**University of Huddersfield**

**Programme Specification**

***This document does not form part of the student contract***

|  |  |  |
| --- | --- | --- |
| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution** | University of Huddersfield |
| **3.** | **School and Department** | School of Human and Health Sciences  Department of Allied Health Professionals, Sports and Exercise |
| **4.** | **Course accredited by** | Health and Care Professions Council (HCPC) |
| **5.** | **Mode of Delivery** | Full time |
| **6.** | **Final Award** | BSc (Hons) |
| **7.** | **Course Title** | Paramedic Science |
| **8.** | **UCAS Code** | H041 |
| **9.** | **Subject benchmark statement** | QAA (2016) Subject Benchmark Statements: Paramedics  QAA (2001) Benchmarks: Health Professionals  College of Paramedics (2017) Paramedic Curriculum Guidance  HCPC (2014) Standards for Proficiency: Paramedics.  HCPC (2017). Standards of Education and Training  HCPC (2016). Standards of conduct, performance and ethics |
| **10.** | **Date of Programme Specification Approval** | July 2020 |

**11. Educational Aims of the Course**

The overall aim of this programme is to develop students who are critical thinking and reflective practitioners, able to effectively contribute to contemporary paramedic practice and adopt an approach of lifelong learning. Students will develop the necessary knowledge, skills and behaviours through an educational programme designed to meet the HCPC (2014) and the College of Paramedics (2017) requirements. Our graduates will be eligible to apply for HCPC registration as a Paramedic.

**11.1** The Paramedic Science course aims to:

1. Develop autonomous, contemporary and reflective practitioners with a level of skills, knowledge and the professional attributes necessary to enable them to function effectively as paramedics working within a complex and changing environment.
2. Develop skilled practitioners who are able to assess and manage service users across an age spectrum, who are committed to collaboration in health and social care.
3. Develop resourceful and adaptable practitioners who are able to establish safe environments and incorporate the necessary practical skills.
4. Develop reflective practitioners who are committed to continuing professional development and life-long learning, with the ability to appraise and analyse research, understand evidenced-based practice and their role in enhancing future developments of paramedic practice.

**11.2** During their studies, students are required to demonstrate their practical application of skills and knowledge as well as an ability to deliver appropriate care to service users. Practice is an essential and integral part of this Degree and students will undertake much of their learning in practice settings.

**12. Intended Learning Outcomes**

The learning outcomes for this degree have been developed in the light of the Framework for Higher Education (FHEQ) (2014). On completion of the course, students will be able to:

***12.1 Knowledge and Understanding***

1. Demonstrate a deep, systematic and comprehensive knowledge and understanding of relevant theories, concepts and principles of paramedic practice.
2. Distinguish the care pathways available from comprehensive underpinning knowledge, recognising their worth and limitations.
3. Illustrate a critical understanding of the diverse and changing environment in which paramedics work and the underpinning knowledge of how to be flexible and adaptable to unfamiliar contexts.
4. Critically explore the balance between risk and danger in order to develop safe decisions to understand the limits of their own scope of practice.
5. Autonomously draw on knowledge and understanding of current political, social and policy factors influencing their professional specialism.
6. Critically understand how to provide holistic care that is ethical and non-discriminatory.
7. Critically understand how to meet the needs of a patient’s physical, emotional, cultural and social circumstances.
8. Evaluate their own knowledge and understanding, adopting and critically appraising current evidence and information to inform and influence paramedic practice.
9. Critically understand the interface between urgent and emergency care to inform decision making process.

***12.2 Skills and Other Attributes (practical)****.*

1. Demonstrate safe and effective paramedic practice, consistent with professional and regulatory requirements.
2. Comprehensively and methodically assess critically ill and/or injured patient’s needs across the life spectrum, and initiate appropriate management and therapeutic processes within unscheduled care.
3. Independently obtain a systematic and meaningful set of clinical observations and relevant data to the patient’s condition and analyse this information to inform a working impression.
4. Critically analyse and respond to an individual’s health and social care needs. Integrate their care in order to meet the needs of the service user and their family/significant others and carers.
5. Initiate appropriate treatment regimes in accordance with current local and national policy and evidenced-based practice. Concurrently, review the effectiveness of ongoing treatment and interventions and adapt care accordingly.
6. Communicate clearly and effectively with all appropriate health care workers, service users and significant others to provide information about the treatment and potential outcomes.
7. Work in partnership, with colleagues, peers or other disciplines on complex matters, issues and ideas.
8. Critically appraise, evaluate and interpret research data from a range of different sources and be able to integrate appropriate evidence into practice.
9. Critically evaluate own practice through action planning, case review, appraisal, critical reflection, peer review and implement change where appropriate to professionally develop.
10. Identify gaps within paramedic practice and recognise the opportunity for quality and service improvement in order to develop the paramedic profession.
11. Critically apply suitable methods of analysis to research data to reach justifiable conclusions.

