manage professional interactions safely, effectively, in a manner respectful of diverse communities, while remaining sensitive to social, legal, and ethical contexts.
- 6.4 Utilise reflective and reflexive problem-solving skills to develop solutions for improved care for patients of paramedics.

Programme structure

Code	Level	Semester	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
PAR4001M	4	1	Professional Practice 1	20	C	X
PAR4002M	4	1	Anatomy & Physiology	20	C	X
PAR4003M	4	1	Fundamental Skills & Simulation	20	C	X
PAR4004M ²	4	2	Pharmacology for Paramedic Practice	20	C	X
PAR4005M ³	4	2	Introduction to Evidence Informed Practice	20	C	X
PAR4006P ⁴	4	2	Introduction to Practice	20	C	NC
PAR5001M	5	1	Professional Practice 2	20	C	X
PAR5002M	5	1	Applied Pathophysiology	20	C	NC
PAR5003M	5	1&2	Caring for the Critically Ill Patient	20	C	NC
PAR5004M	5	2	Emergency Mental Health	20	C	X
PAR5005M	5	2	Developing Evidence Informed Practice	20	C	X
PAR5006P	5	1&2	Developing Practice	20	C	NC
PAR6001M	6	1&2	Applied Research	40	C	NC
PAR6002M	6	1	Minor Illness	20	C	X
PAR6003M	6	1	Minor Injury	20	C	X
PAR6004M	6	2	Managing Complex Health Needs	20	C	NC
PAR6005P	6	1&2	Developing Autonomous Practice	20	C	NC

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 BSc (Hons) 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 teaching and learning approach offers flexibility of learning opportunities and is designed to be inclusive for those with different learning needs, caring roles and responsibilities.

Learning is scaffolded across the three years (full time) 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

² PAR4004M starts in week 15 of semester 1.

³ PAR4005M starts in week 15 of semester 1.

⁴ PAR4006P starts in week 15 of semester 1.

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 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 profession right from the point of graduation.

Information and guidance regarding all assessment requirements will be available 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 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 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.

Practice education may include practice settings such as emergency and non-emergency ambulance, acute and community NHS Trusts as well as private providers. Practice education is based on the need to demonstrate competencies as described by the HCPC. The variety of practice opportunities are focussed on the attainment of skills and practice attributes as well as the ability to demonstrate practical application of theory from the classroom setting.

Progression and graduation requirements

The University's [general regulations](#) for undergraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

This programme does not have the option for an automatic programme restart to redeem progression failure in level 4.

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

- To undertake the practice education modules associated with each level of the programme, students must have successfully completed the previous years' module. This means that to undertake PAR5006P, students must have successfully completed PAR4006P and to undertake PAR6005P, they must have successfully completed PAR5006P.
- 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 those who have achieved the full award of BSc (Hons) Paramedic Science will be eligible to apply for registration with the Health and Care Professions Council (HCPC) and consequently to practise as a Paramedic.

- Additional interim (exit) awards are available; however, these will not carry 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.

Late result modules

This programme contains the following modules, where the result of the first attempt is not known in time for the June School Assessment Panels (or equivalent level progression point for non-standard entry points). This may delay progression to the next level of study.

- *Introduction to Practice*
- *Developing Practice*
- *Developing Autonomous Practice*

Internal and external reference points

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)
- [College of Paramedics Curriculum Guidance](#)
- [Health and Care Professions Council Standards of Education and Training](#)
- [Health and Care Professions Council Standards of Proficiency – Paramedics](#)
- [Programme Learning Outcome Guidance](#)

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