

**LTC14D110**

**Title:** *New Awards and New Course Proposals – DipHE Paramedic Science*  
**Author:** Rosie Doy  
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**Agenda:** LTC14A003  
**Status:** Open

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**DipHE Paramedic Science New Course Proposal- Updates from last presentation to LTC:**

I am delighted to advise LTC that we heard on 4<sup>th</sup> December that we had been awarded the contract to deliver this programme. The Registrar has now signed the contract on behalf of UEA.

The proposal has been critically read at faculty level, one of the 2 critical readers will join the validation panel in March. HSC colleagues are reading and commenting (on behalf of the school's teaching committee) the large bundle of documents – please note these have to be at the HCPC on/by 29<sup>th</sup> January.

As things have become a little clearer a few amendments have been made to the proposal which I am briefly detailing below and which are also indicated within the documentation:

- In answer to Jon Sharp's query about a 'final veto', I can confirm that the Trust is happy for us to have a joint professional conversation about any student whose suitability or progression might give us cause for concern, and agree jointly the decision- see section BC9;
- I have further clarified in section S8 regarding entry qualifications;
- APEL- we have been receiving the year 1 curriculum materials from the Trust so we can map the learning outcomes, practice and theory assessments against year 1 of the BSc Paramedic Science Course and the HCPC Standards of Education and Training- see sections S8 and S12;
- We have received clarification that we will be delivering 4 intakes a year- in 2015/16 these will be commencing in July, September, November and February; thereafter quarterly from April 2016 to fit with the NHS financial year. Applications will be processed by the HSC Workforce hub;
- I can confirm that recruitment including DBS checks, OH clearances, literacy and numeracy testing will be undertaken by EEAST and we have all their policies and materials which we have reviewed and agreed that we are happy to delegate to EEAST as the students' employer;
- The extraordinary meeting with the students did not take place before the vacation - due to students having summative assessments to prepare. This has been rebooked for 19<sup>th</sup> January and all paramedic students have been invited. I will report their comments to LTC;
- Some amendment to the learning hours and assessments for this programme have been made now we have more detail about the in-Trust year.

Rosie Doy 15<sup>th</sup> January 2015



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- 16 weeks of abstraction for face to face attendance for theory and 20 weeks of practice placements over a 40 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>Students will come with a range of qualifications but EEAST asks for 5 GCSEs of grade C or above of which two must be Maths, English or Science (alternative equivalent qualifications may be accepted). and will have undertaken numeracy and literacy testing as part of the recruitment process for EEAST. Those who do not have the necessary GCSE qualifications in Maths and English to matriculate, will have been using skills in both areas within their practice in year 1 of the programme and a concession will be sought to enable entry to the programme. This has been discussed with the Head of learning and Teaching and the ADTP.</p>								

		<p>Students and must demonstrate successful completion of 1 year of the EEAST Student Paramedic programme. This comprises, year 1 Practice Assessment Document (and 750 hours of practice) and OSCE around functional assessment.</p> <ul style="list-style-type: none"> <li>• ECG exam written</li> <li>• Poster Presentation (this has been amended to fulfil the same learning outcomes as the poster presentation for the Year 1 BSc programme- which will support the APEL process)</li> <li>• Evidence based practice</li> <li>• Professional discussion</li> <li>• Practice Assessment Document</li> <li>• Portfolio</li> </ul> <p>This will be mapped against the Year 1 outcomes for the BSc in Paramedic Science and the HCPC Standards of Proficiency.</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</i> S11	<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</i> S12	<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 UEA 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>As it is not clear whether this MOOC will be available for all 3 intakes per year, we cannot at this stage require students to complete this prior to commencing Year 2. However all students will be required to put together an additional integrating component within their year1 portfolio as part of their APEL claim and also their preparation for year 2.</p> <p><b>Easing the Transition into Higher Education:</b>            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</p>	

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.

#### 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 & autism.

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.

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

<b>S13</b>	<b>RATIONALE FOR PROPOSAL</b>
<i>note S13</i>	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.

