BSc (Hons) Paramedic Science

Handbook 2018-19
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Dear Student

I am delighted to welcome you to the BSc (Hons) Paramedic Science Programme at UEA. I hope that your studies with us over the next three years will be both fulfilling and rewarding.

This BSc Paramedic Science programme is a collaborative initiative between the School of Health Sciences, Faculty of Medicine and Health at The University of East Anglia, the East of England Ambulance Service NHS Trust (EEAST). This partnership, together with other health care Trusts and organisations across Norfolk and Suffolk has been developed to ensure that your programme will offer you the scope to develop appropriate knowledge and skills as well as professional values.

The programme is approved by the Health and Care Professions Council (HCPC) and endorsed by the College of Paramedics and hails a new era for those who are entering the paramedic workforce in this region. It is currently a challenging and exciting time in health services, but particularly so for those who are entering the paramedic profession. This programme will provide you with a sound basis from which to develop your career as a contemporary graduate paramedic.

According to the College of Paramedics a paramedic “is an autonomous practitioner who has the knowledge, skills and clinical expertise to assess, treat, diagnose, supply and administer medicines, manage, discharge and refer patients in a range of urgent, emergency, critical or out of hospital settings.” Effective practice requires the recognition and understanding of the clinical, social and psychological context of patients in assessing, planning, delivering and evaluating their care. This can only be achieved through the effective application of interpersonal skills and evidence based medicine.

It is clear that paramedics need to be able to deal with a complex range of problems. This programme will prepare you to meet the challenges faced by the emergency services, and the ever changing context of health care. The paramedic profession is constantly evolving as is this BSc. (Hons) programme of paramedic education.

You are on the cusp of entering a new and challenging chapter in your life and future career. We are looking forward to taking your first steps into your new profession with you.

Yours sincerely

Lawrence Hill
Course Director BSc. (Hons) Paramedic Science / Professional Lead for Paramedic Science
1.0  UEA STUDENT HANDBOOK, STUDENTZONE AND COURSE HANDBOOK

The central UEA student handbook contains information about all key UEA policies and guidance and is for all students studying on undergraduate and postgraduate taught programmes. It aims to give new and continuing students a central reference point for University-wide regulations, processes and guidance to help and support you through your studies. You can find information about these topics:

i. The advising system
ii. Learning and Teaching Services
iii. Communication
iv. The Student Portal and e:Vision
v. Campus cards
vi. Student finances
vii. The Student Support Service
viii. Regulations
ix. Health and safety
x. Generic course information
xi. Marking criteria
xii. Timetables
xiii. Coursework submission and returns
xiv. Examinations
xv. University dates for 2018-19
xvi. Appeals and complaints
xvii. Equality and inclusion for students
xviii. Student representation and feedback

This list only summarises the main headings; for full details of the content refer to the handbook itself.

Information contained in the central UEA student handbook will not be repeated on the HSC Studentzone Blackboard site. Any general information regarding your taught provision within HSC will be summarised in this handbook and can also be found on the HSC Studentzone Blackboard site.
2.0 COURSE OVERVIEW/PROFILE

The programme comprises 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6. Equal emphasis is placed on theory and practice.

Successful completion of all the required theory and practice elements will result in an award of a BSc (Hons) Paramedic Science.

The BSc (Hons) Paramedic Science is a professional qualification and the student who has attained this qualification is eligible to apply to the Health & Care Professions Council for entry to the Register.

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<th>Year 1 Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<th>Year 2 Semester 1</th>
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<th>Year 3 Semester 1</th>
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By end of Year One, the student will have accrued 120 credits at Level 4 and is eligible for a Certificate of Higher Education and will be eligible to apply for NVQ Level 3 Health and Social Care.

By end of Year Two, the student will have accrued 120 credits at Level 5, and 120 credits at Level 4 and is eligible for a Diploma of Higher Education.

By end of Year Three, the student will have accrued 360 credits of which at least 120 will be at Level 5 and 120 credits will be at Level 6. This entitles the student to the qualification of a BSc (Hons).

