



LTC14D076

LEARNING &amp; TEACHING SERVICE

# FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and  
**COURSE AMENDMENTS**  
with **RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)		new course? <i>note 1</i>		If no, please give existing course code	
Diploma of Higher Education in Paramedic Science			N		
School(s) of study & Faculty					
HSC- FMH					
Proposer & proposer's school					
Rosie Doy, HSC					
Proposed start date (of new course or of changes)					<i>note 2</i>
1 <sup>st</sup> July 2014					
This proposal requires: <i>note 3</i>		Prior approval by Council		Prior approval by LTC	
		Y	N	Y	N

This form is in 5 parts:

- Part 1      Summary and Rationale
- Part 2      Business Case
- Part 3      Academic Case including Programme Specification
- Part 4      Key Information Set (KIS) data
- Part 5      Approvals and Notification

The initiator is responsible for completing parts 1-4

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 1 SUMMARY AND RATIONALE

Course One			
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	HSC
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	FMH
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>
			<b>NO</b> NO
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Rosie Doy
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)	
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	Diploma of Higher Education in Paramedic Science
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	DipHE
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	FT
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich
	<b>g</b>	<b>AVAILABLE FROM:</b>	1 <sup>st</sup> July 2015
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	Eligibility to apply for Registration as a paramedic with the Health and Care Professions Council
		<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	Health and Care Professions Council (HCPC)  College of Paramedics (CoP)
	<b>b</b>	<b>Website (URL)</b>	<a href="http://www.hcpc-uk.org/">http://www.hcpc-uk.org/</a>  <a href="https://www.collegeofparamedics.co.uk/">https://www.collegeofparamedics.co.uk/</a>
		<b>Date when accreditation/validation may take place</b>	26th/27th March 2015
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	Level 5- DipHE
		Undergraduate	
		Integrated Masters	

		Masters									
		Other postgraduate (please specify)									
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	2 years (this will comprise 1 year delivered by East of England Ambulance NHS Foundation Trust (EEAST) providing APEL of 120 level 4 credits; plus 1 year FT at UEA)								
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	Flexible- 25 weeks of theory and 20 weeks of practice placements over a 45 week learning year; blended balance between face to face and flipped/flexible learning								
<b>S6</b> <i>note S6</i>	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		<table border="1"> <tr> <td>YES</td> <td>X</td> <td>NO</td> <td></td> </tr> <tr> <td colspan="3">If YES, does this conform with the UEA's code of practice on placements?</td> <td>X</td> </tr> </table>	YES	X	NO		If YES, does this conform with the UEA's code of practice on placements?			X
YES	X	NO									
If YES, does this conform with the UEA's code of practice on placements?			X								
<b>S7</b> <i>note S7</i>	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		Paramedic Science								
<b>S8</b> <i>note S8</i>	<b>ENTRY REQUIREMENTS</b>		<p>International Baccalaureate: 29 points          Scottish Highers: DDDDD          Scottish Advanced Highers: DD          Irish Leaving Certificate: DDDDDD          BTEC: PPP          BTEC Level 3 Extended Diploma in a Health, Care or Science subject PPP          BTEC National Diploma in Early Years MPP          CACHE Extended Diploma in Childcare C          Foundation Degree in a Health, Care or Science subject Pass          Open University (minimum 60 Credits Level 1)          in a Health, Care or Science subject Pass          Certificate of Higher Education Pass          Diploma of Higher Education Pass          Bachelor Degree 2:2 Accepted          Access to Higher Education Diploma in a Health, Care or Science subject Pass with 45 Credits at Level 3 Merit</p> <p><b>and successful completion of 1 year EEAST Student Paramedic programme, year 1 Practice Assessment Document (and 750 hours of practice) and OSCE around functional assessment.          ECG exam written          Poster Presentation          Evidence based practice          Professional discussion</b></p>								
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case		B950								
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case										
<b>S11</b> <i>note S11</i>	<b>FURTHER INFORMATION</b> available via...		The School's webpages in due course and East of England Ambulance NHS								

	Foundation Trust (EEAST) intranet
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities
<i>note S12</i>	<p>In additional to developing a robust APEL map with the employing organisation, the programme will include an individual mapping activity to enable the 'diagnosis' of individual learning needs and the agreement of an introductory learning development plan and learning contract.</p> <p>Students will be advised to complete the Massive Open Online Course (MOOC) "Preparing for Uni"- 3 hours a week for 6 weeks- they will need purchase the statement of participation (£24 plus delivery) and identify their individual learning needs - which can be included within their portfolio.  <a href="https://www.futurelearn.com/courses/preparing-for-uni-3">https://www.futurelearn.com/courses/preparing-for-uni-3</a>          (click the link to watch a trailer)</p> <p>A year-long module running in parallel with other modules will 'front-load' study skills, reflective and evidence-based practice, professionalism and legal/ethical aspects with frequent formative/developmental activities to provide constructive and regular feedback to students on their development and ease their transition into a higher education environment. The assessment strategy will be designed to ensure that the formative tasks and experiences form 'foundation stones' towards the summative (assessed) elements of the programme and will be designed to facilitate this student group in playing to their strengths, in being 'real world' assessments and diverse. Examples would be: poster or oral presentations, OSCEs, SafeMedicate© drug calculation assessment, portfolio-based reflections/critical incident analysis, practice assessment and service improvement/audit proposals.</p> <p>Online and flexible learning:          The pressure on healthcare students is intense as professional curricula are packed and demand high student engagement for learning. We are tackling this, as well as enhancing student engagement (engaged students demonstrate higher achievement) by increasing our online learning offering and creating our own content-rich e-learning modules. The provision of engaging, interactive multimedia-rich content enables students to learn in their own time. Because the materials are suitable for a variety of delivery platforms, they can study in any environment they choose.          When the School of Nursing Sciences (as it was previously) was commissioned to develop a flexible learning solution designed to improve the acute care experience of people with a learning disability or autism, and their families, we began developing our online learning library.          Central to this project was the creation of a package that would be truly accessible and flexible, have maximum impact at all levels of service delivery and enable development of the NHS acute care workforce who work closely with service users and their families. This package has been successfully used as part of a Virtual Classroom in the BSc Paramedic Course to support an EBL package related to working more effectively with clients who have learning disabilities &amp; autism.</p> <p>Following the success of this project we have developed accessible and flexible online modules for course teams and NHS trusts on topics ranging from Record Keeping and Documentation to Neurological Problems and the Immune System. We have also created content for internal student use with modules on topics as diverse as Dementia and Assistive Technology.          A recent Virtual Classroom exploring ethics engaged paramedic students in a vibrant and thoughtful way and helped them to prepare for scenarios looking dignity, compassion person-centered care. We are now getting feedback from students that online learning when well-structured and 'flipped' i.e. where they can explore concepts and then use these in interactive face to face sessions, does deliver a rich, rewarding, interactive experience to the student.</p>

\*\*\*\*Please copy and paste the above table for additional (related) courses\*\*\*\*