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 invitation to tender, with a fully costed (plus profit) model to deliver this programme for 300 students (100 in each of years 1 and 2 and 50 in each of years 3 and 4). We have been awarded the tender to deliver 100+ places in years 1 and 2 of the programme-covering Norfolk and Suffolk localities (all delivered at UEA Norwich); and 50 places in years 3 and 4 of the contract. Thereafter, the DipHE route will be closed and the Trust’s intention thereafter is to move towards recruiting all graduate registered paramedics.

The School (HSC) and FMH Executives fully support this programme as it will:

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%.
2. capitalise on existing infrastructure and expertise (demonstrating we are a serious and growing provider of paramedic education)
3. diversify & expand the school
4. 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.

**Additional Income and student numbers:**

Students admitted to the proposed programme would be paid for by EEAST/HEEoE. The price proposed is £6500 – for 300 students this would bring in £2,024,325 over the 4 years of the contract (including inflationary uplift). 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.

**Capitalising on existing infrastructure and expertise:**

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).

**Enhancing the learning culture in out of hospital care in Norfolk and 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

	<p>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.</p>
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## 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). HSC 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 the year 1 training programme.</p> <p>Corporate plan precept #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 <ul style="list-style-type: none"> <li>• NHS Constitution</li> <li>• 6Cs</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• Dignity</li> <li>• Context of care</li> <li>• Health 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 is being 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 HSC. The stakeholder group meets regularly and has already supported the programme development.</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>• The average weekly contact time is likely to be 21-37.5 hours in blocks starting on Tuesdays (to fit with EEAST’s service delivery plans). The blocks will be supported by 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 BC1.2</i>	<p>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 considering the College of Paramedics Curriculum Guidance (2014).</p>

	EEAST will provide details of their recruitment documentation and process so that we are assured that this incorporates the NHS Constitution Values, appropriate literacy and numeracy elements and so this can be mapped against the HCPC Standards of Education and Training (SETs), specifically SET 2.		
<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>		
	This is not possible to discover as the offer is fragmented and individual arrangements are in place.		
<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 was 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.”  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	<p><b>Where is/what are the competitive advantage(s) for UEA?</b></p> <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 Health 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 (HSC 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 (HSC) has 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 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 (in divided intakes*- has been costed for the latter and former models) in years 1 and 2 of the contract; 50 in years 3 and 4. *We have the following numbers for 2015/16: 33 for July intake, 24 for Sept intake, 38 for Nov intake and 32 for Feb intake- total 127. Thereafter the intakes will be quarterly commencing in April 2016.			
	<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 total 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.

<b>BC5</b>	<b>IMPACT</b>		
<b>BC5.1</b> <i>note</i> <i>BC5.1</i>	<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>	<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. The agreement between ourselves and EEAST (agreed with Health Education East of England too) will confirm that we accept EEAST's DBS and OH Clearances for these employed students. We have been provided with all the Trust's recruitment policies and documentation to evidence against HCPC Standard of Education (SET) 2.		
<b>BC 5.2</b> <i>note</i> <i>BC5.2</i>	<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>	<b>YES</b>	X
		<b>NO</b>	
	<p>Actually a special meeting with the BSc Paramedic Science students- 19<sup>th</sup> Jan 2015. Students contacted with the following communication "Dear students</p> <p>Hope you enjoyed your observational placements. I know you are back in ECB on Monday 19<sup>th</sup> and I would like to get together with you between 12.00-13.00- bring your lunch to room 01.02A- I will have a few snacks- but sadly the budget wouldn't stretch to a full lunch. I want to explore 2 things with you and listen to your thoughts, I tried to book this before the Vacation but you had a huge workload then.</p> <p>1 we are developing an new paramedic Diploma programme for EEAST (a work-based programme). I want to share with you our thinking and listen to your ideas and concerns- please note this will have no impact on the BSc</p> <p>2 some of you filled in the online module evaluation form for the Psychosocial</p>		