The following themes will progress across the years of the programme:

- Clinical skills, clinical reasoning and decision-making
- Evidence-based practice, research and quality improvement
- Self-awareness, communication and interpersonal skills
- Person-centred practice
- Physiology, pharmacology, pathophysiology and behavioural sciences
- Leadership
- Professionalism
Assessments such as portfolios, practice assessment and OSCEs will support an integrated approach to learning – the key purpose of the 12 week ‘Integrating Period’ at the end of each of the three years will be to support coherence and consolidation of learning.

3.0 AIMS AND PHILOSOPHY

The programme is constructed as a spiral curriculum (Bruner, 1960) - so we revisit ideas/skills/attributes to extend and deepen learning until you have gained an in depth understanding of their complexity. For example: clinical assessment, reasoning and decision-making will be explored in Year One focusing on time critical emergency presentations, in Year Two clinical assessment and decision-making will focus on critical care and more complex decision-making and in Year Three you will develop skills to enable you to make decisions where there is a high level of uncertainty and prepare you for greater independence as a practitioner.

The programme will be more structured and directed at the outset and in practice will utilise Grow’s Stages of Development of Learning Autonomy (1991) facilitating your development as a student by providing you with lots of support and direction early on, gradually enabling you to increase your confidence and self-direction.

Aims - give you a broad indication of what is expected of you.

The programme aims have been developed and adapted from the HCPC Standards of Proficiency for Paramedics (2012); QAA benchmark statement for Paramedic Science (2004); the College of Paramedic Curriculum Guidance (2013) and the Paramedic Evidence Based Education Project (Bucks New University/College of Paramedics, 2013).

Your programme aims to produce graduates who:

- Are eligible to apply for registration with the HCPC
- Are safe and effective practitioners, able to support their clinical decision-making with appropriate evidence
- Demonstrate professionalism, respect for others and person-centred approach to practice
- Have developed the attributes and behaviours of a reflective and reflexive practitioner
- Are self-aware, show compassion, cultural awareness and inclusive practice
- Are effective communicators
- Are self-motivated, resilient and adaptable within complex and changing environments
- Are committed to lifelong learning and continuous personal and professional development
- Are equipped with the skills to appraise and evaluate evidence to support their practice
- Have developed their leadership and quality improvement capabilities
- Work effectively within inter-professional and interagency teams
- Are able to exercise appropriate accountability, to challenge and advocate for best practice and patient outcomes.
4.0 MEET THE COURSE TEAM

**Lawrence Hill** – Course Director - BSc. (Hons) Paramedic Science
Professional Lead - Paramedics

[Lawrence.P.Hill@uea.ac.uk](mailto:Lawrence.P.Hill@uea.ac.uk)
01603 597104

[@UEA_Paramedic](https://twitter.com/UEA_Paramedic)

I am a graduate paramedic and spent 10 years working in a variety of clinical roles for the London Ambulance Service. Since 2013 I have been a full time lecturer in Paramedic Science. I have an interest in medical and healthcare simulation, quality improvement, professionalism and patient safety. I am a pragmatist, diplomat and keen golfer. I also keep bonsai trees and am a proud parent to 2 young children. My mission is to deliver a high quality academic programme that prepares graduates for the challenging reality of clinical practice whilst being enjoyable, stimulating and representing value for money.