<b>S13</b>	<b>RATIONALE FOR PROPOSAL</b>
note S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>The East of England Ambulance Service NHS Trust (EEAST) has an urgent workforce shortfall to which we responded by putting in place a BSc (Hons) Paramedic Science programme which has commenced with 36 students and targets of 50-60 in September 2015 and 2016. However, the Trust is still experiencing a huge shortfall in the registered paramedic workforce (there is a national shortage of registered paramedics) and so the Trust is taking on (over a 4 year period which commenced in April 2014) between 900 and 1200 Student Paramedics. These employed students will progress through an in-house 1 year programme (to ICHC standards) and the Trust has published a tender to award a contract to 1 or more HEIs to deliver a DipHE in Paramedic Science – requiring the APEL of 120 level 4 credits for the ‘in-house’ year and the delivery for 4 years only of a 2<sup>nd</sup>, higher education-led programme. We have responded to the tender, with a fully costed (plus profit) mdole to deliver this programme for 300 students (100 in each of years 1 and 2 and 50 in each of years 3 and 4). Thereafter, the DipHE route will be closed and the Trust’s intention thereafter is to move towards recruiting all graduate registered paramedics.</p> <p>The School (HSC) and FMH Executives fully support this programme as it will:</p> <ol style="list-style-type: none"> <li>1. generate significant income over and above current contracts in place enhancing diversification, enterprise and potentially covering the anticipated shortfall in CPD income of 20%.</li> <li>2. to capitalise on existing infrastructure and expertise (demonstrating we are a serious and growing provider of paramedic education)</li> <li>3. to diversify &amp; expand the school</li> <li>4. to enhance the learning culture in Norfolk and Waveney by facilitating effective education within the 3 training hubs in this locality (i.e. more of the workforce educated by UEA rather than other providers) and cementing local relationships with Paramedic educators/mentors and enhancing capacity for the BSc students.</li> </ol> <p><b>Additional Income and student numbers:</b> Students admitted to the proposed programme would paid for by EEAST/HEEoE. The price proposed is £6500 – for 300 students this would bring in £1,950,000 over the 4 years of the contract. The programme has been costed for cohorts of 20-30 students x 4 a year in years 1 and 2. The business case has also been modelled to take account of possible shortfall in EEAST’s numbers and will be costed for 300 though we may only deliver over the contract life to 240 students. A significant profit margin has been built in to the price and annual inflator.</p> <p><b>Capitalising on existing infrastructure and expertise:</b> We are currently running a BSc (Hons) Paramedic Science programme and have previously run a DipHE in Paramedic Science programme and are working with EDU to support the Cert HE in Emergency Medicine for the East of England Ambulance Service NHS Trust (EEAST).</p> <p><b>Enhancing the learning culture in out of hospital care in Norfolk and</b></p>

**Waveney:**

We have continuing education programmes for paramedics and have recently been successful in winning over £500,000 in tenders for paramedic CPD- this includes facilitating, with partners the development of 300 paramedic Educators/mentors (tender won October 2014) to support practice education for paramedic students. Placing us in an excellent position to support the DipHE students.

**Expanding the School:** we have mapped the cohorts for the DipHE alongside the BSc Paramedic Science programme to ensure effective use of learning resources, rooms and placement capacity and are developing a flexible model to maximise teaching resources, use of rooms in 'off periods'- vacations, weekends, evenings and reversible modules also flexible placements again to maximise on available capacity in period of low density from other HSC programmes.

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 2 BUSINESS CASE

*note BC*

<b>BC1</b>	<b>ACADEMIC AND RECRUITMENT STRATEGY</b>	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
<b>BC1.1</b>	<b>How does the proposal fit with the University's Corporate Plan?</b>	
<i>note BC1.1</i>	<p>Corporate plan precept #1- This programme will enhance the care for patients in the East of England, supporting the emerging priorities to support paramedics as first contact practitioners, with the 'appropriate underpinning knowledge, competencies and clinical practice experience to provide appropriate assessments, treatment and to implement appropriate management plans for their patients.' (PEEP, 2013). NSC is known for its research into 1st contact and pre hospital care, the programme will be informed by this evidence and enhance the multi-professional range of healthcare professional education offered within FMH. Our previous Paramedic DipHE and Emergency Care Practitioner diploma/BSc were well evaluated and we have successfully be awarded tenders totally over £500,000 over the last 2 years to deliver education for the East of England Ambulance Service NHS Trust to enhance the competence of the current workforce and support the Trust in reducing admissions via A&amp;E departments.</p> <p>The programme will be populated by employed students from EEAST who will bring with them a range of non-traditional qualifications and a corporate priority is to continue to enable motivated and able students from non-traditional backgrounds and low participation areas to gain the advantages of university education. This programme will support this aspiration. A number of students are likely to be experienced Ambulance Technicians, Community First Responders and Ambulance Emergency Care Support Workers who will have been accepted by EEAST onto theyear 1 training programme.</p> <p>Corporate plan #4- The programme design will incorporate blended learning and innovation ; build of the interprofessional learning currently formally offered via the Centre for Interprofessional learning and provide efficient education by bringing together paramedic students with MBBS students, AHPs, adult nursing/mental health nursing, midwifery students etc. within PBL/EBL and skills education. This will facilitate effective teamwork and learning, enhancing sustainability, effective use of resources and employability and 'real world qualities' in the way we have been doing for the BSc Paramedic programme.</p> <p>The programme will include a module 'Professional &amp; Interprofessional Working in Out of Hospital Practice' (which will run across the whole year- 45 weeks). This will explicitly address the study, learning, professional and academic skills needed to make the transition into HE; thereby supporting the corporate plan priorities to provide an inclusive and supportive learning environment and minimise attrition and maximise achievement:</p> <ul style="list-style-type: none"> <li>• Evidence-based Practice; finding and retrieving evidence, critical appraisal, research methods</li> <li>• Professionalism, Legal &amp; Ethical Aspects</li> <li>• Patient-centered care</li> </ul>	

	<ul style="list-style-type: none"> <li>• NHS Constitution</li> <li>• 6Cs</li> <li>• Dignity</li> </ul> <ul style="list-style-type: none"> <li>• Context of care</li> <li>• Heath Policy</li> <li>• Interprofessional (&amp; Multiprofessional Learning facilitating the right opportunities at the right time in the curriculum</li> <li>• Peer Assisted Learning</li> </ul> <p>The design of the programme and its ongoing monitoring will be undertaken by a key group of stakeholders; this will include patients/carers and members of the public – such engagement being a key feature of curriculum design and delivery in NSC.</p> <p>The programme will also provide a platform for CPD enhancement- additional enterprise income- since it is likely that several of the modules for this programme could also be rolled out for CPD of the existing workforce. In addition a progression route for CPD is also likely to be a future initiative to ‘upskills’ the current workforce.</p> <p>The programme will also support the UEA aspirations related to Student Educational Experience</p> <ul style="list-style-type: none"> <li>• Contact time to reach or exceed the 1994 group average by 2014 – the average weekly contact time will be 14-21 hours, plus directed independent study/EBL and online activities.</li> <li>• Module 1 focuses on the development of academic, personal and lifelong learning skills to ease the transition into HEI and a professional programme. There will be at least 7 formative assessment/activities programmed into the learning for the module and this includes feedback on academic work within 3 weeks of arrival.</li> </ul> <p>Research with Impact, and Engagement Enterprise and Entrepreneurship:</p> <p>The curriculum will be informed by some of the key research being undertaken in the faculty:</p> <ul style="list-style-type: none"> <li>• Improving access to health care, with a particular focus in emergency and urgent care led by Prof Val Lattimer</li> <li>• The health needs of those in later life and at the end of life and long-term conditions (Prof Tony Arthur)</li> <li>• Public health and primary care and include: lifestyle behaviour change; preventative care; development and evaluation of complex interventions (Prof Francine Cheater)</li> <li>• Dementia research and innovation (Prof Fiona Poland)- Additional members of faculty have been active in developing and delivering a range of contemporary educational packages for example for the Dementia Coaches programme, new end of life programmes in partnership with Norfolk and Suffolk Palliative Care Academy, all of which inform the development and review of our curricula.</li> </ul>
<b>BC1.2</b>	<b>Proposed Recruitment Strategy</b>
<i>note</i> <i>BC1.2</i>	This will be conducted in partnership with EEAST. All prospective students will have been interviewed by EEAST prior to being employed by them. They will be OH and



	DBS cleared and will have completed the required elements of the year 1 'in-house' programme. Students will be APELd into year 2 of the programme, the year 1 syllabus having been mapped against the HCPC Standards of Proficiency for Paramedics and the College of paramedics Curriculum Guidance (2014).		
<b>BC1.3</b>	<b>Partnership and commercial sensitivity</b>		
<i>note</i> BC1.3	<b>Has this proposal, in outline, been approved by the Partnerships Office?</b>	<b>YES</b>	
		<b>NO</b>	N/A
	<b>Please paste their comments below</b>		