	<p>module- I wanted to consult you as to how we could make a few appropriate tweaks in the light of the feedback (only for 12 so that might not represent all your views.</p> <p>So do come and have your input"</p> <p>The previous slot proved impossible for students and the Joint HSC SSLC meets after LTC papers need to be submitted- hence convening a specific meeting for the paramedic students and we only had confirmation in December that we had been awarded the tender.</p>		
<b>b</b>	<b>Will any current students or applicants be affected by this proposal?</b>	<b>YES</b>	
		<b>NO</b> (go to 5.3)	<b>X</b>
	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. Students unable to attend- this will be reconvened early in the new year- 19 <sup>th</sup> Jan.		
<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> <i>BC5.3</i>	<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 course in any one year</b>		See separate document
<b>b</b>	<b>Is a new discipline or specialism being introduced that requires a new appointment?</b>	<b>YES</b>	
		<b>NO</b>	
<b>c</b>	<b>Are new appointments required to meet any additional hours?</b>	<b>YES</b>	X
		<b>NO</b>	
<b>d</b>	<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>		
	4.4 WTE ATR/ATS (with provision for a further 2 WTE* to manage peak demand) to provide paramedic clinical skills, evidence-based practice and enhance out of hospital/1st contact expertise/palliative care resourcing. 1 post will be for a Course Director and Academic Project lead for the programme. * planned on 100 students per year- note we have been asked to deliver for up to 127 in year 1.		
<b>e</b>	<b>What is the source of funding for new academic staff?</b>		
	EEAST/HEEoE funded.		
<b>f</b>	<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. We are consulting CIPP to identify how bespoke IPL might be delivered.		
<b>g</b>	<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 from the BSc Paramedic Science programme. 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 years 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> <i>BC5.4</i>	<b>COURSE RATIONALISATION</b>	Consult with HOS, Dean of relevant Faculties, PLN	
<b>a</b>	<b>DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>If YES, please specify Course name, UCAS Code(s) / Course codes</b>		
<b>b</b>	<b>IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?</b>		
<b>c</b>	<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> <i>BC6.1</i>	<b>What new or additional facilities and /or equipment are required for the delivery of this course?</b>		
<b>a</b>	<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</b>	<b>Computer equipment</b>		
<b>c</b>	<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>	
<b>d</b>	<b>Consumables</b>	Additional for skills teaching	
<b>BC6.2</b>	<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.		
<b>BC6.3</b>	<b>Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).</b>	<b>YES</b>	X
		<b>NO</b>	
	<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 up to 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.		
<b>BC6.4</b>	<b>Are there any start-up costs (e.g. any initial publicity and promotion?)</b>	<b>YES</b>	X
		<b>NO</b>	
	<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 Reusable Learning Objects s 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> <i>BC7</i>	<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> <i>BC7</i>	<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)	
	Any increase in student numbers potentially places demands on the range of services provided by the Dean of Students' Office, in particular by the Learning Enhancement Service, which now encompasses support for student with specific learning difficulties.	
BC7.2	Deputy Dean of Students (accommodation)	
	On the assumption that the students will already be living locally, there should be no implications for accommodation.	
BC7.3	Director of Information Services (ISD)	
	I do not have any specific concern or comment on this proposal.	
BC7.4	Director of Library Services (LIB)	
	<p>We have copies of most of the titles mentioned on the reading lists, many as e-books too, but will need to purchase additional copies to deal with the numbers of students. This should be achievable provided existing levels of Library funding are maintained.</p> <p>E-Journals have been ordered previously for the B.Sc. (Hons.) Paramedic Practice so they should suffice for this DipHE. For the online course delivery, the Library can advise on copyright clearance for any embedded reading materials, but it may be wise for the School to put aside some funding to obtain copyright clearance for materials not otherwise covered by the University's CLA license.</p>	
BC7.5	Careers Manager (CCEN)	
	I have looked through the course proposal and have no further comments other than to express my support for the course.	
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>	

