

CERTHE PRE-HOSPITAL EMERGENCY CARE

Centre of Excellence for Paramedic Practice, Institute of Health

Academic Level:	4	Credits:	120
UCAS Code:			
Awarding Body:	University of Cumbria		
Delivery Site:	SWAST- St Leonards and Wiltshire SCAS- Whitely SECAMB- Haywards Heath and ECS Nursling		
Programme Length:	1 year full-time (4 years maximum registration)		
Mode of Delivery:	Blended		
Pattern of Delivery:	Full Time		
	Total weeks of study:	39 weeks	
	Delivery pattern:	Variable according to year due to differing placement requirements	
	Standard semester dates:	No	
Placement:	Minimum of 200 hours		
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/undergraduate/pre-hospital-emergency-care/		

Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

The decision to offer a place on the programme is at the discretion of the programme leader.

Detailed criteria for admission to this programme can be found on the programme webpage.

The following additional requirements apply for entry to this programme:

If you are a disabled person or have a long-term health condition, you are advised to read the Health and Care Professions Council (HCPC) booklet: A disabled person's guide to becoming a health professional.

Must have a full UK driving license and C1 entitlement prior to commencement of the programme.

All applicants must complete a pre-entry study skills package such as HeadStart if they are new to this level of study or have had a break from study for a period of 4 years or more.

There is full commitment to equal opportunities criteria. The University is committed to widening access by taking candidates from a variety of educational backgrounds, without compromising academic standards.

IELTS

If English is not your first language you must have an IELTS score of 7.0 with a minimum of 6.5 in each component, or equivalent.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme learners will be able to:

1. Recognise and value prior experience and learning and seek out opportunities for progression through further study options
2. Have thorough knowledge and understanding of the concepts and principles underpinning pre-hospital and emergency care
3. Have the knowledge of different sources and types of evidence, and the ability to interpret and apply evidence to pre-hospital emergency care
4. Facilitate the development of skills of reflection and self-direction in learning, providing a foundation for lifelong learning and a proactive approach to practice
5. Recognise the centrality of the service user and their carers/family in assessment and decision making and have a collaborative approach to both learning and practice.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

- K1.** A foundation knowledge of human anatomy and physiology, sufficient to recognise, identify and differentiate between normal and abnormal structures and processes, emphasising the major body systems
- K2.** A foundation knowledge of the theories of communication: communication and interpersonal skills are vital to competent and effective practice, informing effective interaction with patients, service users, carers, peers, and other health care professionals
- K3.** Knowledge of the theories of learning: the process of learning is important for both patients and paramedics. The theories underpin problem solving, clinical reasoning and enabling the ability to be active lifelong learners
- K4.** Knowledge of the theories of teamwork: understanding of effective multi-professional/multi-agency teamwork

K5. Appreciate the principles of risk in the prehospital setting alongside the principles of infection, prevention and control provision

K6. Foundation Knowledge of pathological changes and related clinical features of conditions, with supporting knowledge of the theoretical basis of assessment, treatment (including pharmacology) and management of an array of patient presentations

K7. Foundation Knowledge of the perspectives and evidenced-based research into the design and implementation of effective paramedic practice, enabling development of foundation knowledge of the theories supporting problem solving and clinical reasoning

K8. Understand the fundamental principles of the key legislative doctrine that informs prehospital care practice.

Programme Outcomes – Skills and Other Attributes

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. Fundamental skills in academic writing, including assignment and report writing

S2. Strategies for enhancing self-awareness of personal strengths and weaknesses to inform self-development

S3. Application of reflection to enhance personal development

S4. Applying effective communication to a range of people across the lifespan, with the intention to develop and maintain a rapport

S5. Perform the necessary basic observations as part of a patient physical assessment, including the basics of ECG interpretation

S6. Develop confidence in presentation skills in front of an audience

S7. Develop organisational and time management skills

S8. Become accustomed to working shift patterns, that encompass unsociable hours

S9. Develop and practice the required manual handling skills required of ambulance service work.