<b>BC2</b> <i>note</i> BC2	<b>MARKET RESEARCH</b>	Consult with Market Research team	
<b>BC2.1</b>	<b>What other and type of institution offers identical and/or similar courses in the UK?</b>		
	<p>Diploma and FD courses (leading to registration) are gradually being closed as BSc programmes come on stream. There are a number which recruit through UCAS:</p> <p>Birmingham City Edge Hill LJMU Sheffield Hallam Swansea UCLan</p> <p>Also the OU has a DipHE course (which has been withdrawn) Herts is withdrawing their DipHE and will not be entering the tender process for this programme.</p> <p>None of these programmes is predicated on the 1 year of in-house education put in place by EEAST and there is not sufficient capacity currently to service the large numbers of student paramedics required by EEAST.</p> <p>A tender, to which we have responded, has been issued for the supply of this programme.</p>		
<b>BC2.2</b>	<b>Are there any likely international competitors? (Please give brief details)</b>		
	No- the course would be delivered for EEAST and in partnership with health Education East of England (HEEOE).		
<b>BC2.3</b> <i>note</i> BC2.3	<b>What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?</b>		
<b>BC2.4</b>	<b>What is the evidence for current and future demands for the course from</b>		
	<ul style="list-style-type: none"> <li>• potential students?</li> <li>• employers (public services, private sector, the professions etc)</li> </ul>		

	<p>The East of England Ambulance Service NHS Trust (EEAST) has an urgent workforce shortfall to which we responded by putting in place a BSc (Hons) Paramedic Science programme which has commenced with 36 students and targets of 50-60 in September 2015 and 2016. However, the Trust is still experiencing a huge shortfall in the registered paramedic workforce (there is a national shortage of registered paramedics) and so the Trust is taking on (over a 4 year period which commenced in April 2014) between 900 and 1400 Student Paramedics.</p> <p>A tender has been issued for 1 or more HEI partners to deliver this programme: “Students are undertaking a two year programme of study which will be a health &amp; care professions council (HCPC) – or equivalent - approved programme that leads to eligibility to apply for registration. This should be Level 5 - Diploma with the first year being provided by EEAST with a step onto the second year to be delivered by the approved education provider/s. The programme should also enable existing ambulance technicians to access the programme.”</p> <p>And “The Student Ambulance Paramedic programme is currently viewed as an interim pathway, with the Graduate Paramedic entry expected to be the standard pathway for employment as a paramedic with the Trust in the longer term. This is initially viewed to occur for the next 4 years, although this is dependent on commissioned increases in staffing... The overall expected take up of the 2nd year Diploma as part of the Student Ambulance Paramedic (SAP) programme is 1000 - 1400 students”.</p> <p>The Certificate in Emergency Medicine run by EDU is currently running out candidates will be finishing during 2015- thus this ‘pipeline’ for a work-based learning route will then dry up.</p>	
BC2.5	<b>Can current and projected demand be met from existing provision?</b>	
	<b>Nationally:</b>	No
	<b>Regionally:</b>	No
BC2.6	<b>Where is/what are the competitive advantage(s) for UEA?</b>	
	<p><b>Range of health and social care professional and inter-professional learning opportunities:</b> Faculty of Medicine and Health Sciences (FMH) offers a broad mix of health and social care professions including medicine and pharmacy as well as social work; learning opportunities for paramedic students will draw on multi-professional teaching and research teams. In the East of England amongst providers offering paramedic programmes currently none has a medical school. The interprofessional opportunities offered- PAL, trauma scenarios, formative OSCEs between paramedic and MBBS students are hugely advantageous and were commended during the approval event for the BSc Paramedic Science.</p> <p><b>Curriculum currency for the regional and national agenda:</b> As well as the current BSc Paramedic Science which commenced in September 2014, we have previously been commissioned, under Rosie Doy (Reader, UEA School of Nursing Sciences) as Course Director to develop and run a Diploma of Higher Education in Paramedic Science programme. IPL was a particular feature of the DipHE in Paramedic Science which was approved in 2006, which was particularly valued by both students and academic teams. Enquiry-based Learning and IPL experiences were a key feature of the curriculum across for example cross-professional midwifery and paramedic simulations, mental health crisis management scenarios and end of life decision making. National research and policy (e.g. PEEP, 2013) is clearly indicating that paramedic programmes require much greater:</p> <ul style="list-style-type: none"> <li>• inter-professional and multi-agency awareness</li> <li>• leadership capability development (NCS runs a BA/MA in Leading innovation</li> </ul>	

	<p>for Clinical practitioners which is very well thought of)</p> <ul style="list-style-type: none"> <li>FMH (NSC/RSC) have strong mental health and learning difficulties expertise as well as growing recognition of educational research and education in the areas of dementia, end of life and the frail elderly- all areas crucial for a contemporary paramedic curriculum</li> </ul> <p><b>Recent success with tenders for out of hospital education:</b>                  As we have, over the last 2.5 years up until October 2014 been successful in winning 5 tenders to deliver education to paramedics/the EEAST workforce- the combined total of which is nearly £600,000 demonstrates our growing credibility and expertise in this field.</p> <p>As part of the implementation and support of the BSc Paramedic Science programme the UEA team are involved in developing Paramedic Educators/mentors ready for student placement support and supervision and assessments. This is providing valuable insights into the skill set, competencies, challenges and needs of paramedics. The UEA team has been successful in winning tenders for 3 different Paramedic Educator/Mentor development programmes. Most recently being awarded a contract to deliver for 300 students, leading a collaborative partnership with ARU and UCS. This sets the UEA team in good stead to support the development and rollout of the DipHE programme, with educator/mentor preparation plans which will accommodate the mentors/educators for the DipHE programme alongside the BSc programme, reinforcing and strengthening local training hub networks and supporting the development of a positive learning culture.</p> <p><b>Research:</b>                  The curriculum will be informed by some of the key research being undertaken in the faculty:</p> <ul style="list-style-type: none"> <li>Improving access to health care, with a particular focus in emergency and urgent care led by Prof Val Lattimer- this gives us access to highly credible national leads and we have recruited some to act as curriculum consultants</li> <li>The health needs of those in later life and at the end of life and long-term conditions (Prof Tony Arthur)</li> <li>Public health and primary care and include: lifestyle behaviour change; preventative care; development and evaluation of complex interventions (Prof Francine Cheater)</li> <li>Dementia research and innovation (Prof Fiona Poland)- Additionally members of faculty have been active in developing and delivering a range of contemporary educational packages for example for the Dementia Coaches programme, new end of life programmes in partnership with Norfolk and Suffolk Palliative Care Academy, all of which inform the development and review of our curricula.</li> </ul>
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<b>BC3</b> <i>note</i> BC3	<b>MARKET DEMAND AND RECRUITMENT</b>	Consult with Careers and Employability team
<b>BC3.1</b>	<b>What graduate career opportunities may be available?</b>	
	<p>Diplomates completing this programme will already be employees of EEAST. They will, on successful completion of this programme be eligible to apply for HCPC registration as a Paramedic and will be –naturally- guaranteed a job in EEAST or nationally. There is a national shortage of registered paramedics.</p> <p>We would anticipate working with employers to put in place a part time top up /CPD route to BSc level for those who complete this programme.</p>	
<b>BC3.2</b>	<b>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?</b>	
	<p>The curriculum is being developed collaboratively with key stakeholders:</p> <ul style="list-style-type: none"> <li>EEAST/HEEoE</li> </ul>	