**12.3 *Transferable/Key Skills:***

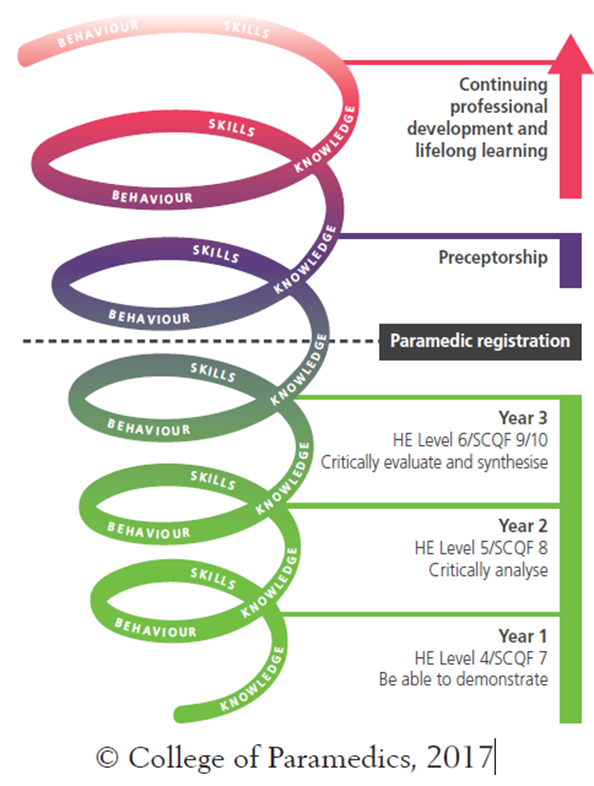
1. Apply an autonomous and critical approach to continuous professional development and life-long learning.
2. Display effective communication techniques to work in partnership with colleagues and peers within both the paramedic field and other disciplines.
3. Apply initiative, critical thought and problem-solving skills that can serve to enhance professional activities.
4. Plan, develop and analyse research and interpret data and other relevant information to inform practice
5. Illustrate critically reflective qualities in the evaluation and analysis of own actions.
6. Identify the ability to show resilience in stressful situations and the ability to adapt and self-manage.
7. Exercise high personal and professional behaviours and standards.

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

**13.1** The course is offered in full-time mode. Successful completion of the course will afford the opportunity for students to gain a BSc (Hons) in Paramedic Science, and eligibility to apply for entry to the Health and Care Professions Council (HCPC).

**13.2** The curriculum has been designed using a spiral curriculum (figure 1). This is following The College of Paramedics (2017) suggestions that if curriculum is built on a spiral format, development should be seen throughout the programme. Spiral curricula are commonly used throughout medical education and designed to build on the concept that even the most complex material, can be understood if taught and structured correctly. Spiralling supports comprehensive learning where connections are made over time, and therefore topics throughout the course will be revisited and studied in increasing complexity. Therefore, students will revisit a previously studied area, which has the advantage of promoting deeper learning and increased retention of information.

**Figure 1: College of Paramedics, Spiral Curriculum (2017)**



**13.3** Figure 2 outlines the course modules, credit allocation and exit awards. The BSc (Hons) Paramedic Science course will be delivered full time over 3 years. Figure 2 illustrates the exit awards.

**Figure 2:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BSc (Hons) Paramedic Science** | | | | | | |
| **Year 1** | | | | | | |
| **Module Code** | **Modules** | | | **Credits** | **Level** | |
| HFH1118 | [Introduction to Patient Assessment and Management](https://outlook.office.com/mail/inbox/id/AAQkADM0ODM5MmU3LWM5N2UtNDRiMC1hNDUzLTFiNjhjNDJlZGI3OQAQAAo%2FfeAE1kL6mgQqmobRmR8%3D#_2._Module_Title) | | | 30 | 4 | |
| HFH1119 | [Paramedic Care across the Lifespan](https://outlook.office.com/mail/inbox/id/AAQkADM0ODM5MmU3LWM5N2UtNDRiMC1hNDUzLTFiNjhjNDJlZGI3OQAQAAo%2FfeAE1kL6mgQqmobRmR8%3D#_2._Module_Title_1) | | | 20 | 4 | |
| HFH1120 | Non-technical Skills for Paramedics | | | 20 | 4 | |
| HFH1121 | [Law, Policy & Ethics for Paramedics](https://outlook.office.com/mail/inbox/id/AAQkADM0ODM5MmU3LWM5N2UtNDRiMC1hNDUzLTFiNjhjNDJlZGI3OQAQAAo%2FfeAE1kL6mgQqmobRmR8%3D#_2._Module_Title_3) | | | 20 | 4 | |
| HFH1122 | [Paramedic Skills 1](https://outlook.office.com/mail/inbox/id/AAQkADM0ODM5MmU3LWM5N2UtNDRiMC1hNDUzLTFiNjhjNDJlZGI3OQAQAAo%2FfeAE1kL6mgQqmobRmR8%3D#_2._Module_Title_4) | | | 30 | 4 | |
|  | | | | **Total = 120** | | |
| **PROGRESSION POINT Exit Award: Certificate Higher Education Health Studies** | | | | | | |
| **Year 2** | | | | | | |
| **Module Code** | | **Modules** | **Credit** | | | **Level** |
| HIH2001 | | Patient Assessment and Management | 30 | | | 5 |
| HIH2002 | | Emergency Care | 20 | | | 5 |
| HIH2003 | | Research and Evidence Based Practice | 20 | | | 5 |
| HIH2004 | | Anatomy, Physiology and Pathophysiology | 20 | | | 5 |
| HIH2005 | | Paramedic Skills 2 | 30 | | | 5 |
|  | |  | **Total = 120** | | | |
| **PROGRESSION POINT Exit Award: Diploma Higher Education Health Studies** | | | | | | |
| **Year 3** | | | | | | |
| Module Code | | Modules | Credits | | | Level |
| HHH3001 | | Evidenced Based Practice and Improvement | 30 | | | 6 |
| HHH3002 | | [Integrated Urgent Care](https://outlook.office.com/mail/inbox/id/AAQkADM0ODM5MmU3LWM5N2UtNDRiMC1hNDUzLTFiNjhjNDJlZGI3OQAQAAo%2FfeAE1kL6mgQqmobRmR8%3D#_2._Module_Title_11) | 20 | | | 6 |
| HHH3003 | | [Minor Injury and Illness Care in the Community](https://outlook.office.com/mail/inbox/id/AAQkADM0ODM5MmU3LWM5N2UtNDRiMC1hNDUzLTFiNjhjNDJlZGI3OQAQAAo%2FfeAE1kL6mgQqmobRmR8%3D#_2._Module_Title_12) | 20 | | | 6 |
| HHH3004 | | Transition to Paramedic Practice | 20 | | | 6 |
| HHH3005 | | [Paramedic Skills 3](https://outlook.office.com/mail/inbox/id/AAQkADM0ODM5MmU3LWM5N2UtNDRiMC1hNDUzLTFiNjhjNDJlZGI3OQAQAAo%2FfeAE1kL6mgQqmobRmR8%3D#_2._Module_Title_14) | 30 | | | 6 |
|  | |  | Total = 120 | | | |
| **COMPLETION AWARD:**  **BSc (Hons) Paramedic Science** | | | | | | |