PROGRAMME FEATURES

Programme Overview

The paramedic delivery team have a proven track record for transitioning students into Higher Education. Previous programmes conducted with the military and various ambulance service trusts mean the paramedic delivery team have vast experience in supporting students from a range of academic abilities and educational backgrounds. We will develop your academic skills on the programme through a variety of modules, delivered in a spiralled approach across different academic years. Two key modules in the development and transition into Higher Education are HPHP4045: Introduction to Research and Evidence Based Practice and HPHP4041: Professionalism and Fellowship. These modules are designed to provide the necessary skills and tools required in Higher Education; a platform which can be built upon should you chose to progress to paramedic level via the apprenticeship pathway.

The modules have been closely mapped to the HCPC's Standards of Proficiency. This mapping has enabled students who successfully complete the CertHE to progress to level 5 of the BSc (Hons) Paramedic Science programme, the successful completion of which enables eligible students to apply for HCPC paramedic registration.

The CertHE programme consists of 120 academic credits at level 4. Modules focus on the early academic skills described above, supporting you through a series of exercises to gain confidence and competence in using learning technologies. The induction programme will cover the IT network and passwords, an introduction to the Blackboard virtual learning environment, webmail, library services and electronic resources and databases to include eBooks, eJournals, image collections, etc. Ongoing support will be provided by both your personal tutors and module leaders, along with the Library and Student Services teams.

The academic team embrace the philosophy of 'learning with, from and about one another to improve collaboration and the quality of patient care'; a process that the World Health Organisation (2010) stipulates to enable 'effective collaborative care'. This approach to Interprofessional Learning Experience (IPE) occurs with a range of other health-oriented programmes, where you will learn collaboratively with midwifery, nursing, occupational therapy,-and physiotherapy students. In addition, the spoke placements specific to the programme enable your immersion in environments such as GP practice and community settings, enabling an experiential perspective to consolidate your understanding.

The University provides uniforms for students where appropriate. However, you are responsible for your own laundry, and must provide suitable footwear and a stethoscope. It is also the responsibility of the student to provide transport to and from placements.

Learning and Teaching

Teaching

The programme team recognise the individual learning needs of students and ensure that the focus of teaching appeals to the strengths of all learners. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent, student-led learning. We ensure sessions maximise your learning opportunities by incorporating a variety of teaching and learning strategies which ensure the acquisition of key knowledge and understanding.

Learning is based between blocks of academic study and professional practice. You will be facilitated to apply and integrate your professional knowledge within your practice, and to develop an enquiring critical approach to your study and professional practice.

The programme team are proud of how they use technology-enhanced learning (TEL) to maximise your learning experience. This is evident in various formats to ensure exposure to learning is high-fidelity, an excellent platform to bridge the gap between theory and practice.

Acquisition of knowledge and understanding is achieved through a combination of the following:

- High fidelity practice simulation
- Tutor-led group work
- Technology-enhanced learning
- Case studies
- Problem-based learning
- Interprofessional learning
- Interactive online and classroom-based workshops
- Use of the virtual learning environment
- Facilitated discussions and debates
- Tutorials
- Guided study and reading
- Work-based learning
- Reflection on professional practice
- Peer-led group work

Intellectual, professional and key transferable skills are developed through the methods described above. Students are actively encouraged to reflect critically on their skills in practice, to develop their ability to make sound professional judgements. Methods include work-based learning through appropriate clinical placements, simulated clinical skills learning, action learning sets, lectures, seminars and workshops, case study reviews, discussion forums, independent study, and tutorials.

You will gain experience working within a practice setting.

Members of the public and patients contribute to curriculum development, teaching and learning within individual modules where appropriate. You will explore the meaning of public and patient engagement from their perspective, involvement in their care, shared decision-making, and involvement in healthcare planning at a strategic level. Along with your Practice Placement Educator, you will seek to ascertain the perspectives of both the public and your patients and elicit feedback which will enable you to learn from and improve your performance. This will be recorded within your student Placement Assessment Documentation (PAD).

A Typical Week

You typically have up to 30 hours of contact time per university week. This may consist of online lectures, practical sessions and/or group tutorials.

A typical day usually commences at 09:30 and learning activities span through until 12:00. You have an hour for lunch before afternoon lectures commence at 13:00 and continue to approximately 16:00.