<ul style="list-style-type: none"> <li>• Service users and carers</li> <li>• Ex-students from the UEA DipHE Paramedic Science programme and clinical ATs</li> <li>• The curriculum will meet in full the HCPC Standards of Proficiency for Paramedics and the College of Paramedics' curriculum guidance framework</li> <li>• The programme will subject to approval by the HCPC and College of Paramedics in March 2015.</li> </ul>
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<b>BC4</b> <i>note</i> BC4	<b>STUDENT NUMBERS AND TUITION FEES</b>	Consult with HOS, PLN, Faculty Dean, FFM		
<b>BC4.1</b>	<b>Student Numbers</b>			
<b>a</b>	<b>Proposed student target intake</b>	number		
<i>note</i> BC4.1a	<b>Full Time (Home/EU)</b>	100 (tbc whether 1x 100 or 4 x 25- has been costed for the latter and former models)in years 1 and 2 of the contract; 50 in years 3 and 4		
	<b>Full Time (International)</b>			
	<b>Part Time (Heads)</b>			
	<b>Distance Learning (Heads)</b>			
	<b>Minimum viable intake (full times equivalents)</b>	80 (20 per cohort if 4 x cohorts a year) a year in years 1 and 2; 40 in years 3 and 4		
	<b>Maximum viable intake (full times equivalents)</b>			
<b>b</b>	<b>Are the student numbers:</b>			
<i>note</i> BC4.1b	<b>a) available via redistribution within the School?</b> <i>Consult the Head of School</i>	<b>YES</b>		<b>NO</b>
	<b>b) available via redistribution with the Faculty?</b> <i>Consult the Dean of Faculty</i>	<b>YES</b>		<b>NO</b>
	<b>c) additional numbers required?</b> <i>Consult the Planning Office (PLN)</i>	<b>YES</b>	X	<b>NO</b>
	<b>Please give a summary of how your answers to a), b) and c) above will be achieved.</b>			
<b>BC4.2</b>	<b>Tuition Fees</b>			
	<b>Please select the relevant fee schedule:</b>			
	<b>a) Standard Home/EU/International</b>			
	<b>b) Full-cost</b> <i>Please consult with FFM</i>			
	<b>c) Other</b> <i>Please provide brief details</i>	Paid by EEAST/HEEoE – business case has fully costed the		

		programme plus profit.
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<b>BC5</b>	<b>IMPACT</b>					
<b>BC5.1</b> <i>note</i> BC5.1	<b>EQUALITY AND DIVERSITY</b>	Consult with Equality & Diversity Manager and Widening Participation team				
<b>a</b>	<b>Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?</b>	<table border="1"> <tr> <td><b>YES</b></td> <td></td> </tr> <tr> <td><b>NO</b></td> <td>X</td> </tr> </table>	<b>YES</b>		<b>NO</b>	X
<b>YES</b>						
<b>NO</b>	X					
<b>b</b>	<b>If yes, what steps will be taken to attract non-traditional students to the course/School?</b> (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)					
<b>c</b>	<b>Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a DBS be required?</b>					
	Yes and students will be covered by current DBS checks undertaken as part of their employment with EEAST.					
<b>BC 5.2</b> <i>note</i> BC5.2	<b>CURRENT STUDENTS AND/OR APPLICANTS</b>					
<b>a</b>	<b>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</b>	<table border="1"> <tr> <td><b>YES</b></td> <td></td> </tr> <tr> <td><b>NO</b></td> <td></td> </tr> </table>	<b>YES</b>		<b>NO</b>	
<b>YES</b>						
<b>NO</b>						
<b>b</b>	<b>Will any current students or applicants be affected by this proposal?</b>	<table border="1"> <tr> <td><b>YES</b></td> <td></td> </tr> <tr> <td><b>NO</b> (go to 5.3)</td> <td>X</td> </tr> </table>	<b>YES</b>		<b>NO</b> (go to 5.3)	X
<b>YES</b>						
<b>NO</b> (go to 5.3)	X					
	No the DipHE cohorts will be taught separately from the BSc Paramedic programme.					
<b>c</b>	<b>Evidence of consultation of current students and written consent obtained</b> Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?					
	Rosie Doy is consulting current BSc (Hons) Paramedic Science students about this initiative on Monday 1 <sup>st</sup> December 2014 at 14.00.					
<b>d</b>	<b>Informing applicants</b> What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.					
<b>BC5.3</b> <i>note</i> BC5.3	<b>ACADEMIC STAFF</b>	Consult with HOS, Dean of Faculty				
	<b>What is the impact / what are the resource implications of the proposal on academic staff?</b>					
<b>a</b>	<b>Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the</b>	See separate				

	<b>course in any one year</b>		document
b	<b>Is a new discipline or specialism being introduced that requires a new appointment?</b>	YES	
		NO	
c	<b>Are new appointments required to meet any additional hours?</b>	YES	X
		NO	
d	<b>If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?</b>		
	6 WTE ATR/ATS to provide paramedic clinical skills, evidence-based practice and enhance out of hospital/1st contact expertise/palliative care resourcing.		
e	<b>What is the source of funding for new academic staff?</b>		
	EEAST/HEEoE funded.		
f	<b>Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?</b>		
	Yes- it is anticipated that shared learning with MED, PHA and SWK would be advantageous. In the first instance this would comprise 2-3 sessions with MED (OSCE), a trauma day with MED and Fire & Rescue and the Police but we would hope to expand this under the CIPP/IPL agenda to PHA and SWK. We are consulting CIPP to identify how IPL might be delivered.		
g	<b>Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?</b>		
	All modules for this programme will be new- though in some cases this will comprise re-working of current modules. It is likely that the development of the modules and the staff recruitment for this programme will feed into some economies of scale and resourcing for year 2 and 3 of the BSc Programme. As numbers of students in the BSc build up, numbers undertaking the DipHE will reduce and staff in place can contribute to both programmes.		
<b>BC5.4</b> <i>note</i> BC5.4	<b>COURSE RATIONALISATION</b>	Consult with HOS, Dean of relevant Faculties, PLN	
a	<b>DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?</b>	YES	
		NO	X
	<b>If YES, please specify Course name, UCAS Code(s) / Course codes</b>		
b	<b>IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?</b>	YES	
		NO	X
	<b>If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?</b>		
c	<b>Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above</b>		

<b>BC6</b>	<b>PHYSICAL RESOURCES</b>
<b>BC6.1</b> <i>note</i>	<b>What new or additional facilities and /or equipment are required for the delivery of this course?</b>

BC6.1			
a	<b>Classroom and study facilities</b>	Mapping of this programme has been undertaken to identify ways much of the programme can be delivered over vacation periods, weekends and at times where there is capacity- including use of the clinical skills labs in the new Medical Research Building when not in use for MBBS students. The programme will be flexible- with the 'teaching week' commencing on Tuesdays through to Sundays.	
b	<b>Computer equipment</b>		
c	<b>Other equipment</b>	iSimulate x 6 at £6k = £36,000 (will also be used in the BSc) Additional responder bags 4x 1st responder and 4 x 2nd responder with equipment= £8,000 Kendrick splints x 3= £300 Motorcycle helmets x 2= £200 Additional cannulation Arms x 4= £2,000 4 more Airway heads @£1,500 each= £6000 Total= £51,000. <b>This has been incorporated into programme pricing.</b>	
d	<b>Consumables</b>	Additional for skills teaching	
BC6.2	<b>What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?</b>		
	Additional copies of key texts will be required.		
BC6.3	<b>Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).</b>	YES	X
		NO	

	<b>If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?</b>		
	Most of the practice experience will be within EEAST with mentor support in a rostered capacity; they will also have 2 weeks of supernumerary practice in EEAST. The programme will have some placements which will be provided by current placement providers in audited placement areas. We have a formal and commended system of placement audit in place covering all our other programmes. It is anticipated that supernumerary placements outside EEAST will not exceed 3 weeks of placement experience per student in organisations outwith EEAST. Carefully planning (and the ability to reverse 2 modules) will ensure we maximise the use of placement capacity when other students are not allocated.		
BC6.4	<b>Are there any start-up costs (e.g. any initial publicity and promotion?)</b>	YES	X
		NO	
	<b>If yes, please give details:</b>		
	We will need 1WTE to support the detailed design of the curriculum and undertake timetabling for the programme. We have also costed in 1 WTE Learning Developer to facilitate the development of learning resources to support the programme (this will also generate RLOs for the 2 <sup>nd</sup> year for the BSc Paramedic programme). Both built into the development costs and price per student.		