<table>
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<tr>
<th>Core Academic Team</th>
<th>Profile</th>
<th>Role</th>
<th>Details</th>
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<tr>
<td>Juliet Harrison</td>
<td>I am a paramedic by background and trained with an ambulance trust after completing an open university science degree. I am currently completing an MSc: Advanced Practitioner, which enables me to maintain a clinical role, whilst also working as a lecturer. My focus is on delivering excellence in paramedic education, and I am committed to supporting our students to achieve to a high level. I will always go that extra mile for patients or students, and I consider quality staff to be the stellar resource in healthcare. At a personal level, I enjoy exercising, interacting with people and furthering my own knowledge.</td>
<td>IPL Lead Admissions Officer Lecturer</td>
<td><a href="mailto:Juliet.Harrison@uea.ac.uk">Juliet.Harrison@uea.ac.uk</a> 01603 597140 <a href="https://twitter.com/JulietHPara">@JulietHPara</a></td>
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<td>Rosie Doy</td>
<td>I am a mental health and adult nurse who has been in higher education for over 25 years. I am passionate about interprofessional education and person-centred care and have worked with Ambulance services since 2003 in developing pre-registration programmes that help students to be effective and equipped not only for time critical patients but also to be confident and have ‘tools’ to support patients who are older, frail, living with long-term conditions or have mental health needs. I have also been very active in developing and delivering continuing professional development programmes for paramedics and nurses working in the ambulance workforce preparing them for specialist roles. I have a grown up daughter and 2 cats and embrace appropriate use of social media to support learning.</td>
<td>Reader</td>
<td><a href="mailto:R.Doy@uea.ac.uk">R.Doy@uea.ac.uk</a></td>
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<tr>
<td>Emma Parker-Jaggard</td>
<td>I have been a paramedic for twenty years and have always had a keen interest in education. I’m passionate about the student experience and creating effective and flexible curriculums that students from a range of backgrounds can access and succeed with. I have worked at a national level to develop the skills and knowledge sets required by Emergency Care Practitioners as I believe that the primary care aspect of the paramedic role is absolutely crucial to delivering high quality health care. I take quite a direct approach to my work and believe in honesty, integrity and transparency and I enjoy supporting students to develop these attributes within their own practice. Outside of work I love to live the good life as much as I can and have a little small holding to fulfil this life dream.</td>
<td>Senior Lecturer Course Director DipHE Paramedic Science</td>
<td><a href="mailto:E.Parker@uea.ac.uk">E.Parker@uea.ac.uk</a></td>
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<tr>
<td>David Shepherd</td>
<td>Following the completion of a DipHE in Paramedic Sciences I started work with the East of England Ambulance Service Trust locally working as a Paramedic, Practice Educator and manager in Norwich. Over the last 10 years I have gone on to complete a BSc. in Acute, Critical and Emergency Practice. I joined the UEA in 2015 and have worked closely with the paramedic team across both the DipHE and BSc. (hons) programmes ensuring that students enjoy a quality practice</td>
<td>Lecturer Practice Education Lead for EEAST</td>
<td><a href="mailto:David.Shepherd@uea.ac.uk">David.Shepherd@uea.ac.uk</a></td>
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<td>Name</td>
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<td><a href="mailto:H.Hardy@uea.ac.uk">H.Hardy@uea.ac.uk</a></td>
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<td>Emma English</td>
<td>Lecturer</td>
<td><a href="mailto:Emma.English@uea.ac.uk">Emma.English@uea.ac.uk</a></td>
<td>01603 597127</td>
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<tr>
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<td>Karan Botsford</td>
<td>I am a Registered Nurse (Adult) with a background in Emergency and Acute Care. I have worked in the local Walk-In Centre and have skills in caring for patients with minor and major illness/injury. I have a keen interest in the expansion of the role of the paramedic into non-ambulance careers partly through my role as elective lead. I am involved with developing contemporary inter-professional learning experiences and am passionate about the delivery of high quality, evidence-based practice and the development of effective communication skills. I have two teenage sons, which keeps me busy! I also volunteer at the local greyhound rescue center when I can. My aim is to deliver high-quality placement experiences that enrich the learning experience for both students and practice areas alike.</td>
<td>Lecturer Practice Education Lead Non-Ambulance Placements Elective Placement Lead IPL Lead</td>
<td><a href="mailto:k.botsford@uea.ac.uk">k.botsford@uea.ac.uk</a> 01603 591012 @kbotsfordsmith</td>
</tr>
<tr>
<td>Jacqui O'Keeffe</td>
<td>As a qualified dentist and doctor, I appreciate the value of education. I am passionate about excellent teaching and development of clinicians of all specialties and levels of practice. I truly believe that good training and scholarship not only bring high standard of care to our patients; it allow us to enjoy our work and to be better people. My other passions are my family, friends, godchildren, and Irish Rugby. I will also admit I'm an Aston Villa Fan and a proud Brummie.</td>
<td>Lecturer</td>
<td><a href="mailto:J.OKeeffe@uea.ac.uk">J.OKeeffe@uea.ac.uk</a> 01603 597187</td>
</tr>
<tr>
<td>Paul Wisdom</td>
<td>I have 25 years of experience as a rural GP with an interest in teaching. I have been a full-time lecturer since September 2016 and have a particular interest in teaching the skills of Primary Care to paramedics to help put them in the best possible position to make the kinds of decisions that they are increasingly required to in modern practice. I keep fit and enjoy</td>
<td>Lecturer</td>
<td><a href="mailto:P.Wisdom@uea.ac.uk">P.Wisdom@uea.ac.uk</a> 01603 591020</td>
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gardening and the simpler pleasures in life (which are, inevitably, nearly all bad for you).