**13.3** Currently, the course can only be accessed full-time over three years. In exceptional circumstances should the learner exit prior to completion the following awards apply:

**Figure 3:**

|  |  |
| --- | --- |
| **Exit Awards – Title:** | **Academic Credits** |
| Certificate of Higher Education Health Studies | 120 Foundation (FHEQ level 4) |
| Diploma of Higher Education Health Studies | 120 Foundation (FHEQ level 4)  120 Intermediate(FHEQ level 5) |
| BSc Health Studies | 120 Foundation (FHEQ level 4)  120 Intermediate (FHEQ level 5)  60 Honours (FHEQ level 6) |
| BSc (Hons) Paramedic Science  Professional qualification and eligibility to apply for HCPC registration | 120 Foundation (FHEQ level 4)   1. Intermediate (FHEQ level 5)   120 Honours (FHEQ level 6) |

**13.4** Practice based learning will be a consistent theme throughout the duration of the course. Each year will contain a practice-based module, and placements sought in ambulance and non-ambulance areas. The curriculum builds from fundamental content such as paramedic specific skills, knowledge and attributes to concepts that are more complicated, complex analysis and application of knowledge to develop the students readiness for autonomous clinical practice.

Skills will be practiced throughout the practical modules. Following the College of Paramedics (2017) curriculum guidance, simulated practical learning will supplement practice based learning and accompany the practice module, ongoing formative and summative assessment will contribute to the assessment process in this module.

Student paramedics will follow a trajectory of learning and undertake practice based learning within the paramedic skill modules. Placement will be sought in a variety of ambulance and non-ambulance areas.

**13.5** The award of BSc (Hons) Paramedic Science leads to eligibility to apply for registration with the Health and Care Professionals Council. Progression between stages will be offered upon successful completion of all modules.

**13.6** Practice based education will feature throughout the course and includes varying placement areas. Student paramedics will be required to complete 450 hours of practice placement within each of the paramedic skills modules, each year of the program. Students will be to complete a practice assessment document (PAD). The PAD will include reflective components and competencies, which must be passed in order for progression to the next stage.

No modules can be condoned for the award. Students are required to pass all modules to be awarded a BSc (Hons) Paramedic Science.

**13.7** **Attendance**

Students are attending a course leading to professional registration; as such they are expected to attend all teaching modules and practice placement. Attendance will be monitored in accordance with University regulations.

Learner attendance is monitored in accordance with the University Attendance Monitoring Policy. Where a learner is absent for any reason from a timetabled university session they must report this to both their employer and to the university within 24 hours of the absence. Failure to report absences and poor attendance will be fed back to the line manager within the organisation the learner is employed for performance management purposes.

**13.8** All students are required to comply with the regulations of the University regarding conduct. Students are also required to comply with HCPC Guidance on Conduct and Ethics for Learners (2010) at all times. The students are introduced to this document at the beginning of the course which is stored on the course virtual learning environment (VLE).