	<p>Head of LTS has posed some questions in the document but for your convenience they are:</p> <ol style="list-style-type: none"> <li>1. Can you clarify the entry requirements – IB and Scottish Highers are mentioned, but there is no mention of English A levels. Are these real entry requirements, or, as employees of EEAST do they just get put on the programme regardless of their academic qualifications?</li> <li>2. I take it that as OH and DBS clearance is organised by EEAST that we will not have to be involved with this, and it will not be the University's responsibility to check students' clearances.</li> <li>3. The proposed numbers are large enough to possibly require further resource or rearranged resource within LTS to support the programme effectively. Is there any money available in the bid, plus profit, to fund extra LTS support should it be required?</li> </ol>
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 GSCE) 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)
	I have looked through the course proposal and have no further comments other than to express my support for the course.

BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No comments received.
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	'The Market Research team has noted that this course is creating a DipHE when others are closing theirs in favour of BSc programmes. However, I acknowledge that this is a specific proposal directly linked to the employer's needs so as such that should not be a major concern. Careful work will need to be undertaken with the Systems and Processes Manager when setting the course up in SITS to ensure that the single year nature of the UEA part of the course is reflected in what would normally be a two-year programme. I am assuming that the first year will have no impact on UEA student records and we will instead be crediting 120 credits via APL. If there is any risk that these students will be on our records for the first year there will need to be further discussions about HESA implications and consequent SSR implications – but I am not anticipating this to be the case.'
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> BC8.5	

<b>BC9</b>	<b>PROPOSER'S RESPONSE TO COMMENTS IN BC7 &amp; BC8 ABOVE</b>
<i>note</i> BC9	<p>Head of LTS:</p> <ol style="list-style-type: none"> <li>Can you clarify the entry requirements – IB and Scottish Highers are mentioned, but there is no mention of English A levels. Are these real entry requirements, or, as employees of EEAST do they just get put on the programme regardless of their academic qualifications? <b>As employees of EEAST (who indicate that potential students will normally have GSCE Maths and English) we would be accepting them onto the programme subject to satisfactory completion of year 1 and as needed seek a concession for alternative qualifications (this would be in the case of ambulance technicians not those recruited by EEAST directly onto the programme). Some candidates may well come with A levels. EEAST agrees fully that we will have conjoint discussions where any concerns might arise about a student's suitability and progression onto the programme, providing us with a final veto against their entry to the programme if needed.</b></li> <li>I take it that as OH and DBS clearance is organised by EEAST that we will not have to be involved with this, and it will not be the University's responsibility to check students' clearances. <b>Correct- these processes will have been undertaken by EEAST as a requirement for patient contact. It is agreed with EEAST and HEEoE that evidence will be provided by EEAST of DBS and OH clearances. We have all EEAST relevant policies and processes and these are being mapped against HCPC SET 2.</b></li> <li>The proposed numbers are large enough to possibly require further resource or rearranged resource within LTS to support the programme effectively. Is there any money available in the bid, plus profit, to fund extra LTS support should it be required? <b>This programme has been fully costed, just to provide a bit of background the tender was for a fixed period for up to 1200 students, UEA's bid was for 300 of those students over the next 4 years. We now have numbers for year 1 of the programme- (as given above) So with that in mind in respect of LTS time we have proposed 0.6 fte grade 4 LTS for 4 years plus a couple of days LTS secretarial support for the course approval event.</b></li> </ol>

DOS- Any increase in student numbers potentially places demands on the range of services provided by the Dean of Students' Office, in particular by the Learning Enhancement Service, which now encompasses support for student with specific learning difficulties. **This was not explicitly costed in and DOS would need to include within their CUBS bid.**