Dave Killingback
I am a graduate paramedic from the University of Hertfordshire and have been working with the East of England Ambulance Service since 2007. Prior to this, I was a competitive swimmer representing my county, and this lead me into my background as a RNLI Beach Lifeguard. Since joining the ambulance trust, I have become a mentor and have found I enjoy this role watching students develop throughout both the diploma and BSC courses. I have found the split of 50% operational shifts and 50% UEA lecturer a great way to stay clinically current, as I regularly get to practice what we teach, and constantly re-visit topics that may not be frequently seen in clinical practice. My professional interests are critical care and complex medical patients and I would one day like to work as a critical care paramedic. In my spare time I will mostly be found lounging somewhere on a beach around the Norfolk coast or entertaining my new Son Jacob at various baby classes!

Rose Sayer
I enjoy supporting students and their mentors to professionally develop which keeps me on my toes and in turn helps my own development too. I passionately strive for high quality care delivery, having worked within the NHS for 35 years with a background in Adult nursing and AHP clinical learning environment development and education. I am a Registered General Nurse and Paramedic and though I love my job in education and clinical practice, I enjoy an outdoors social life and eating. In short, a sporty chocaholic!
5.0 LEARNING OUTCOMES

Learning Outcomes tell you precisely what you must be able to do in order to successfully complete each module.

By the end of this programme, the student will be able to:

Knowledge, understanding and intellectual development:
- Demonstrate a comprehensive knowledge and application of key theoretical, anatomical, physiological, social, psychological, pharmacological and clinical sciences to paramedic practice
- Demonstrate in-depth appreciation of the determinants of health, illness, healthcare and health promotion and their role in paramedic practice
- Demonstrate critical appreciation of person-centred care and its application to care of people with dementia, mental health difficulties, learning disabilities & autism, long-term conditions and multiple co-morbidities, older people with frailty and palliative/end of life care
- Demonstrate critical appreciation and application of interpersonal communication skills and theory underpinning effective interaction with patients, carers, colleagues and other health and social care professionals
- Demonstrate in-depth knowledge and application of teaching and learning theories to paramedic practice and to continuing personal and professional development
- Demonstrate in-depth knowledge of audit, evidence-based practice, clinical effectiveness processes and research methodologies as applied to the provision of effective paramedic practice
- Demonstrate critical appreciation of health and social care policy and the changing nature of organisational settings and professional roles
- Apply the principles of cultural competence, anti-discriminatory and inclusion to practice
- Provide a robust rationale for a range of interventions for patients with emergency, urgent, non-urgent and complex conditions
- Develop their own practice and that of others to support and enhance the patient experience through application of leadership, education/teaching, supervision, and peer support across diverse networks.

Cognitive Skills:
- Demonstrate expertise in critical thinking evidenced by: reasoning, analysis & synthesis, reflection and reflexivity
- Demonstrate ability to critically reflect on their learning and analyse implications for professional practice
- Seek, appraise, evaluate and apply current evidence to support their clinical reasoning and decision-making, problem-solving and solution finding
- Demonstrate appraisal, analysis and review of varied sources of evidence/research both quantitative and qualitative
- Apply reasoning skills to support clinical decision-making
- Demonstrate reflective and reflexive practice, modifying practice as appropriate
- Demonstrate ability to construct a coherent argument supported by analysing data from comparable and contrasting sources
- Use problem-solving skills to consider complex clinical decision making in unpredictable and changing clinical situations
- Undertake self-directed learning to develop own knowledge base to underpin personal and professional development.