**13.9 Fitness to practise**

Students will have to demonstrate their fitness to practise as a future health and care professional throughout their academic and practical studies. It is essential, therefore, that during their studies a students’ health and behaviour does not give cause to doubt their Fitness to Practise. The University fitness to practise process can be found on the following link: <https://www.hud.ac.uk/media/policydocuments/Fitness-to-Practise-Handbook.pdf>

In addition, students will have to be aware that their conduct and behaviour outside of the programme may affect whether or not they are allowed to complete the programme or eligible to register with the HCPC.

Breach of these terms could affect the student’s ability to:

* Complete the programme
* Gain final qualification
* Register with the HCPC

**14. Teaching, Learning and Assessment**

**14.1** Teaching, learning and assessment strategies are designed to offer students a variety of learning and assessment opportunities that align with the module learning outcomes and offer realistic and effective preparation for progression into the paramedic profession. They aim to be inclusive of diversity to allow students to actively engage in learning and be successfully assessed in a variety of ways.

Implementing the College of Paramedics recommendation of a spiral curriculum (2017) allows concepts to be revisited on a regular basis, at different levels of intensity and with variable emphasis to enable issues and themes to be explored in increasing depth and complexity. This facilitates knowledge, understanding and skills acquisition and the development of critical thinking, problem solving and reflective capacities essential for complex professional practice.

Modules are designed to embed transferable skills and to allow students to progressively increase their knowledge and confidence. Thus, the acquisition of practical skills and the confidence to perform academically and professionally is developed. Student choice in the development of their research ideas or improvement proposal encourages greater engagement with and control over their learning and contribution to knowledge and their professional practice.

**14.2** Within the programme there is an increased emphasis on student centred approaches to learning and enquiry based learning which will underpin each of the modules. Seminars, group work, practical experience, simulation, role play, computer based learning (e.g. quizzes, voting boards, forums) and lectures will also be used. Learning and teaching is also delivered through work-based learning as the students undertake practice placements both within the ambulance service and other health or social care environment. The blend of learning styles and environments that will be used for this course will help create a high quality learning experience.

Service user and carer engagement is embedded into the programme and some of the interactive classroom sessions will include input from patients/clients and individuals from the community. This will create authenticity and exploration of the emotional issues related to providing holistic, patient centred care. Anonymised patient stories in a variety of formats are also incorporated into teaching and learning, enabling a diversity, inclusion and a broader spectrum of patients, presentations and cultures.

**14.3** All modules are supported by digital resources in the VLE. The VLE will play a key role in offering direction and academic support to students when students are not in attendance, for example when on practice placement. The team will continue to strive to develop innovative teaching techniques to enhance students’ learning. Group discussion will be encouraged during these off campus periods by the use of discussion forums on VLE’s and through the use of electronic resources so peer support and tutor support can be offered when the student is not in attendance through discussion boards through the University’s networking media and VLE.

**14.4** Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module guide. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessment is a combination of coursework, practice/competency based learning and examination including case-studies, presentations, objective structured clinical examinations (OSCEs) and practical scenarios. The nature of the assessment varies from module to module, and mirrors the modes of communication expected of graduates in this field report writing, critique, case presentation and oral presentation of clinical findings. Assessment is based upon work- based situations through case studies to facilitate reflection and testing skills of critical analysis.

**14.5** **Practice based learning and assessment**

Ambulance service placements will be broader than working on an operational ambulance, allowing the student exposure to a comprehensive and diverse number of experiences. These will include the Emergency Operations Centres, NHS 111, and other specialist roles within the ambulance service. The value of non-ambulance service placements is held in high regard and this programme facilitates access to both hospital and community placements. Diversity in placements gives the students experience of an individual’s care journey across a range of engagements.

The model of hub and spoke will be adopted to ensure that the students are prepared for the realities of work once qualified. Whilst on ambulance placement, students will be assigned a Practice Educator (PEd) responsible for their progress throughout the placement (hub). On those occasions that the PEd is not available, students will be assigned to an associate PEd (spoke).

**Key terms**

**Named Practice Educator**: is a qualified and experienced worker whose primary role is to support, encourage and assess students in practice.

**Associate Practice Educator**: is a qualified and experienced paramedic or other health care professional (Nurse, ODP, Midwife etc.) who is assigned to the student when on ‘non-ambulance’ placement. In exceptional circumstances, for example if a student’s named PEd is not available due to short notice absence, an associated PEd will be used.

The named PEd is responsible for final ‘sign off’ within the PAD. An associate PEd from an ambulance or non-ambulance placement can sign the PAD to witness achieving a competency. Their name and designation should be clearly stated within the PAD.

Students are expected to adhere to the attendance policy when attending placement. Although the HCPC and College of Paramedic set no minimum or maximum threshold for practice placement hours, the College of Paramedic (2017) suggest that ‘quality and range’ of placement should be demonstrated to enable the student to achieve the learner outcomes. The amount and type of practice placement was designed in conjunction with local stakeholders.

**14.6**Throughout the programme, the skills modules require a reflective PAD to be completed. Students will be assessed through the PAD against the required competencies and responsible to engage with the PEd to fulfil all required competencies, including; skills sign off, action planning and attendance record. The named PEd will be responsible for final sign off of this competency document. To enable flow and consistency through different areas of placement, students will achieve competencies through a ‘formative’ and ‘summative’ process. This process will assist student and assigned PEd with action planning and development progress. However, it is only the assigned PEd who can complete the final summative sign off each PAD.