<b>BC7</b> <i>note</i> BC7	<b>IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES</b>		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note</i> BC7	<b>What is the impact of the proposal on support staff and resources in the office for which you are responsible?</b>		
<b>Date of circulation:</b>	13/11/14		
BC7.1	Dean of Students (DOS)		
BC7.2	Deputy Dean of Students (accommodation)		
BC7.3	Director of Information Services (ISD)		
BC7.4	Director of Library Services (LIB)		
BC7.5	Careers Manager (CCEN)		



BC7.6	Head of Learning & Teaching Service (LTS)
	<p>I consulted Jon Sharp about the proposed programme on 26<sup>th</sup> September 2014, we discussed</p> <ul style="list-style-type: none"> <li>• Spanning cohorts and coding</li> <li>• HESA</li> <li>• APEL (50% to access year 2 of the programme)</li> <li>• Resource to be costed in to support the programme and placements</li> </ul> <p>- Jon understands and is supportive and does not anticipate difficulties. We may need a concession if students do not have GCSE or equivalent qualifications to matriculate</p>
BC7.7	Head of Admissions (ARM)
	Discussed with David Giles- these students will not come via UCAS and so resource will be planned via the HSC Workforce Hub to service the admission of these students (as we currently do for CPD students).
BC7.8	Director of Planning Office (PLN)
	<p>This was discussed with the Director of Planning on 24<sup>th</sup> September 2014:</p> <ul style="list-style-type: none"> <li>• Not counted as new students but may have HESA issue- he will check</li> <li>• Not counted as tariff</li> <li>• If they do not have the requirements to matriculate (Maths/English GCSE) we can seek a concession provided we can indicate how they are using Maths and English in their practice</li> </ul> <p>- Ian is content and understand the issues and numbers</p>
BC7.9	Any other service or department
<i>note</i> BC7.9	

<b>BC8</b>	<b>ADDITIONAL COMMENTS</b>
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
<i>note</i> BC8	<b>Is there anything further to add to the proposal from the perspective of your service and expertise?</b>
<b>Date of circulation:</b>	
BC8.1	Market Research Manager (on Section BC2)
BC8.2	Careers Manager (on Section BC3)

BC8.3	Equality & Diversity Manager (on Section BC5.1)
BC8.4	Director of Planning Office (PLN) (on full Business Case)
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> <i>BC8.5</i>	

<b>BC9</b>	<b>PROPOSER'S RESPONSE TO COMMENTS IN BC7 &amp; BC8 ABOVE</b>
<i>note</i> <i>BC9</i>	

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)			X	
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note AC2.1</i>	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
	Please select only from the permitted options - see UG/PGT regulations				
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES		NO	
AC3.2a	If YES, which existing board will be responsible for the course?				
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	

AC3.3b	If yes, how many?	
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<b>PS</b>	<b>PROGRAMME SPECIFICATION</b>
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing

## PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
Diploma of Higher Education in Paramedic Science		July 2015

**NOTE:** Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.



<b>PS1 COURSE PROFILE</b>	<i>note PS1</i>
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<b>YEAR 1 profile</b>				<b>Level</b>	This column will be deleted prior to publication
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, e.g. Sem 1, Year-long	New / amended / existing
	COMPULSORY	120	Accreditation of Prior Experiential Learning mapped against the HCPC Standards of Education and Training and Standards of Proficiency for paramedics and the College of Paramedics Curriculum Guidance (2014)	Year-long	

<b>PS1 COURSE PROFILE - <i>continued</i></b>	<i>note PS1</i>
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YEAR 2 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	30	Applied Paramedic Science and Interventions (APSI)	Term 1 (14 weeks)	New
TBA	Compulsory	30	Professional & Interprofessional Working in Out of Hospital Practice (PIW)	Year long	New
TBA	Compulsory	30	Promoting Health & Long-term Conditions (PPHL)	Term 2 or Term 3 (14 weeks)	New
TBA	Compulsory	30	Enhanced Assessment, Decision-making & Interventions (EAD)	Term 2 or term 3 (14 weeks)	New



**PS2 MAPPING LEARNING OUTCOMES**

*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 1 learning outcomes</b>	Assessment type								
	Essay	Portfolio	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
TBC via APEL mapping once tender has been awarded- all assessments undertaken as part of the EEAST programme will be incorporated into the mapping and portfolio.		X	X			X	X		

**Other:** please give details

**PS2 MAPPING LEARNING OUTCOMES - continued**

*note PS2*

<b>Mapping learning outcomes – please list learning outcomes and enter module code against assessment type</b> <b>YEAR 2 learning outcomes</b>	Assessment type								
	Essay	Portfolio	Course test	Exam	OSCE	Oral Presentation	Assessment of practice	Other	Other
Analyse and explain the relevance and application of pathophysiology, pharmacology, clinical and behavioural sciences to paramedic practice			APSI						
Demonstrate insightful, sensitive and effective communication skills	ASI					PIW	PPHL/ EAD		
Demonstrate effective decision-making and safe use of a range of equipment, procedures and interventions within clinical practice					EAD		PPHL/ EAD		
Demonstrate understanding and ability in explaining the rationale for the provision of appropriate treatments					EAD		PPHL/ EAD		
Demonstrate critical appreciation of the role of the paramedic in relation to the total patient journey	APSI								
Undertake appropriate risk assessment and formulate an effective risk management plan							PPHL/ EAD		
Problem-solve, demonstrating developing clinical reasoning and professional judgement					EAD		PPHL/ EAD		
Demonstrate in-depth understanding of professional, legal and ethical frameworks and their relevance to paramedic practice		PIW							

Demonstrate critical self-awareness in the forming and ending of the paramedic: patient relationship		PIW					PPHL/ EAD		
Demonstrate an effective, respectful and compassionate approach in their relationships with patients, their relatives and carers					EAD		PPHL/ EAD		
Demonstrate appropriate professional relationships with other members of the inter-professional healthcare team and within student peer group							PPHL/ EAD		
Analyse the validity and reliability of evidence from multiple sources including research		PIW							
Demonstrate critical appreciation of the audit cycle and its role in paramedic practice		PIW							
Analyse audit and service improvement tools and processes		PIW							
Critically appraise evidence from a range of sources to formulate recommendations for practice development/ change		PIW					PPHL/ EAD		
Demonstrate critical reflection		PIW							
Demonstrate commitment to lifelong learning and continual learning from experience		PIW							
Develop their own practice and that of others to support and enhance the patient experience through application of leadership, mentorship and peer support		PIW					PPHL/ EAD		
Demonstrate critical appreciation of the interaction between psychosocial aspects and patient presentation							PPHL/ EAD		
Demonstrate critical awareness of the psychosocial effects of long-term illness and disability on the individual						PPHL			
Critically appraise appropriate evidence to enhance individualised person-centered care for a range of people including those with long-term conditions, multiple co-morbidities and those requiring palliative and end of life care						PPHL			

Analyse the causes and effects of loss and adjustment on the individual and the role of the paramedic in supporting the patient/family						PPHL			
Recognise individual difference including culture, gender and anti-discriminatory practice						PPHL	PPHL/ EAD		
Show awareness of own beliefs and their effects on others							PPHL/ EAD		
Analyse approaches to health promotion and health education and their role in health service structure and organisation						PPHL			
Critically explore the role of politics, policy and social construction of health and illness on the provision and access to services		PIW							
Demonstrate understanding of the principles of managing multiple casualties and of major incident management							PPHL/ EAD		
Demonstrate in-depth appreciation of the range of services involved across pathways for patients with complex needs							PPHL/ EAD		
Assess and manage a range of patients effectively, demonstrating ability to prioritise appropriately and draw on support and advice as needed					EAD		PPHL/ EAD		
Establish and maintain a safe practice environment complying with current health and safety and infection control requirements					EAD		PPHL/ EAD		
Demonstrate the ability to assess, manage and refer the acutely ill patients appropriately					EAD				
Evaluate a range of approaches to pain assessment and management and use this to inform effective patient management							PPHL/ EAD		
Recognise, assess and manage critically unwell patients					EAD		PPHL/ EAD		
Apply relevant assessment skills to the critically ill patient (including carrying out relevant physical examination), which explores differential diagnoses when formulating a working diagnosis					EAD		PPHL/ EAD		

**PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES***note PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note PS3.1*

The programme is constructed as a spiral curriculum (Bruner, 1960)- revisiting ideas/skills/attributes to extend and deepen learning until the student has gained in-depth understanding of their complexity. So for example: clinical assessment, reasoning and decision-making will be explored from cognitive/epistemological/practical perspectives moving from simple (undertaken within year 1) to complex assessment and decision-making/reasoning.