Subject Specific Practical Skills:
- Safely and independently undertake full assessment and clinical examination of patients and undertake treatment, management and appropriate referrals for patients with a range of emergency, urgent and sub-acute presentations
- Demonstrate safe and holistic evidence-based care
- Use effective decision-making skills to promote the wellbeing of the patient/client and to refer on where appropriate with reference to relevant guidelines
- Demonstrate insight in relation to own scope of practice and limitations of competence
- Support patient well-being through appropriate patient education and health promotion
- Sensitive, professional and ethical paramedic practice within limits of scope of own competence
- Formulate, plan, implement, document, monitor and evaluate care actions in partnership with health/social care professionals and where appropriate with patients, carers and significant others
- Work collaboratively with the multi-professional team
- Prioritise care actions in response to changing patient and environmental needs
- Carry out effective risk assessment and management.

Key Skills and Attributes:
- Demonstrate effective use of IT
- Demonstrate numeracy including drug calculations
- Demonstrate effective information management including documentation and record keeping
- Demonstrate appropriate prioritisation, time management and self-management of own workload
- Demonstrate self-awareness and sensitivity including cultural awareness and competence
- Develop ability to meet own learning needs using appropriate study skills
- Undertake effective oral and written presentations
- Be adaptable and flexible in changing situations
- Demonstrate awareness of appropriate boundaries
- Self-motivate
- Critically reflect and be reflexive in practice
- Be an effective role model
- Be an effective team worker
- Demonstrate initiative and enterprise
- Demonstrate insightful, sensitive and compassionate practice
- Demonstrate effective interpersonal communication (emotional intelligence)
- Demonstrate lifelong learning and the ability to learn from experience
- Demonstrate moral courage and integrity
- Demonstrate organisation and self-management
- Demonstrate professional and ethical values and behaviours
- Demonstrate resilience when responding to unpredictable/challenging situations.

You are helped to achieve these aims and outcomes through the use of module outcomes, which will direct and influence the content and assessment strategy of each module.
6.0 CONTENT AND STRUCTURE

Full module information can be accessed via eVision as follows:

- Within the Module and Course information section, select Course Profiles
- Select ‘Health Sciences’ for the school and the current academic year
- Select your course from the list and select Profile (on the right hand side)
- To view module information click on the module code (left hand side)
- Within the module outline there is a ‘Module description’ section.
- Within this section select ‘additional module details’
- This will take you to a ‘general information’ page where there are tabs to select along the top to select from learning outcomes to assessment details and so on.

6.1 Assessments

In the practice assessment, the development of clinical skills and professional attributes will be explored, observed and assessed formatively and summatively throughout the programme. Reflective exercise and assessments will help students to recognise their progression and development during the programme.

The assessment of practice is comprised of a two part assessment process. As a student you are assessed against a range of clinical competencies, known as Elements of Practice (EOPs), as well as a range of non-technical professional attributes.

The assessment of both the EOPs and the professional attributes is on a pass/fail basis. In order to recognise the fact that students will have strengths and limitations in all areas of their practice (professional and clinical) a system of awarding a descriptor to each area has been devised and is shared across the School of Health Sciences.

Visit the HSC Studentzone Blackboard site for your full assessment schedule and further information.

The University Senate Scales outline the marking criteria for all types of assessment including Coursework, Dissertations and Oral Presentations.