Teaching activity for academic blocks usually spans Monday to Friday. This will be a combination of online, face-to-face, peer learning, group work and independent study, depending upon the module being studied.

The programme team understand the importance of maximising the full experience on your journey at university and will afford private study days during academic delivery blocks so you can engage within extracurricular activities, independent study and other activities.

Throughout the academic year you are entitled to a minimum of 2 hours of dedicated 1:1 personal tutorship. The personal tutorials are strategically positioned throughout the academic calendar to ensure you are getting the required support needed to progress with their learning and development of the knowledge, skills and competencies of practice.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-directed study.

Teaching Staff

We have a range of expertise and experience within the core teaching team, which we know you will benefit from as you progress through the programme. You also get the benefit of the whole of the Centre of Excellence in Paramedic Practice team which has over 100 teaching staff. Your teaching team have many years' experience in paramedic practice. Across the team there are research interests in interprofessional learning, team working in cardiac arrest situations and effectively leading resuscitation efforts, breaking bad news and bereavement care, clinical skills education, clinical support strategies and mentoring.

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered in the classroom or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Assessment

Portfolio

Practical OSCE assessment

Practice assessment (PebblePad portfolio submission)

Exam (multi-choice and short answer question paper)

Presentation

Academic written submission

Feedback

We ensure consistency of marking and feedback using marking rubrics for each assessment.

These vary in style and format depending on the assessment type. due to the nature of the assessment, OSCE rubrics differ from written assessment rubrics. All feedback given to learners is in line with practices advocated by our colleagues in CAPE and consistent with the University of Cumbria's curriculum design framework. We operate on Nicol and Macfarlane-Dick's (2006) seven key principles when providing feedback for learners:

- Facilitate the development of self-assessment
- Encourage student/lecturer dialogue
- Help clarify good performance

- Provide opportunity to ‘close the gap’
- Deliver high quality information about learning
- Encourage positive beliefs and self-esteem
- Provide information to lecturers about teaching

Formative and Summative Assessment

Formative assessment is an important feature within the programme and is a required element of engagement in all modules. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment for each respective module. Formative work may include in-class or online activities such as presenting draft assignments, work in progress, or multiple-choice tests. Peer and self-assessment are also used to give you timely feedback on formative tasks; the personal tutoring process will guide this. Gibbs (1999) advocates the notion of formative assessment being a shared experience with a social dimension, arguing that it facilitates students’ ability to make judgements about the quality of work and to take responsibility for their own development and learning, responding to constructive feedback.

The programme ensures summative assessments are designed to provide a creative and balanced strategy throughout the programme, challenging you to meet the requirements of the module learning outcomes. The programme team ensure a fair balance of modular assessment guidelines throughout each academic year, to ensure you are afforded appropriate time to plan, prepare and submit their respective assessments and avoid overloading of workload. The format of modular assessment has been strategically considered to ensure the learning outcomes are assessed in the most appropriate manner to complement the requirements of the module, leading to efficient and timely feedback. The programme formative and summative assessment formats include:

Formative Assessment

Online Virtual Learning Environment Activity
 Mock Examination Papers
 Written Assessment (including assignment plan)
 Observed Structured Clinical Examination (OSCEs) preparation
 Practical Skill Assessments (sometimes including a written report)
 Presentation Plan

Summative Assessment

Written Assignments
 Oral Presentations
 Poster Presentations
 Written Examinations
 Observed Structured Clinical Examination (OSCEs)
 Portfolio

Portfolio Plan

The summative assessments all relate to the working environment enabling you to take your assessed learning into the practice environment to optimise the provision of patient care.

Clinical Assessment of Practice (CAP)

This assessment has been designed to measure specific learning outcomes related to clinical practice. These guidelines are applied using the paramedic's professional judgement on what is safe and proficient practice.

There will be four assessments in a clinical year. Three of these will be formative (the outcome does not contribute towards your portfolio, but it will enable you to become familiar with the process and application of the documentation). The final assessment will be summative and contributory to the portfolio.