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 student development from:

Dependency to Stage 4 as a self-directed lifelong learner.

Themes will progress across the years of the programme:

- clinical skills and practice
- evidence-based practice, research, service improvement, clinical effectiveness
- self-awareness, communication and interpersonal skills
- physiology/pharmacology/pathophysiology and behavioural sciences
- understanding of services through to leadership and education to improve/innovate and develop services

Assessments such as a portfolio, practice assessment, poster presentation. Case study and OSCE will support an integrated approach to learning – the key purpose of the 45 week module 'Professional and Interprofessional Working in Out of Hospital Practice' will be to support coherence and consolidation of learning. 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.

**PS3.2 feedback cycle**

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note PS3.2*

All modules are designed to include both formative and summative assessments. The formative elements will take varied formats and will include self-marked, peer-marked, on-line, EBL presentations, role play (mock OSCEs) and formally submitted tasks & workbooks, and assessment of practice as appropriate to the module. Additionally day to day feedback will be provided in a range of ways and experiences not all of which will be 'marked' or be perceived as assessment.

<b>MODULE</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Professional & Interprofessional Working in Out of Hospital Practice	Learning Development Plan Formative writing x 3 Reflective activities Critique of evidence Edward Jenner eLearning Programme Presentation (face to face and online collaboration group) of short cases	Patchwork portfolio: • LDP/learning contract- review of development over the programme and plan for transition into independent practice • Education/mentoring activity • Leadership activity and Edward Jenner programme • Critical appraisal/annotated bibliography- chosen article • Summary of learning from IPL • 3 short cases to include: - 1 focusing on Ethical/professional aspects - 1 focusing on Communication challenges/skills - Inter-professional and teamwork aspect
Applied Paramedic Science and Interventions	Mock OSCEs Practice Assessment Document SafeMedicate© online medicines management and drug calculation programme Mastering A&P© quizzes and tests eWorkbooks Blackboard formative assessments	SafeMedicate© examination/course tests 1/3rd module credit Case study- written up from the perspective of the patient/their carer 2/3rd module credit
Promoting Health & Long-term Conditions	EBL Presentations Reflections on portfolio work	Poster Presentation – group ½ module credit 1 page review of learning from the module ½ module credit
Enhanced Assessment, Decision-making & Interventions	Mock OSCEs PAD Mastering A&P© eWorkbooks portfolio reflections	OSCE with knowledge stations Practice Assessment Document

<b>PS4</b>	<b>EXAMINATIONS</b>		<i>note PS4</i>
	<b>Computer</b>	<b>Practical (e.g. OSCEs and OSPES)</b>	
How many modules will include an exam element?	1 (SafeMedicate)	1 OSCE	
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?	1 hour	1 hour	
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?			

<b>PS5</b>	<b>EQUALITY &amp; WIDENING PARTICIPATION</b>		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	A range of assessment methods has been selected.		

<b>PS6</b>	<b>EMPLOYABILITY</b>		<i>note PS6</i>
	How is employability embedded into the delivery of the course?		
	The programme will meet in full the requirements of the HCPC's Standards of Proficiency for Paramedics, the College of Paramedics Curriculum Guidance and focuses on employability throughout the programme, though noting that these students will be employees of EEAST. Whilst it might be perceived that for students completing programmes in FMH there is		

less need to focus on employability, we believe that it is central to further improving our employability statistics, employer confidence in the 'fitness for purpose' (and continuing purpose in the rapidly changing context of health service delivery) and preparing our students for fulfilling careers within health that we further enhance our employability strategy and plan to explicitly support their development of resilience, flexibility, problem-solving and solution finding and other attributes which will enable students from this programme to not just be fit for their 1st post but able to navigate through a career spanning many decades in a climate of continuous change. In other words our employability strategy enables students to demonstrate continues fitness for purpose and the vision, confidence and flexibility to continue develop their career beyond their first employment destination and to be lifelong learners who will continue with CPD to enhance their roles and skills beyond initial registration.



<b>AC4</b>	<b>MODULE OUTLINES FOR EXISTING COMPULSORY MODULES</b>			
<i>note</i> AC4	Number of existing COMPULSORY modules			
	Module outlines attached? (as Appendix 1 to this form)	YES		NO

<b>AC5</b>	<b>MINOR CHANGES TO EXISTING MODULES</b>		
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
Module Code	Module Title	Minor changes proposed	

<b>AC6</b>	<b>NEW MODULES</b>	
<i>note</i> AC6	How many new modules are being proposed?	4
Please complete a table AC6.x for each proposed new module		

<b>AC6.1</b>	<b>NEW MODULE</b>			
Module Title	Professional & Interprofessional Working in Out of Hospital Practice			
Level	5			
Credit Value	30			
Teaching period, eg Semester 1, Year-long	Year-long			
Likely Module Organiser	TBC			
Module Type (eg EX/CW/WW/PR etc)	Portfolio			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	X
Proposed Module Code	TBC			

Module Delivery (eg distance-learning campus based, work placement)	<p>4 weeks theory (flexible blended learning model) using flipped/virtual classrooms and supported by a range of Blackboard© tools and digital learning objects.</p> <p>2.5 reading weeks 0.5 assessment week 3 weeks of practice</p>
Brief Description	<ul style="list-style-type: none"> <li>• A year-long module running in parallel with other modules will 'front-load' study skills, reflective and evidence-based practice, professionalism and legal/ethical aspects with frequent formative/developmental activities to provide constructive and regular feedback to students on their development and ease their transition into a higher education environment. The assessment strategy will be designed to ensure that the formative tasks and experiences form 'foundation stones' towards the summative (assessed) elements of the programme and will be designed to facilitate this student group in playing to their strengths, in being 'real world' assessments and diverse.</li> </ul>
Aims / learning outcomes	<ul style="list-style-type: none"> <li>• Demonstrate in-depth understanding of professional, legal and ethical frameworks and their relevance to paramedic practice</li> <li>• Demonstrate critical self-awareness in the forming and ending of the paramedic: patient relationship</li> <li>• Demonstrate an effective, respectful and compassionate approach in their relationships with patients, their relatives and carers</li> <li>• Demonstrate appropriate professional relationships with other members of the inter-professional healthcare team and within student peer group</li> <li>• Analyse the validity and reliability of evidence from multiple sources including research</li> <li>• Demonstrate critical appreciation of the audit cycle and its role in paramedic practice</li> <li>• Analyse audit and service improvement tools and processes</li> <li>• Critically appraise evidence from a range of sources to formulate recommendations for practice development/ change</li> <li>• Demonstrate critical reflection</li> <li>• Demonstrate commitment to lifelong learning and continual learning from experience</li> </ul> <p>Develop their own practice and that of others to support and enhance the patient experience through application of leadership, mentorship and peer support</p>
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Blaber, A. 2012: Foundations for Paramedic Practice. 2nd Ed. Oxford: Open University Press</p> <p>Chia, S. and Harrison, D 2011: Tools for Continuing Professional Development. 2nd Edition. Quay Books</p> <p>Cottrell S (2011). Critical Thinking Skills: Developing Effective Analysis and Argument. 2nd Edition. Basingstoke: Palgrave Macmillan</p>