PLANNING- 'The Market Research team has noted that this course is creating a DipHE when others are closing theirs in favour of BSc programmes. However, I acknowledge that this is a specific proposal directly linked to the employer's needs so as such that should not be a major concern. Careful work will need to be undertaken with the Systems and Processes Manager when setting the course up in SITS to ensure that the single year nature of the UEA part of the course is reflected in what would normally be a two-year programme. I am assuming that the first year will have no impact on UEA student records and we will instead be crediting 120 credits via APL. If there is any risk that these students will be on our records for the first year there will need to be further discussions about HESA implications and consequent SSR implications – but I am not anticipating this to be the case.' **Students will be credited with 120 credit of APEL for year 1 and will not be UEA students until year 2. We have experience of this for example in Nursing programmes where students with a FD APL into year 2 of the 3 year programme. The UEA team, HSC pre-registration APL officer and EEAST education leads are working closely together. Already some 'reverse engineering' has taken place which will facilitate easier APEL mapping.**

## 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	X
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					
<i>Note AC2.2</i>	Stage	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	X
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	DipHE Paramedic Science Board (chaired by Judy Barker)			

Are any new external examiner(s) required?		YES		NO	
AC3.3b	If yes, how many?	1- We have asked the BSc paramedic Science External Examiner if he would be willing to cover this programme. He has agreed.			

PS	PROGRAMME SPECIFICATION
<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 - <i>continued</i></b>	<i>note PS1</i>
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<b>YEAR 2 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, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	30	Applied Paramedic Science and Interventions (APSI)	Term 1 (12 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 (12 weeks)	New
TBA	Compulsory	30	Enhanced Assessment, Decision-making & Interventions (EAD)	Term 2 or term 3 (12 weeks)	New

**PS2 MAPPING LEARNING OUTCOMES**

*note PS2*

<b>Mapping learning outcomes – please list learning outcomes and enter module code against assessment type</b> <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 (against year 1 of the BSc in Paramedic Science programme) is being undertaken currently- all assessments undertaken as part of the EEAST programme will be incorporated into the mapping and portfolio.		X	X	X		X	X		

**Other:** please give details

**PS2 MAPPING LEARNING OUTCOMES - continued**

*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <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	PPHL						APSI/ EAD		
Demonstrate effective decision-making and safe use of a range of equipment, procedures and interventions within clinical practice					EAD		APSI/ EAD		
Demonstrate understanding and ability in explaining the rationale for the provision of appropriate treatments					EAD		APSI/ EAD		
Demonstrate critical appreciation of the role of the paramedic in relation to the total patient journey	PPHL								
Undertake appropriate risk assessment and formulate an effective risk management plan							APSI/ EAD		
Problem-solve, demonstrating developing clinical reasoning and professional judgement					EAD		APSI/ 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					APSI/ EAD		
Demonstrate an effective, respectful and compassionate approach in their relationships with patients, their relatives and carers					EAD		APSI/ EAD		
Demonstrate appropriate professional relationships with other members of the inter-professional healthcare team and within student peer group							APSI/ 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					APSI/ 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					APSI/ EAD		
Demonstrate critical appreciation of the interaction between psychosocial aspects and patient presentation	PPHL						APSI/ 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					PPHL			
Recognise individual difference including culture, gender and anti-discriminatory practice	PPHL					PPHL	APSI/ EAD		
Show awareness of own beliefs and their effects on others	PPHL						APSI/ EAD		
Analyse approaches to health promotion and health education and their role in health service structure and organisation	PPHL					PPHL			
Critically explore the role of politics, policy and social construction of health and illness on the provision and access to services	PPHL								
Demonstrate understanding of the principles of managing multiple casualties and of major incident management							APSI/ EAD		
Demonstrate in-depth appreciation of the range of services involved across pathways for patients with complex needs							APSI/ EAD		
Assess and manage a range of patients effectively, demonstrating ability to prioritise appropriately and draw on support and advice as needed					EAD		APSI/ EAD		
Establish and maintain a safe practice environment complying with current health and safety and infection control requirements					EAD		APSI/ 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							APSI/ EAD		
Recognise, assess and manage critically unwell patients					EAD		APSI/ 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		APSI/ 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 building on the year of training and experience students have already completed in EEAST 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 in the Trust training programme) 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 100% module credit PAD pass/fail
Promoting Health & Long-term Conditions	EBL Presentations Reflections on portfolio work	Case study- written up from the perspective of the patient/their carer 2/3 <sup>rd</sup> 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 (100% of credit) Practice Assessment Document (pass/fail)