Support for students whilst on placement is facilitated through a strong tripartite relationship between the learner, their personal academic tutor (PAT) and the PEd. Students will be signposted to the Practice Placement Handbook for further information.

**14.7** Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001). From September 2005 it has been a QAA requirement that all students have access to PDP. PDP enables the student to develop an awareness of their strengths and weaknesses, construct a record of achievement documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long term career goals. PDP is introduced to students at the commencement of the course and is normally supported through the personal academic tutor system. By reflecting on academic, personal and professional development, it enables students to monitor their progress. In turn, students will create an effective personal profile, as required by the Health & Care Professions Council to demonstrate continuous professional development and lifelong learning to retain professional registration.

**14.8** The School of Human and Health Sciences uses Turnitin® via the VLE for the submission of work for assessment. Turnitin® can help students and staff to ensure and protect the originality of work.

**15. Support for Students and their Learning**

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

**15.2.1** Central to the provision of student support are **Student Services**. The range of services they offer include:

**Wellbeing and Disability Services**

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Hate Crime Reporting Centre](http://www.hud.ac.uk/wellbeing/hatecrimereporting/)
* Help for suspended students
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* Big White Wall
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)

**Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of student services can be found on their website at: <http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices>

**15.2.2** **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on their website at: <https://students.hud.ac.uk/help/finance/>

**15.2.3** **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website at:

<https://students.hud.ac.uk/studies/it/>

**15.2.4 Library** **Services** provide induction and ongoing support for all students. More information on the range of library services can be found on their website at: <http://www.hud.ac.uk/library/>

**15.2.5** The University safeguarding policy establishes the principles and parameters within which we work to ensure the safety and wellbeing of learners. It is also in this context that the University will seek to meet its obligations under the prevent duty; to ensure that individuals within the University community are safeguarded from being drawn into terrorism. Detailed guidance is provided within the policy, accessed at the following link https://www.hud.ac.uk/media/policydocuments/Safeguarding-Policy.pdf

**15.3 School Level**

* + 1. The School of Human and Health Sciences provides additional student support using a variety of approaches:

**15.3.2** **The Academic Skills Development Team (ASDT)** in the School of Human and Health Sciences provides support, development and encouragement for students at all levels with help on a range of academic skills areas. Further information on the services provided can be found on the School pages in Bright space in Shum Quick Links

**15.3.3** Finally the School has a **Student Hub** with **Student Support Officers.** The Student Hub provides a drop in service for all students in the School.  They are based in Harold Wilson Building, Ground Floor, Room 24 and are open on Monday to Friday from 8.30am to 4.30pm during term time.

The Student Hub offers the following services:

* Welfare Support
* Advice on extensions and ECs
* Print credit
* Signposting students and visitors to other services
* Binding
* International Student Support
* Independent Services
* Confidential Advice
* Booking for academic staff appointments.

No appointment is necessary for the Student Hub and they can be contacted on 01484 473092 or by email at: [hhsstudentsupport@hud.ac.uk](mailto:hhsstudentsupport@hud.ac.uk)

**15.4 Course Level**

At course level support is provided by:

* + 1. **Personal Academic Tutor (PAT)**

Students will be allocated a PAT, who will be their named point of contact throughout the course. This system aims to both improve the student experience of learning and teaching, and increase student retention and achievement rates. Specifically, personal academic tutors:

* Provide a personal contact for the student within the University and the School.
* Offer guidance, assistance and support in managing the students’ academic and placement experience
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and/or School referral processes.
* Work with students to review and reflect upon their own progress and if necessary on ways to improve it.
* Act as a liaison between the student and their named practice educator to ensure SMART objectives are set and identify any improvements that are required.
  + 1. **Practice Educator (PEd)**

The role of PEd is the absolute key to having a successful placement experience. The PEd is responsible for teaching, learning and assessment of the work-based learning undertaken within this course. Practice based learning experiences will shape the type of paramedic the learner will become.

A PEd will be required to meet the following criteria:

* HCPC registered paramedic
* Undertaken Practice Educator or Mentorship training
* 12 month’s post registration experience
* Willing and committed to provide a supportive learning environment

All ambulance placements until completion of the programme will be undertaken with a paramedic. However, whilst on ambulance service placements it is not feasible or realistic for the student to be with their PEd for every shift. This is because ambulance service placements will be across the ambulance service in a number of directorates. Furthermore, the PEd may be may be unavailable at times due to leave, illness or conflicting shift patterns.

Please note: on day issues might negate this rule. Under these circumstances, students may be assigned non-paramedic mentors who cannot complete any form of competency sign off. This will usually be organised by local team leaders.

In the unlikely event that a named PEd is unable to continue supporting the student, another PEd will be allocated to take over the mentoring responsibilities. This will be organised in conjunction with the ambulance service placement lead.