	Cottrell S (2013). The Study Skills Handbook. 4th Edition. Basingstoke: Palgrave Macmillan			
	Dimond B 2011: Legal Aspects of Nursing and Healthcare. 6th Edition. Harlow: Pearson Education			
	Silverman, J. Kurtz, S. and Draper, J. 2013: Skills for Communicating with Patients. 3rd Edition. Oxford: Radcliffe Publishing			
<b>AC6.1</b>	<b>NEW MODULE</b>			
Module Title	Applied Paramedic Science and Interventions			
Level	5			
Credit Value	30			
Teaching period, eg Semester 1, Year-long	Term 1 (14 weeks)			
Likely Module Organiser	TBC			
Module Type (eg EX/CW/WW/PR etc)	EX/CW			
Does the Module include an Exam? Yes		How long will the exam be? (ie 1, 2 3 hours)	1	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Exam P/F	Percentage marking?	Case study graded
Proposed Module Code	TBC			
Module Delivery (eg distance-learning campus based, work placement)	8 weeks of blended learning using flipped/virtual classrooms and supported by a range of Blackboard© tools and digital learning objects. 4 weeks of practice including 1 week supernumerary			
Brief Description	<p>This module will front-load with relevant underpinning science applied to patient assessment, management, clinical decision-making and interventions.</p> <p>Scenario-led for application to patient care:</p> <ul style="list-style-type: none"> <li>• A&amp;P; pathophysiology and sciences</li> <li>• Anatomy Lab</li> <li>• Patient interventions</li> <li>• Clinical decision making</li> <li>• Patient safety</li> <li>• Pharmacology &amp; medicines management <ul style="list-style-type: none"> <li>○ SafeMedicate©</li> </ul> </li> <li>• Applied evidence and current research</li> </ul>			
Aims / learning outcomes	<ul style="list-style-type: none"> <li>• Analyse and explain the relevance and application of pathophysiology, pharmacology, clinical and behavioural sciences to paramedic practice</li> <li>• Demonstrate insightful, sensitive and effective communication skills</li> <li>• Demonstrate critical reflection and ability to modify care approach following reflection</li> </ul>			

	<ul style="list-style-type: none"> <li>• Demonstrate effective decision-making and safe use of a range of equipment, procedures and interventions within clinical practice</li> <li>• Demonstrate understanding and ability in explaining the rationale for the provision of appropriate treatments</li> <li>• Demonstrate critical appreciation of the role of the paramedic in relation to the total patient journey</li> <li>• Undertake appropriate risk assessment and formulate an effective risk management plan</li> <li>• Problem-solve, demonstrating developing clinical reasoning and professional judgement</li> </ul>
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>Blaber, A. and Harris, G (Eds) 2011: Assessment Skills for Paramedics. Maidenhead: Open University Press.</p> <p>College of Paramedics. 2013: Nancy Caroline's Emergency Care in the Streets. UK Edition. 7th Ed. Jones and Bartlett.</p> <p>Fellows, S and Fellows, B. 2012: Paramedics from Street to Emergency Department: Case Book. Maidenhead: OUP/McGraw Hill</p> <p><b>1 out of the following:</b>                  Marieb, E. 2013: Essentials of Human Anatomy and Physiology. 10th Edition. San Francisco: Benjamin Cummings. (Paperback and Kindle editions available)                  Or                  Marieb, E. 2015: Essentials of Human Anatomy and Physiology. 11th Edition. San Francisco: Benjamin Cummings (not yet available)                  OR                  Marieb, E. and Hoehn K 2014: Human Anatomy and Physiology. Harlow: Pearson Education                  OR                  McCance, K. and Huether, S (2014) Pathophysiology: the Biologic Basis for Disease in Adults and Children. 7ed. St Louis: Elsevier/Mosby (Hardback and Kindle editions available)</p> <p><b>Also a Pharmacology Text:</b>                  Either Galbraith, A. Bullock, S Manias, E. Hunt, B and Richards, A. 2007: Fundamentals of Pharmacology: An applied approach for nursing and health. 2nd Edition. Harlow: Pearson Education                  Or Neal M.J. 2012: Medical Pharmacology at a Glance. 7th Edition. Wiley-Blackwell                  Or Rang, HP. Dale, M.D. Ritter, J.M. &amp; Flower, R. (2011) Rang and Dale's Pharmacology 7th Ed. Edinburgh: Churchill Livingstone (Paperback and Kindle editions available)</p>
<p><b>AC6.1</b></p>	<p><b>NEW MODULE</b></p>
<p>Module Title</p>	<p>Promoting Health &amp; Long-term Conditions</p>

Level		5	
Credit Value		30	
Teaching period, eg Semester 1, Year-long		Term 2 or 3	
Likely Module Organiser	TBC		
Module Type (eg EX/CW/WW/PR etc)			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking? Y
Proposed Module Code	TBC		
Module Delivery (eg distance-learning campus based, work placement)	<p>7 weeks of blended learning using flipped/virtual classrooms and supported by a range of Blackboard© tools and digital learning objects.</p> <p>6 weeks of rostered practice in EEAST</p> <p>1 week of supernumerary placements/visits/shadowing</p>		
Brief Description	<p>This module will explore the psychosocial basis of practice and patient presentations, focusing on vulnerable groups, people with long-term conditions, complex co-morbidities and older people with frailty to prepare the student for practice in the local/regional demography. Content will include:</p> <ul style="list-style-type: none"> <li>○ Psychosocial aspects</li> <li>○ End of Life</li> <li>○ Older people</li> <li>○ Falls Prevention</li> <li>○ Long-term Conditions, including dementia</li> <li>○ Stroke</li> <li>○ Dementia- assessment, social support</li> <li>○ Falls- as per NICE guidance</li> <li>○ Mental Health – (meeting national policy/evidence and the outline from ambulance national mental health group.)</li> <li>○ Mental health and illness</li> <li>○ Learning Disabilities</li> <li>○ Health Promotion; patient education and self-management</li> <li>○ Making Every Contact Count</li> <li>○ Tools for challenging and distressed communication</li> <li>○ Applied evidence and current research</li> <li>○ Cultural aspects</li> </ul>		
Aims / learning outcomes	<ul style="list-style-type: none"> <li>• Demonstrate critical appreciation of the interaction between psychosocial aspects and patient presentation</li> <li>• Demonstrate critical awareness of the psychosocial effects of long-term illness and disability on the individual</li> <li>• Critically appraise appropriate evidence to enhance individualised person-centered care for a range of people including those with long-term conditions, multiple co-morbidities and those requiring palliative and end of life care</li> <li>• Analyse the causes and effects of loss and</li> </ul>		

	adjustment on the individual and the role of the paramedic in supporting the patient/ family <ul style="list-style-type: none"> <li>Recognise individual difference including culture, gender and anti-discriminatory practice</li> <li>Show awareness of own beliefs and their effects on others</li> <li>Analyse approaches to health promotion and health education and their role in health service structure and organisation</li> <li>Critically explore the role of politics, policy and social construction of health and illness on the provision and access to services</li> </ul>		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Atherton H. Crickmore D. Evans J and Shanley E. Eds. 2011: Learning Disabilities Toward Inclusion. 6th Edition. Edinburgh: Elsevier/Churchill Livingstone  Giddens A and Sutton P (2013). Sociology. 7th Edition. Cambridge: Polity Press  Gross R (2010). Psychology: The Science of Mind and Behaviour. 6th Edition. Hodder and Stoughton, London.  Naidoo J and Wills J (2009). Health Promotion: Foundations for Practice. 3rd edition. Edinburgh, Balliere Tindall.  Pilgrim D. 2009: Key Concepts in Mental Health. 2nd Edition. London: Sage  Scriven, A. (2010). Promoting Health: a Practical Guide. (6th edition). Edinburgh: Bailliere Tindall.		
<b>AC6.1</b>	<b>NEW MODULE</b>		
Module Title	Enhanced Assessment, Decision-making & Interventions		
Level	30		
Credit Value	5		
Teaching period, eg Semester 1, Year-long	Term 2 or 3		
Likely Module Organiser	TBC		
Module Type (eg EX/CW/WW/PR etc)	OSCE/practice assessment		
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)	OSCE 1 hour
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Yes	Percentage marking?
Proposed Module Code	TBC		
Module Delivery (eg distance-learning campus based, work placement)	6 weeks of blended learning using flipped/virtual classrooms and supported by a range of Blackboard© tools and digital learning objects. 1 week reading/assessment		