6.2 Placements

The Paramedic Science Practice Education Policy is intended to preserve the safety and equality of experience for all BSc paramedic science students. A further function of this policy is to ensure that students have a fair opportunity to achieve their learning outcomes and have a successful, enjoyable and academically sound practice experience. Refusal by a student to undertake a practice placement allocated to them will normally result in the student receiving a fail grade for that practice placement.
The hours of practice placement education required is laid down by the relevant professional body and differs between the allied health professions. The College of Paramedics Curriculum Guidance document states:

“To achieve adequate exposure in practice, the minimum number of practice placement hours for a programme of study should be 2250 hours over a three year programme. Delivery of theory elements underpin understanding and contextualise practice…” (College of Paramedics, 2015. P.32)

The full Paramedic Science Practice Education Policy can be accessed via the HSC Studentzone Blackboard site.

6.2.1 Attendance and Engagement

The BSc Paramedic Science programme is designed in accordance with the College of Paramedics guidance and as a result attendance at ALL sessions and practice placement shifts is compulsory. Practice placements must be undertaken during the pre-arranged times stated by the School.

Students are expected to attend all scheduled sessions and placement hours in line with the school A&E policies which can be accessed via the HSC Studentzone Blackboard site. Student attendance at theory / timetabled contact sessions in HSC will be recorded by completion of a register for all mandatory training sessions, seminars and tutorials, clinical skills sessions, and EBL/ PBL sessions. Attendance at lectures will be monitored in accordance with UEA guidance

**Please note failure to attend sessions may result in a student being unable to undertake their practice placement.**

6.2.2 Vacations

Vacations are set at the beginning of the programme and are non-negotiable. If you do not complete the required number of placement hours during term time you may be asked to undertake additional placement hours during these periods. You will have independent learning weeks each year when this may be undertaken.

6.3 Interprofessional Learning

“Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care”.

(Centre for the Advancement of Interprofessional Education, 2002)

During your time at UEA on a pre-registration programme you will have opportunities to work with students from other HSC programmes in situations of interprofessional learning (IPL). This will help develop your knowledge, skills, attitudes and behaviour to facilitate effective interprofessional collaboration, and improve the experience of individuals referred to our services.
6.4 Important information

6.4.1 Attendance Policy

Please refer to your programme specific Attendance and Engagement Policy available on the HSC Studentzone Blackboard site.

6.4.2 Uniform Requirements

Attendance at your scheduled uniform fitting is mandatory. This provides an opportunity for you to try on uniforms to ensure you order the correct size and fit. The scheduled fitting dates will be detailed in your induction timetable.

Please note that failure to attend the uniform fitting and/or to submit your uniform order form could result in delays with your uniform being delivered. **You may not be able to attend placement** unless you have the correct uniform.

Please contact the Local Support team prior to your uniform fitting to discuss any additional uniform requirements you may have due to cultural beliefs or medical grounds. (Hijabs can be provided in black or blue. Please advise the uniform company during your fitting if this is required).

6.4.3 Course specific awards

The School of Health Sciences offers a [student award](#) for Best Overall Academic Performance - BSc Hons Pre-registration Programmes with a £100 prize.

6.4.4 Declaration of good character

On completion of your programme, and prior to your registration on the Professional Register maintained by the Health and Care Professions Council (HCPC) the School will provide the HCPC with details of your satisfactory programme completion (theory and practice) and you will need to provide the HCPC with a ‘Character and health self-declaration’ as required for professional registration.

6.4.5 Paid employment

We advise you to carefully consider any paid employment outside of your normal programme activities as this may impact on your engagement with the course and with the range of opportunities to build your employability portfolio within the School and University community e.g. involvement in the Student Staff Liaison Committee, Student Ambassador roles and Peer Assisted Learning programmes.

Please refer to the HSC Studentzone Blackboard site for the full Policy.
College of Paramedics
Career Framework 2018

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7.0 USEFUL LINKS AND RESOURCES

**British Medical Journal**
BMJ Open is an online, open access journal, dedicated to publishing medical research from all disciplines and therapeutic areas. The journal publishes all research study types, from protocols through phase I trials to meta-analyses, including small, specialist studies, and negative studies.

**British National Formulary**
BNF Publications are published jointly by the British Medical Association and the Royal Pharmaceutical Society. They are independent resources that do not market medicines.

**British Paramedic Journal**
Features leading research for ambulance clinicians and is run by paramedics, for paramedics. Subscription is free as part of membership of the College of Paramedics.

