Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	BSc (Hons) Paramedic Science
Final Award	BSc (Hons)
Route Code	BSPSCABF
Intermediate Qualification(s)	
FHEQ Level	6

Course Aims

Why Study This Course

This course will enable you to be eligible to apply for registration with the Health and Care Professions Council (HCPC) as a Registered Paramedic. The course will equip you with the knowledge and skills to become an autonomous paramedic practitioner.

You will develop the knowledge, competencies, and clinical skills to undertake appropriate assessments, provide evidence-based treatments, and implement appropriate referral, management, and discharge plans for your patients. A partnership approach will be facilitated to ensure a patient-centred care approach to management is developed so that patients specific needs are met through an inclusive and empowering NHS mandate for individualised care. This approach to care delivery will require you to use a range of care pathways including conveyance to a local or specialist hospital, or a referral to other community-based health or

Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below

	Outcome	Award
1	Critique and apply a range of subject specific and transferrable knowledge and skills to support your continuing development as a reflective paramedic.	BSc (Hons) Paramedic Science
2	Adapt in dynamic and challenging circumstances, advancing your knowledge and furthering your ability to meet the demands of contemporary paramedic practice.	BSc (Hons) Paramedic Science
3	Facilitate a collaborative approach with colleagues, service users and carers, acting in partnership with them to provide appropriate and effective care, referral or discharge based on patients needs and current best evidence.	BSc (Hons) Paramedic Science
4	Analyse a range of academic theories and concepts from disciplines such as biology, psychology and sociology to enhance your work performance within multicultural environments and across organisational boundaries.	BSc (Hons) Paramedic Science
5	Critically analyse the evidence on which care decisions are based in order to promote the development of values based care and quality and safety of healthcare practice.	BSc (Hons) Paramedic Science
6	Use critical thinking and decision-making skills to plan, implement and manage responses to situations occurring in the pre-hospital environment, drawing on research and other relevant sources of evidence, to improve quality of healthcare.	BSc (Hons) Paramedic Science
7	Demonstrate resourcefulness and creativity when initiating or implementing change intended to make a positive difference to the quality of the patient experience.	BSc (Hons) Paramedic Science

This course is distinctive in the following ways:

It provides a curriculum that facilitates the development of critical decision-making through participation in active teaching and learning methods.

You will benefit from learning within a multi-disciplinary environment.

External agencies, service users, and carer involvement will support you to view healthcare provision within the wider context of the service user's point of view.

It teaches and assesses both the practical delivery and the theoretical understanding of paramedic practice in the context of NHS values and professional behaviours.

Your learning will be supported by the University⁊s Virtual Learning Environment (BREO) and enhanced using simulation.

Various teaching methods are employed and encouraged, such as case studies, reflection, enquiry- and evidenced-based |^æ¦}â} *ÈÁæ}åÁ]^^¦Áåï•&˘••â[}•ÈÁÁÒæ&@Á{^c@[åÁ]¦[çâå^•ÁæÁåâ~^¦^}cÁ[]][¦c˘}âc^Ác[Á^¢]|[¦^Á¸@æcÁå•Á{^æ}cÁà^Á&[}c^{][¦æ¦^Á paramedic practice.

There are opportunities for you to learn about service improvement as you will identify an aspect of service provision and ^¢]|[¦^Á[]][¦c˘}âcâ^•Á~[¦Áå^ç^|[]{^}cÈÁÁŸ[˘¦Áå•^¦çâ&^Áå^ç^|[]{^}cÁ¦[]•æ|Á¸â||Áà^}^~âc^[˘¦Á¸[¦\]|æ&^Áæ}åå•^¦çâ&^å˘•^¦Á experience.

You will be supported in the workplace by practice-based educators and members of the course teaching team who will visit ^[˘Áâ}Á¦æ&câ&^ÈÁ¸[¦\â}*Á&|[•^|¦^Á¸âc@Á^[˘Áæ}åÁ^[˘¦Á¦æ&câ&^Èàæ*•^^åÁ^å˘&æc[¦•ÈÁÁ

Teaching, learning and assessment strategies

As demands change and both impact and continuity are managed with our providers or internally within the University, course delivery patterns may need to be reviewed and reorganised to optimise theory and practice delivery.

Assessment

The course assessment strategy is closely aligned to the teaching and learning strategy which is designed to have: immediate relevance to practice; draw on expertise-by-experience; foster active learning and be learner-centred in approach. A distinct feature of the course is the range of assessment tasks, including those that allow you to undertake workplace relevant assessments that can have an immediate impact in practice. Examples include: written assignments ranging from reflective pieces to academic essays culminating in a service improvement project, assessed practice within your placements; computer based examinations and oral presentations. In most of the units, we have appropriately revised the threshold statements and the learning outcomes to be met by the proposed assessments. In some units, we also amended/corrected the both formative and •˘{{æcåç^Áæ••^•• {^}c•Áæ•Á}^^å^åÁc[Áá{]¦[ç^Á|^æ¦}â}*ÈÁ]^¦~[¦{æ}&^Á¸^||Áæ•Áâ}&¦^æ•^Á¸¦|Áæâà|âc^ÈÁÁV@^Á[ç^¦æ||Áæ]]¦[æ&&@Ác[Á these assessments would create a reduction of over-assessment, combining more innovative opportunities for students to use different skills and develop wider digital literacy while maintaining the standards of research and subject enquiry, with a view to providing students with different learning needs a variety of ways to receive support through general assessment reduction, formative feedback, and time to apply feedback into their work.