	6 weeks practice
Brief Description	<p>The module will build on previous clinical skills development as well as enhancing the student's underpinning knowledge related to critical care presentations and the range of services available to which patients may be admitted or referred when facing life-critical care needs. In addition students will attend placements to gain insight into more specialist critical care provision in critical care and trauma complexes. They will analyse specialized investigations and the rationale for ordering special tests and investigations to assist diagnosis and treatment. Content will include:</p> <ul style="list-style-type: none"> <li>○ Minor illness/minor injury</li> <li>○ Medical conditions and their management</li> <li>○ Trauma care and management</li> <li>○ Applied evidence and current research</li> <li>○ Applied Leadership</li> <li>○ Mentorship</li> </ul>
Aims / learning outcomes	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the principles of managing multiple casualties and of major incident management</li> <li>• Demonstrate in-depth appreciation of the range of services involved across pathways for patients with complex needs</li> <li>• Assess and manage a range of patients effectively, demonstrating ability to prioritise appropriately and draw on support and advice as needed</li> <li>• Establish and maintain a safe practice environment complying with current health and safety and infection control requirements</li> <li>• Demonstrate the ability to assess, manage and refer the acutely ill patient appropriately</li> <li>• Evaluate a range of approaches to pain assessment and management and use this to inform effective patient management</li> <li>• Recognise, assess and manage critically unwell patients</li> <li>• Apply relevant assessment skills to the critically ill patient (including carrying out relevant physical examination), which explores differential diagnoses when formulating a working diagnosis</li> <li>• Demonstrate application of in-depth knowledge of pertinent anatomy and physiology to the presenting illness</li> <li>• Demonstrate awareness of relevant 'Red Flags' and systematic approaches to assessment of patients with minor illness and injury</li> <li>• Interpret of investigations relevant to paramedics: urinalysis, visual acuity, blood glucose</li> <li>• Initiate and contribute to strategies designed to improve health and monitor disease in individuals, using a wide range of skills e.g. decision-making, patient education, health promotion and assessment ('Making Every Contact Count')</li> <li>• Use decision-making skills to promote the wellbeing of the patient or client and to refer on where appropriate with reference to relevant guidelines where appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>Follow prescribing conventions for patients with minor illness/injury following the guidelines for supply under Patient Group Directions or advising 'Over the Counter' preparations whilst providing appropriate medication education</li> </ul>
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Bowden G. McNally M. Thomas S and Gibson A. Eds. 2010: The Oxford Handbook of Orthopaedics and Trauma. Oxford: Oxford University Press</p> <p>Kumar P and Clark M Eds 2012: Clinical Medicine. 8th Edition. Edinburgh: Elsevier</p> <p>Marieb, E. and Hoehn K 2014: Human Anatomy and Physiology. Harlow: Pearson Education (with Mastering A&amp;P)</p> <p>Nicholls, T. and Hawkes-Frost, L. 2012: Pain: an ambulance perspective. Bridgwater: Class Health</p> <p>Singer M. and Webb A. 2010: The Oxford Handbook of Critical Care. Oxford: Oxford University Press</p> <p>Wyatt J. Illingworth R. Graham C. and Hogg K 2012: The Oxford Handbook of Emergency Medicine. 4th edition. Oxford: Oxford University Press</p>

\*\*\*\*Please copy and paste the above table for additional new modules\*\*\*\*

<b>AC 7</b> <i>note</i> AC7	<b>DEFINED CHOICE</b>
How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:	
<ul style="list-style-type: none"> <li>Programme-specific choice</li> <li>Enrichment and Employment modules (EEC)</li> <li>Language choice</li> </ul>	
No	

<b>AC8</b> <i>note</i> AC8	<b>JOINT COURSES</b>	
Is the proposed course is a joint course?	<b>YES</b>	
	<b>NO</b>	NO



	<b>If YES, how will the student experience be managed?</b>

<b>AC9</b>	<b>COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES</b>
<i>note</i> AC9	<b>Please provide a summary of external professional feedback received. Append full reports as Appendix 2</b>
<i>note</i> AC9	<b>Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3</b>
	HCPC and College of Paramedics Approval will take place and provisional dates for this event have been booked for March 26 <sup>th</sup> /27 <sup>th</sup> .

<b>AC10</b>	<b>COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION</b>
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
<i>note</i> AC10	<b>Please circulate Parts 1, 3 &amp; 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</b>  <b>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</b>
<b>Date of circulation:</b>	
AC10.1	Careers Manager (CCEN)

AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
AC10.2	Equality & Diversity Manager (PPE)

<b>AC11</b>	<b>PROPOSER'S RESPONSE TO COMMENTS IN AC9 &amp; AC10 ABOVE</b>
<i>note</i> AC11	

**FULL COURSE PROPOSAL****Part 4 KEY INFORMATION SET (KIS) DATA**

<b>KIS</b>	<b>KEY INFORMATION SET data (undergraduate courses only)</b>						<i>Note KIS</i>
<b>KIS1</b>	<b>Quantitative KIS data</b>						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework						
1.4	Percentage of time in scheduled learning and teaching activities						
1.5	Percentage of time in guided independent study						
1.6	Percentage of time on placements						
<b>KIS2</b>	<b>Professional Accreditation</b>						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						

**FULL COURSE PROPOSAL****Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

<b>THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)</b>				
<b>AP1</b>	<b>APPROVAL OF THE BUSINESS CASE</b>			
	<b>APPROVAL/SIGNATURES</b>	<b>Name</b>	<b>Signature/ evidence of approval</b>	<b>Date</b>
AP1.1	School Director of Learning, Teaching and Quality	Zoe Butterfint		
AP1.2	Head of School (on behalf of School Board)	Val Lattimer		20/11/14
AP1.3	Dean of Faculty (on behalf of Faculty Executive)			25/11/14
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

<b>AP2</b>	<b>APPROVAL OF THE ACADEMIC CASE</b>			
AP2.1	<b>Head of School</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
<b>Where applicable:</b>				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

**FULL COURSE PROPOSAL**

<b>Note N1</b>				<b>NOTIFICATION OF APPROVAL</b>			
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.							
<b>FACULTY</b>					<b>SCHOOL</b>		
<b>NEW COURSE?</b>		<b>Y</b>	<b>N</b>	<b>If NO, please enter existing course code</b>			
<b>DEGREE AWARD (e.g. BSc/MA)</b>							
<b>TITLE OF PROGRAMME</b>							
<b>START DATE</b>				<b>LENGTH OF COURSE</b>			
Course Approved by:			Name of Committee Chair			Date of approval	
<b>Faculty Learning and Teaching Quality Committee (FLTQC)</b>							
<b>Learning and Teaching Committee (LTC)</b>							
<b>RELEVANT OFFICE INFORMED? *insert date</b>							
<b>Planning Office</b>		<b>Admissions and Marketing</b>		<b>Learning and Teaching Service</b>		<b>Union of UEA Students</b>	
*		*		*		*	
sis.records@uea.ac.uk		arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk	

<b>Note N1</b>		<b>IMPLEMENTATION ACTIONS</b>	
<b>COURSE NAME</b>		<b>NEW ROUTE CODE</b>	
<b>ACTION</b>		<b>DATE</b>	
<b>COURSE INFORMATION LIVE IN ADMISSIONS</b>			
<b>PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE</b>			
<b>COURSE PROFILE UPLOADED ONTO SITS</b>			
<b>COURSE CLOSURES COMMENCED (where appropriate)</b>			