<b>PS4</b>	<b>EXAMINATIONS</b>		<i>note PS4</i>
	<b>Computer</b>	<b>Practical (e.g. OSCE and OSPES)</b>	
How many modules will include an exam element?	1 (SafeMedicate) and seen/unseen	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?	3 hours	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?		
	<p>All students who have successfully passed year 1 of the in-house programme provided by EEAST and who have DBS and OH clearance will have an opportunity to undertake this programme. It will therefore be inclusive- offering an opportunity to diverse students including current Ambulance Technician grades who meet the APEL criteria to access the programme.</p> <p>The UEA is committed to create a learning environment for all students that is tolerant, respectful and values diversity. We at the School of Health Sciences fully support this aim and through our policies and practices we are able to ensure equality of opportunity and fair treatment for students. Our ethos is to ensure that students, who graduate from HSC, treat members of the public with dignity, respect and are valued in their diversity. We can only uphold these values if we ourselves create a learning environment and culture where such values are supported by all staff and students. The UEA has a Disability Equality Scheme which is supported by HSC and ensures that equality of opportunity for disabled students is promoted. However, applications are sought from students who aim to work as professionals in paramedic out of hospital environments potentially as an independent practitioner in the NHS. All applicants offered a place are required to have an Occupational Health assessment and this assessment, together with information from the Disability Coordinator, The School's Disability Officer and any other staff involved in determining possible reasonable adjustments, allows the Faculty of Health to decide whether the applicant or student can be enabled to meet the core course requirements and Standards of Proficiency. On rare occasions, reasonable adjustments will not enable an applicant or student to meet these requirements, in which case the applicant will be fully informed of the basis of the decision.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		

	<p>The School makes reasonable adjustments to facilitate access to the full range of its educational provision, facilities and other services. Wherever possible the School ensures that students and applicants will not receive less favourable treatment for a reason related to their race, gender or disability.</p> <p>The range of assessments in theory and practice has been designed to take account of different learning styles and preferences.</p>
PS5.3	<p>In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?</p> <p>A range of assessment methods has been selected. Teaching is organised to facilitate learning in a range of ways, including flipped lectures, small groups (maximum 25 students), Enquiry-based Learning, Peer Assisted Learning and 1:1 mentorship during practice placements.</p> <p>Lecturers and mentors gain a good knowledge of the learning needs of each student. Each student is also allocated a Personal Advisor during their time at UEA to help signpost them to support at UEA for issues which may impede learning. We work closely with the School's Disability Officer and the Dean of Students office to ensure that reasonable adjustments are made for students with a disability and mental health needs- within the limits of the requirements of the Health and Care Professions Council.</p>

<b>PS6</b>	<b>EMPLOYABILITY</b>	<i>note PS6</i>
	<p>How is employability embedded into the delivery of the course?</p> <p>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.</p> <p>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.</p>	

<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 (40 curriculum weeks)			
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)	150 hours -4 weeks theory (flexible blended learning model) using flipped/virtual classrooms and supported by a range of Blackboard© tools and digital learning objects. 75 hours directed/flipped/self-directed 150 hours- 4 weeks of practice* note 150 hours of protected practice will be spread over the programme
Brief Description	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.
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> <p>Cottrell S (2013). The Study Skills Handbook. 4th Edition.</p>

		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 (12 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)	150 hours of contact supplemented by 75 hours of blended/directed/self-directed learning using flipped/virtual classrooms and supported by a range of Blackboard© tools and digital learning objects. 75 hours directed/flipped/self-directed 150 hours- 4 weeks of practice* note 150 hours of protected practice will be spread over the programme			
Brief Description	This module will front-load with relevant underpinning science applied to patient assessment, management, clinical decision-making and interventions.  Scenario-led for application to patient care: <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</li> </ul>			