Similarly, the use of professional and theoretical literature will increase in complexity, depth and breadth as you progress through c@^Á&[˘¦•^ÈÁÁQ}Ác@^Á~â|•cÁ^cÁ^æ¦ÈÁ[˘Á¸â||Áà^å^¢]^&cåÁc[Áå^{[}•c¦æc^Á\}[¸|^å*^}åÁ}å^¦•cæ}åâ}*Á[~Ác@^Á¢çâå^}&^Èàæ•^åÁå|âc^¦æc˘¦^Á

	and apply this to practice. In contrast, the second year will demand deeper analysis and evaluation of the literature and its applications. For example, you will develop your ability to study and practice more independently. You will be expected to identify a subject that particularly interests you based upon the NHS values, and propose a service improvement project supported by appropriate literature. Assessments of clinical skills will begin with observation of your participation in caring for patients/service users during practice. Expectations of the levels of skill demonstrated by you will increase over time and by the final assessments you will be expected to manage more complex and challenging encounters in a non-judgemental, empathic manner in accordance with NHS values.
Learning support	The University s comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers.
	https://www.beds.ac.uk/entryrequirements

unit. Where a student has passed the practice based elements of a unit but have failed other elements of the unit will have c@^Á[ ]] [¦cˇ}ãc^Ác[Á¦^cæ\^Ác@^Áˇ}ãcÊÁàˇcÁ¸ã||Á[}|^Áˇ}å^¦cæ\^Ác@^Á}[}Ë]¦æ&cã&^Á^|^ { ^}cÁ[~Áæ••^•• { ^}cÈÁ

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No aegrotat award can be made which would grant the protected title.

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Exit Awards for Courses with Protected Titles

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Ô^¦cPÒÁÚ¦^ËP[•]ãcæ|ÁP^æ|c@&æ¦^ÁÙcˇåã^•Á
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Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PAR001-1	Introduction to Academic Studies	4	15	Core	12TA			12TA											
PAR003-1	Fundamental Skills of Paramedic Practice	4	30	Core	12TA	12TA	12TA												
PAR004-1	Health Science for Paramedic Practice	4	30	Core	12TA	12TA													
PAR005-1	Professional Values and Relationships	4	30	Core	12TA	12TA	12TA												
PAR006-1	Introduction to Applied Pharmacology for Paramedic Practice	4	15	Core	12TA	12TA													
PAR001-2	Assessment and Management of Urgent and Emergency Care across the Lifespan	5	30	Core	12TA	12TA		12TA	12TA	12TA									
PAR003-2	Obstetric and Neonatal Care for Paramedics	5	15	Core	12TA	12TA		12TA	12TA										
PA		5	15	Core				12TA	12TA	12TA									
PA	Trauma Management in Param	5	15	Core	12A			12TA	12TA	12TA									
PA	Emergency Care Of Pediatrics For P	5	15	Co	12TA			12TA	12TA										
PA	Leadership and Team Working for Pa actice	5	15	C	12TDA	12A				12TA									
PA	The Critically Unwell Person	6	30		12TA	12TA			12TA										
PA	Transition to Professional Practice ics	6	30		12TA	12TA			T										
PA	Minor Illnesses and Injuries	6	30		12TA	12TA	12TA												
PA	tice	6	30	re	12TA	12TA				12TA									

Unit	Unit Name	Level		Option							7	8	9

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PAR001-1	Introduction to Academic Studies	4	15																

Section C: Assessment Plan

The course is assessed as follows :

BSPSCABF- BSc (Hons) Paramedic Science

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
PAR001-1	4	SEM1	Core	CW-ESS	6	CW-LR	11				
PAR006-1	4	SEM1	Core	PR-VIV	13						
PAR003-1	4	SEM1-2	Core	PR-OT	8	PR-OR	21				
PAR004-1	4	SEM1-2	Core	CW-CS	17						
PAR005-1	4	SEM1-3	Core	CW-RW	31	PR-PLC	38				
PAR003-2	5	SEM1	Core	PR-OSC	13						
PAR004-2	5	SEM1	Core	IT-PT	12						
PAR005-2	5	SEM1-2									

- BSc (Hons) Pre-Hospital Healthcare Studies

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
PAR001-1	4										

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PR-OR   Practical - Oral Presentation

PR-OSC   Practical-Objective structured clinical exam

PR-OT   Practical - Other Skills Assessment

PR-PER