Whilst on non-ambulance service placements, students will be assigned a suitably qualified associate PEd. The associate PEd will be able to contribute significantly to the students learning, and as such will contribute to formative development of their competence. It is acknowledged that skills demonstrated with an associate PEd are of value, yet the context may not always be the desired. Therefore, the responsibility should remain with the students named PEd.

* + 1. **Course Leader**

The course leader is responsible for the entire quality assurance arrangements for the course.

* + 1. **Module Leader**

The module leader is responsible for teaching, learning and assessment of the module within

this course

**16. Criteria for Admission**

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University.

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link: <https://www.hud.ac.uk/undergraduate/how-to-apply/apl/>

**16.4** The University’s general minimum entry requirements are specified in the ‘Regulations for Awards’which can be found on the Registry website as follows:

<https://www.hud.ac.uk/policies/registry/awards-taught/>

**16.5** Every applicant who applies for this course and meets the minimum entry requirement will be given the same opportunity in the selection process. In addition to completing an application form, all applicants will be interviewed to ensure that the course is suitable for that particular student. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone: 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at:

<http://www.hud.ac.uk/disability-services/>

**16.6** This course leads to eligibility for professional registration with Health and Care Professions Council (HCPC). Further advice on the specific skills and abilities needed to successfully undertake this course can be found by visiting the profession’s website at

<https://www.hcpc-uk.org/standards/standards-of-proficiency/paramedics/> or by contacting the admissions tutor.

**16.7 Entry Criteria**

The specific entry requirements and admission criteria for this course are detailed below, however, students will be assessed on an individual basis.

* Evidence of health and/or social care experience
* A Levels with a minimum grade of BBC, excluding general studies and AS level credits.
* GCSE grade 4/C or above or Level 2 Maths and English
* Access courses Students must achieve 15 Distinctions and the remainder merits on all

level three modules/units.

* BTEC One Distinction and two Merits
* IELTS (or equivalent)

Candidates for whom English is not the first language are required to have International English Language Testing System (IELTS) at a score of 6.5 with no lower than 6.0 in any single component

* Applicants with higher level study than the minimum entry criteria must demonstrate currency of study skills.

Note: A full driving licence will normally be required in order to provide the broadest post-course employability. Although a driving licence is not stipulated as entry criteria, the candidate must be able to find means to attend placements.

* 1. **The Shortlisting Process**

Candidates are shortlisted following review of the entry criteria and the strength of their written applications. The written application will need to show how they have used their previous experience to help them develop knowledge and understanding of the tasks, roles and responsibilities of a paramedic. Candidates will be selected on their preparedness for study, their relevant experience and their understanding paramedic practice.

**16.9 The Selection Process**

The selection process aims to provide both the applicant and the selection team with the details required to make an informed decision. Candidates will be required to attend an interview date due to the required elements of selection.

* 1. **Conditional offers are subject to:**
* An Occupational Health screening for fitness to undertake practice.
* An enhanced a Disclosure and Barring Service (DBS) check

**16.11** As per HCPC (2014) ‘Standards of Proficiency’, students must be able to ‘*understand and be able to apply appropriate moving and handling techniques’*. Having a disability should not be seen as a barrier to becoming a health and care professional. As such the University will consider reasonable adjustments, in line with any disclosed application. Further guidance relating to becoming a health and care professional is found in the HCPC (2015) ‘Health, disability and becoming a health and care professional’ guidance.

**16.12** Prior to enrolling on the course all students will be subject to an enhanced disclosure with the Disclosure and Barring Service. Candidates must disclose information about their current disciplinary record and criminal offences.

**16.13** All offers made are subject to candidates declaring any health issues and criminal convictions, (including those normally regarded as spent under the Rehabilitation of Offenders Act, 1974 (exceptions) Order 1975).

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s Quality Assurance Procedures for Taught Courses which can be found on the Registry website as follows:

<https://www.hud.ac.uk/policies/registry/qa-procedures/>

**17.2** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system see further information at:

<https://www.huddersfield.su/>

**17.3** Within the School students are represented at committee level from Student Panels to the School Board. The School also has a Student Council. Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations.

**17.4** An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process. Good practice and innovation are highlighted through the annual evaluation process.

**17.5 Professional, Regulatory and Statutory Bodies:** The Health and Care Professions Council, as the regulator statutory body, undertakes an annual monitoring process of the provision against its Standards of Education and Training and Standards of Proficiencies. A visit to review or monitor standards on the course is undertaken when significant change to the provision has been implemented.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the ‘Regulations for Awards’ on the Registry website as follows:

<https://www.hud.ac.uk/policies/registry/awards-taught/>

The ‘Students’ Handbook of Regulations’ on the Registry website as follows:

<https://www.hud.ac.uk/registry/current-students/taughtstudents/>

**18.2 Assessment rules**

* Identities of individuals and organisations (where possible) should be anonymised and confidences respected. Consent should be obtained from individual patients/clients for use of any of their personal health information.
* All modules must be passed.
* All assessments should be passed.
* To qualify for the award, students must complete and pass all the course requirements

**18.3 Role of External Examiners**

External examiners are approved through Course Committees before being appointed by School Boards and approved by University Learning and Teaching Committee