Each assessment will be a minimum of one session of practice; however, this period can be extended depending on the number of patient interactions you are able to perform towards the respective assessment. The CAP should not be protracted over several days' as this may put you at a disadvantage. There is no minimum or maximum number of patient interactions but you should undertake a sufficient range and number of interactions to allow a fair assessment of skills appropriate to the required level. You are required to undertake all interactions within your level of training and assist the Practice Placement Educator or supervising paramedic with other patient interactions as appropriate to your level of clinical experience and training.

The Practice Placement Educator or supervisor undertaking the CAP will be trained and also experienced in the area of student assessment in practice. The process and documentation for each assessment will be signed by the Practice Placement Educator or the supervisor. If you are not progressing appropriately your Personal Tutor and in some circumstances programme lead will be informed and become involved.

Graduate Prospects

This programme takes a unique approach to paramedic education, where the paramedic is seen in an integrated role within the wider NHS. This means that our programme is designed to provide knowledge and experiences of the different areas of the NHS. This in turn will ensure you are ready to undertake a variety of jobs within the NHS.

This programme offers a good range of employment opportunities, within the NHS and within other organisations which deliver pre-hospital and emergency care.

The University of Cumbria also offers excellent progression opportunities onto degree level and then post graduate study.

MODULES

Year 1			
Code	Title	Credits	Status
HPHP4040	Developing Person Centred Care in Paramedic Practice 1	40	Core
HPHP4042	Physical and Clinical Sciences	20	Core
HPHP4046	Clinical Practice	20	Core
HPHP4041	Professionalism and Followship	20	Core
HPHP4045	Introduction to Research and Evidence-based Practice	20	Core
Students exiting at this point with 120 credits would receive a CertHE Pre Hospital Emergency Care			

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
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Timetables

Timetables are normally available no less than four weeks before the start of Semester 1. Please note that while we make every effort to ensure timetables are as student-friendly as possible, scheduled learning can take place on any day of the week.

ADDITIONAL INFORMATION

Student Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Course Costs

Tuition Fees

Course fees can be found here: [course fees](#)

The following course-related costs are included in the fees:

- Use of equipment and PPE

Additional Costs

The following course-related costs are not included in the fees:

- Books and Journals: Most core text books are available via the University's library; however you may wish to buy copies of any texts used to support your learning on your course. This could cost between £50 - £100 per year.
- Stationery: You should budget for stationery and consumables for your own personal use. This should include notebooks, pens and pencils for taking notes in class and/or in the field. You should also budget for the purchase of USB pen drives, as well as occasional printing and photocopying costs incurred in the preparation or submission of coursework. Whilst you will choose how much you need, expect to pay around £30 - £40 per year for these items.
- Travelling to and from placement and university face-to-face days

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions.

- A student on this programme is not permitted to retake any of the modules.
- For modules containing practice assessment elements, a student will be permitted one reassessment opportunity, the timing of which will be agreed by the placement partner and subsequently approved by the assessment board.
- For modules with no practice assessment elements, where a student fails both the initial assessment and one reassessment opportunity, the assessment board will decide if the student can be offered a 2nd reassessment opportunity (for which the student will be provided the appropriate academic support). If the student subsequently fails this 2nd reassessment, they will be required to exit the programme with the relevant exit award or transcript of awarded credits.

External and Internal Benchmarks

External Reference Points

College of Paramedics (2019) Paramedic Curriculum Guidance 5th Edition

Paramedic Evidence-Based Education Project (PEEP) (2013)

Quality Assurance Agency (QAA) Benchmark Statement for Healthcare Programmes for Paramedic Science (2019)

HCPC Standards of Proficiency for Paramedics (2023)

HCPC Standards of Conduct, Performance and Ethics (2016)

HCPC Standards of Education and Training (2017)

University of Cumbria Academic Regulation 2016 / 2017

<http://www.cumbria.ac.uk/about/organisation/professional-services/academic-quality-and-development/academic-regulations/>

The Joint Royal Colleges Ambulance Liaison Committee Clinical Guidelines (JRCALC) (2019)

NHS England (2017) Integrated Urgent Care Service Specification

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage.