

Appendix 1 Programme Specification Document

PROGRAMME SPECIFICATION DOCUMENT

1. Qualification Diploma of HE	2. Programme Title Paramedic Studies	3. UCAS Code	4. Programme Type Part-time modular (Continuing Professional Development)
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The Diploma HE in Paramedic Studies is a part time academic modular programme designed to enable qualified paramedics as part time students, to undertake a programme of study which meets their needs and enables them to achieve the aim of becoming a more reflective, knowledgeable and skilled practitioner. The programme aims to enable students to acquire and demonstrate:</p> <ol style="list-style-type: none"> 1 Enhanced critical awareness of current issues within health and social care practice. 2 In-depth knowledge of a range of health studies/care topics and an understanding of the principles and theories which underpin them. 3 High levels of proficiency, as opportunities afford, in the key skills commensurate with their individual personal and professional developmental planning needs; including team skills, problem solving, numeracy, oral and written communication skills, and Information and Communication technology 4 An ability to write essays and professional reports to diplomate standard. 5 The ability to take responsibility for the extension of their own learning and to exercise independent judgement in the investigation, analysis and evaluation of health and social care fields that they perceive as relevant to their own practice. 6 Apply knowledge and reflect on experience in the independent critical analysis and evaluation of health care practice. <p>6. What a diplomate should know and be able to do on completion of the programme</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>ethical principles, values and moral concepts inherent in health and social care practice</p> <p>legislation and professional and statutory codes of conduct relevant to their practice, and understanding of health and social care delivery configurations</p> <p>research and evidence-based concepts and explanations from law, psychology, social policy and sociology</p> <p>physical and psychological human growth and development.</p> <p>the structure, function and dysfunction of the human body</p> <p>public health principles</p> <p>health education in their practice.</p> <p><u>Cognitive skills in the context of the subject(s)</u></p>		<p><u>Subject-specific practical/professional skills</u></p> <p>the identification and assessment of health and social care needs in the context of individual interaction with their environment</p> <p>the development of focussed intervention to meet these needs</p> <p>implementation of these plans</p> <p>critical evaluation of the impact of professional and service interventions on patients and clients.</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p><u>Communication skills</u></p> <p><u>Numeracy;</u></p> <p><u>Using information and communication technology</u></p> <p><u>Learning how to learn</u></p> <p><u>Engage in and direct personal development</u></p>	

Thinking and information processing skills: Scanning and holding; Inferring; Remembering; Generating and classifying; Ordering and relating; Problem solving Reflectiveness		<u>planning</u>	
7. Qualities, Skills & Capabilities Profile			
A Cognitive	B Practical	C Personal & Social	D Other
Recognising the parameters of their professional role.	Evaluating quality of care as an ongoing and cumulative process	Group work in learning groups	
Use research to inform planning, performing and evaluation of practice	Relating theory to the planning of practice	Giving presentations on small scale personal investigations	
	Reviewing practice, skills, knowledge and expertise.		

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units This programme is designed to allow qualified paramedics to continue studies into their professional practice to diploma level. As a continuing professional development scheme such students gain credits for previous study undertaken to gain professional paramedic qualifications, 120 CATs points at level HE4 and 20 CATS points at level 5. Students can take up to 5 years to complete their studies (part time) for the Dip HE award,			
Part II			
Diploma HE	Paramedic Studies		
<u>H2 Honours Modules</u>	<u>Core Modules</u>	<u>Options</u>	<u>Project</u>
	Preparation for Mentorship Online Clinical Examination Skills Minor Illness and Injury (Adult) Recognition and management of the seriously ill child Out of hospital illness Management		
9. Learning, Teaching and Assessment Strategy <u>Learning and Teaching Methods</u> <u>Learning and Teaching Methods</u> In acknowledgement of the fact that students are adult, learners with professional qualifications, teaching & learning methods will predominantly consist of student centred approaches. Such approaches aim to allow students to build upon and share	10. Other Information (<i>including compliance with relevant University policies</i>) <u>Date programme first offered</u> September 2010 <u>Admissions Criteria</u> <u>Standard Requirements</u> Current registration as a Paramedic with the Health Professions Council (HPC) A nomination or reference from a current or most recent employer \		

relevant experiences, knowledge and skills. Specific approaches adopted through the Programme also aim to compliment module content and thus include a balance of;
Reflective practice, group work, problem based learning, role play and critical analysis and discussion of major issues. Lectures and seminars aim to compliment the above methods.
The range of strategies employed aims to maximise student learning potential. In addition, group and individual tutorial support will be given whilst encouraging students to develop their own resources for independent learning.

Assessment Methods

Assessment methods vary according to the learning outcomes of each module. However, the assessments will include:

- Course work essays and reports
- Formal verbal presentations
- PDP development with reference to appropriate competence frameworks or equivalent
- OSCE (Objective structured clinical examination)
- Examinations

Assessments are practice focussed and (where appropriate) client \ service user \ patient centred. Students are required to contextualise their learning with reference to their own current or recent experience.

Assessment Classification System

Pass mark for individual written assignments/ presentation = 40%

manager or equivalent providing evidence of the capacity of the student to benefit from an under graduate professional development programme.

Indicators of Quality and Standards

1. Formal validation where a panel composed of independent internal and external representatives approved the curriculum submitted against its set of standard criteria as applied to all such degree scheme proposals.
2. An external examining system whereby all student work and teaching is monitored by a team of external examiners.
3. Regular formal and informal dialogue with external stakeholders including health service managers, NHS Northwest (Contract monitoring in relation to CPD funding and Annual Monitoring in relation to Skills for Health Interim Standards)
4. Peer observation of teaching.
5. Student evaluations linked to action plan where there is a need to change practice.
6. Annual formulation and monitoring of quality enhancement plan from previous year.
7. NMC Annual Monitoring and review of programmes that include modules co-credited to the Professional Development awards.