The role of the examiner is to ensure academic and professional standards are maintained through:

* Review a sample of coursework and examinations, including attendance at the final practical examination
* Attendance at course assessment boards
* Paramedic registered with the HCPC

**19. Indicators of Quality and Standards**

**19.1** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**19.2** The outcome of the most recent institutional audit can be found at:

<https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/University-of-Huddersfield>

**Appendix 1 - Learning Outcome Mapped to Modules**

| **Programme Learning Outcomes mapped against modules** | HFH118 | HFH119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Knowledge and Understanding*** | | | | | | | | | | | | | | | | | | |
| 1 Demonstrate a deep, systematic and comprehensive knowledge and understanding of relevant theories, concepts and principles of paramedic practice. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2 Distinguish the care pathways available from comprehensive underpinning knowledge, recognising their worth and limitations | X | X |  |  | X | X | X | X |  |  | X | X |  | X | X |  | x | x |
| 3 Illustrate a critical understanding of the diverse and changing environment in which paramedics work and the underpinning knowledge of how to be flexible and adaptable to unfamiliar contexts. |  |  |  |  | X | X |  | X |  |  | X | X |  |  |  |  | X | X |
| 4 Critically explore the balance between risk and danger in order to develop safe decisions to understand the limits of their own scope of practice | X |  |  | X | X | X |  | X |  |  | X | X |  | X | X |  | X | X |
| 5 Autonomously draw on knowledge and understanding of current political, social and policy factors influencing their professional specialism. |  | X | X | X |  |  |  | X |  |  |  |  | X |  |  | X | X | X |
| 6 Critically understand how to provide holistic care that is ethical and non-discriminatory | X | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  | X | X |
| 7 Critically understand how to meet the needs of a patient’s physical, emotional, cultural and social circumstances. | X | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  | X | X |
| 8 Evaluate their own knowledge and understanding, adopting and critically appraising current evidence and information to inform and influence paramedic practice. |  |  |  |  | X | X |  | X | X |  | X | X | X | X | X | X | X | X |
| 9. Critically understand the interface between urgent and emergency care to inform decision making process. |  | x |  |  | X | X | X | X |  |  | X | X |  | X | X |  | X | X |
| ***Skills and Other Attributes (practical)****.* | | | | | | | | | | | | | | | | | | |
| 1 Demonstrate safe and effective paramedic practice, consistent with professional and regulatory requirements. | x |  |  | x | x | x | x | x |  |  | x | x |  |  |  |  | x | x |
| 2 Comprehensively and methodically assess critically ill and/or injured patient’s needs across the life spectrum, and initiate appropriate management and therapeutic processes within unscheduled care. | x |  |  |  | x | x | x | x |  |  | x | x |  |  | x |  | x | x |
| 3 Independently obtain a systematic and meaningful set of clinical observations and relevant data to the patient’s condition and analyse this information to inform a working impression. | x |  |  |  | x | x | x | x |  |  | x | x |  |  | x |  | x | x |
| 4 Critically analyse and respond to an individual’s health and social care needs. Integrate their care in order to meet the needs of the service user and their family/significant others and carers. |  | x | x |  |  |  |  | x |  |  | x | x |  | X | x |  | x | x |
| 5 Initiate appropriate treatment regimes in accordance with current local and national policy and evidenced-based practice. Concurrently, review the effectiveness of ongoing treatment and interventions and adapt care accordingly. | x |  |  |  |  |  | x | x |  |  | x | x |  |  | x |  | x | x |
| 6 Communicate clearly and effectively with all appropriate health care workers, service users and significant others to provide information about the treatment and potential outcomes. | x | x | x |  | x | x | x | x |  |  | x | x |  | X | x |  | x | x |
| 7 Work in partnership, with colleagues, peers or other disciplines on complex matters, issues and ideas. |  |  | x |  | x | x | x |  |  |  | x | x |  | X | x |  | x | x |
| 8 Critically appraise, evaluate and interpret research data from a range of different sources and be able to integrate appropriate evidence into practice. |  |  |  |  |  |  |  |  | x |  |  |  | x |  |  | x |  |  |
| 9.Critically evaluate own practice through action planning, case review, appraisal, critical reflection, peer review and implement change where appropriate to professionally develop. |  | x |  |  | x | x | x |  |  |  | x | x |  |  |  | x | x | x |
| 10 .Identify gaps within paramedic practice an recognise the opportunity for quality and service improvement in order to develop the paramedic profession. |  |  |  |  |  |  |  |  | x |  |  |  | x |  |  |  |  |  |
| 11.Critically apply suitable methods of analysis to research data to reach justifiable conclusions. |  |  |  |  |  |  |  |  | x |  |  |  | x |  |  |  |  |  |
| ***Transferable/Key Skills:*** | | | | | | | | | | | | | | | | | | |
| 1.Apply an autonomous and critical approach to continuous professional development and life-long learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 2 Display effective communication techniques to work in partnership with colleagues and peers within both the paramedic field and other disciplines. | x | x | x |  | x | x | x | x |  |  | x | x | x | X | x | x | x | x |
| 3 Apply initiative, critical thought and problem-solving skills that can serve to enhance professional activities. |  |  |  |  |  |  |  | x |  |  | x | x | x | X | x | x | x | x |
| 4 Plan, develop and analyse research and interpret data and other relevant information to inform practice |  |  |  |  |  |  |  |  | x |  |  |  | x |  |  | x |  |  |
| 5.Illustrate critically reflective qualities in the evaluation and analysis of own actions. |  |  |  |  |  |  |  |  |  |  |  |  | x |  | x | x | x | x |
| 6.Identify the ability to show resilience in stressful situations and the ability to adapt and self-manage. |  |  |  |  | x | x |  |  |  |  | x | x |  |  |  |  | x | x |
| 7.Exercise high personal and professional behaviours and standards. |  |  |  |  | x |  |  | x |  |  | x | x |  |  |  |  | x | x |