**ChemFinder.com**
A site which lists every chemical compound and drug, its properties and molecular structure.

**Critical Appraisal Skills Project**
CASP offers critical appraisal skills training, workshops and tools. These help you read and check health research for trustworthiness, results & relevance.

**College of Paramedics**
The College of Paramedics is the recognised professional body for paramedics and the ambulance profession in the UK. The College represents its members in all matters affecting their clinical practice and supports them to achieve the highest standards of patient care.
The College provides support to the profession by providing advice to members and to those who are considering joining the ambulance professions.

**Student Support Service Study Guides**
The Learning Enhancement Team has developed lots of resources to help you study more effectively and improve your work.

**Health and Care Professions Council**
HCPC is a regulator, and were set up to protect the public. They keep a Register of health and care professionals who meet their standards for their training, professional skills, behaviour and health.

**Health Development Agency**
The Health Development Advice (HDA) works to offer people a practical guide to health and medical information. The HDA is here to improve the public's health and well-being and direct them to the right organisation, clinics and UK practitioners for advice and treatment. The promotion of good health and preventing and treating ill health is fundamental.
Health Protection Agency
The Agency exists to protect and improve the nation's health and wellbeing, and reduce health inequalities.

Joint Royal Colleges Ambulance Liaison Committee
Provides robust clinical specialty advice to ambulance services.

Journal of Paramedic Practice
The UK’s bestselling journal for paramedics - Every month Journal of Paramedic Practice instructs and educates through the latest clinical and professional articles. (Subscription required)

The Lancet Interactive
*The Lancet* began as an independent, international weekly general medical journal founded in 1823 by Thomas Wakley. Since its first issue (October 5, 1823), the journal has strived to make science widely available so that medicine can serve, and transform society, and positively impact the lives of people.

National Confidential Enquiry into Patient Outcome and Death
NCEPOD's purpose is to assist in maintaining and improving standards of care for adults and children for the benefit of the public by reviewing the management of patients, by undertaking confidential surveys and research, by maintaining and improving the quality of patient care and by publishing and generally making available the results of such activities.

National Institute for Health and Care Excellence
Guidance, advice, quality standards and information services for health, public health and social care. Also contains resources to help maximise use of evidence and guidance.

Patient UK
The web’s leading independent health platform, established for over 15 years. With more than 18 million visits a month, it is a trusted source of information for both patients and health professionals across the globe.

The Resuscitation Council (UK) exists to promote high-quality, scientific, resuscitation guidelines that are applicable to everybody, and to contribute to saving life through education, training, research and collaboration.

Scottish Intercollegiate Guideline Network (SIGN)
The Scottish Intercollegiate Guidelines Network (SIGN) was formed in 1993. Their objective is to improve the quality of health care for patients in Scotland by reducing variation in practice and outcome, through the development and dissemination of national clinical guidelines containing recommendations for effective practice based on current evidence.

Skills Cascade
This collection of resources has been setup by East Anglia Communications skills cascade facilitators to promote and support the teaching of communication skills in health care. This website has been made possible by the support of the Eastern deanery and the content contributed by the document authors.

Social Science Information Gateway (SOSIG)  
Web magazine for information professionals
8.0 COURSE READING

Access your reading list now

Alongside making notes in your lectures and discussing topics in seminars, reading is a core part of obtaining knowledge in any degree. Your reading lists for each module will be available through an online system. Please click on the link below and enter your module title or module code to access each list [https://uea.rl.talis.com/index.html](https://uea.rl.talis.com/index.html)

Once you are at UEA you will be able to access your reading lists directly through your online modules (via Blackboard); but before you arrive you can use the steps above to look at the reading you will be expected to engage with. This will give you a better feel for the topics covered in your course.

Each module will have its own reading list and items will be recorded as 'core' or 'further' reading. This allows you to know what sources are mandatory for you to do well in the course and which are additional - if you are interested in exploring the topic further.

If you would like to get a head start on your reading please feel free to do so but we would advise that you don't buy any books yet until you explore what the UEA library has to offer.