	<p>care approach following reflection</p> <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>JRCALC., 2013. UK Ambulance Services Clinical Practice Guidelines. Bridgwater, UK: Class Professional Publishing</p> <p><b>1 out of the following:</b></p> <p>Marieb, E. 2013: Essentials of Human Anatomy and Physiology. 10th Edition. San Francisco: Benjamin Cummings. (Paperback and Kindle editions available)</p> <p>Or</p> <p>Marieb, E. 2015: Essentials of Human Anatomy and Physiology. 11th Edition. San Francisco: Benjamin Cummings (not yet available)</p> <p>OR</p> <p>Marieb, E. and Hoehn K 2014: Human Anatomy and Physiology. Harlow: Pearson Education</p> <p>OR</p> <p>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></p> <p>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</p> <p>Or Neal M.J. 2012: Medical Pharmacology at a Glance. 7th Edition. Wiley-Blackwell</p> <p>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>



<b>AC6.1</b>	<b>NEW MODULE</b>		
Module Title	Promoting Health & Long-term Conditions		
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)	CW		
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>150 hours of contact supplemented by 75 hours of blended/directed/self-directed learning using flipped/virtual classrooms and supported by a range of Blackboard© tools and digital learning objects.</p> <p>75 hours directed/flipped/self-directed</p> <p>150 hours- 4 weeks of practice* note 150 hours of protected practice will be spread over the programme</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 adjustment on the individual and the role of the paramedic in supporting the patient/ family</li> <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)	<p>Atherton H. Crickmore D. Evans J and Shanley E. Eds. 2011: Learning Disabilities Toward Inclusion. 6th Edition. Edinburgh: Elsevier/Churchill Livingstone</p> <p>Giddens A and Sutton P (2013). Sociology. 7th Edition. Cambridge: Polity Press</p> <p>Gross R (2010). Psychology: The Science of Mind and Behaviour. 6th Edition. Hodder and Stoughton, London.</p> <p>Naidoo J and Wills J (2009). Health Promotion: Foundations for Practice. 3rd edition. Edinburgh, Balliere Tindall.</p> <p>Pilgrim D. 2009: Key Concepts in Mental Health. 2nd Edition. London: Sage</p> <p>Scriven, A. (2010). Promoting Health: a Practical Guide. (6th edition). Edinburgh: Bailliere Tindall.</p>
<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)	<p>150 hours of contact supplemented by 75 hours of blended/directed/self-directed learning using flipped/virtual classrooms and supported by a range of Blackboard© tools and digital learning objects.</p> <p>75 hours directed/flipped/self-directed</p> <p>150 hours- 4 weeks of practice* note 150 hours of protected practice will be spread over the programme</p>		
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</li> </ul>		

	<p>systematic approaches to assessment of patients with minor illness and injury</p> <ul style="list-style-type: none"> <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> <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>
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<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\*\*\*\**

<p><b>AC 7</b> <i>note</i> AC7</p>	<p><b>DEFINED CHOICE</b></p>
<p>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:</p> <ul style="list-style-type: none"> <li>• Programme-specific choice</li> <li>• Enrichment and Employment modules (EEC)</li> <li>• Language choice</li> </ul>	
<p>No</p>	

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

<b>AC9</b>	<b>COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES</b>		
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2		
<i>note</i> AC9	Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3		
	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	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.  NB these comments should focus on the <b>ACADEMIC CONTENT</b> of the proposal		
<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)

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<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)						
	Requires Approval by the HCP- booked for March 2015.						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
	Successful completion will enable diplomats to apply for HCPC registration.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						
	YES						

**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)	Ian Harvey		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:	Valerie Lattimer		20/11/14
	Approved with amendments:			
	Rejected:			
	Comments (if any):			



AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Ian Harvey		25/11/14
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
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>			