**Appendix 2 - Assessment Load**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year:** | **Module Title** | **Credits** | **Code** | **Assessment** | **Tutor Reassessment** |
| BSc (Hons) Paramedic Science | Year 1 | Introduction to Patient Assessment and Management | 30 | HFH1118 | Presentation (10 minutes) 40%  OSCE (30 minutes) 60% | Applies  Does not apply |
| Paramedic Care across the Lifespan | 20 | HFH1119 | Essay (2000 words) 40%  Group presentation (30 minutes) 60% | Applies  Applies |
| Non-technical Skills for Paramedics | 20 | HFH1120 | Oral presentation (20 minutes) 100% | Applies |
| Law, Policy & Ethics for Paramedics | 20 | HFH1121 | Essay (3000 words) 100% | Applies |
| Work Based Learning 1 | 30 | HFH1123 | Reflective Practice Assessment Document (PAD) (3000 word equivalent) 100 % | Does not apply |
| Paramedic Skills 1 | 30 | HFH1122 | Reflective Practice Assessment Document (PAD) (3000 word equivalent) 100 % | Does not apply |
| Year 2 | [Patient Assessment and Management](#_2._Module_Title_5) | 30 | HIH2001 | Presentation (10 minutes) 40%  OSCE (30 minutes) 60% | Applies  Does not apply |
| [Emergency Care](#_2._Module_Title_6) | 20 | HIH2002 | Oral exam (30 minutes) 50%  Oral exam (30 minutes) 50% | Applies  Applies |
| [Research and Evidence Based Practice](#_2._Module_Title_7) | 20 | HIH2003 | Essay (3000 words) 100% | Applies |
| [Anatomy, Physiology and Pathophysiology](#_2._Module_Title_8) | 20 | HIH2004 | In class test (2 hour) 100% | Does not apply |
| [Work Based Learning 2](#_2._Module_Title_9) | 30 | HIH2006 | Reflective Practice Assessment Document (PAD) (3000 word equivalent) 100 % | Does not apply |
| Paramedic Skills 2 |  | HIH2005 | Reflective Practice Assessment Document (PAD) (3000 word equivalent) 100 % | Does not apply |
| Year 3 | [Evidence Based Practice and Improvement](#_2._Module_Title_10) | 30 | HHH3001 | Essay (5000 words) 100% | Does not apply |
| [Integrated Urgent Care](#_2._Module_Title_11) | 20 | HHH3002 | Individual presentation (20 minutes) 100% | Applies |
| [Minor Injury and Illness Care in the Community](#_2._Module_Title_12) | 20 | HHH3003 | Case study (2000 words) 50%  Case study (2000 words) 50% | Applies  Applies |
| [Transition to Paramedic Practice](#_2._Module_Title_13) | 20 | HHH3004 | Portfolio (4000 words) 100% | Applies |
| [Work Based Learning 3](#_2._Module_Title_14) | 30 | HHH3008 | Reflective Practice Assessment Document (PAD) (1500 words) 40%  OSCE (20 minutes) 60% | Does not apply  Does not apply |
| [Paramedic Skills 3](#_2._Module_Title_4) | 30 | HHH3005 | Reflective Practice Assessment Document (PAD) (1500 words) 40%  OSCE (20 minutes) 60% | Does not apply  Does not apply |

**Appendix 3 – Assessment Strategy**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Year 1** | | | | | | | | | |  | | **Year 2** | | | | | | | | | |  | **Year 3** | | | | | | | | |
| W/C | TT | 1118 | 1119 | 1120 | 1121 | 1122 | 1123 | | Assessment | | Comments | W/C | TT | 2001 | 2002 | 2003 | 2004 | 2005 | | | 2006 | Assessment | Comments | W/C | TT | 3001 | 3002 | 3003 | 3004 | 3005 | 3008 | Assessment | Comments |
| 21/09/20 |  | INDUCTION | | | | | |  | |  | PDP | 20/09/21 |  | INDUCTION | | | | | |  | |  | **PDP** | 19/09/22 |  | INDUCTION | | | | |  |  | **PDP** |
| 28/09/20 |  |  |  |  |  |  |  | |  | |  | 27/09/21 |  | PLACEMENT | | | | |  | | |  |  | 26/09/22 |  |  |  |  |  |  |  |  |  |
| 05/10/20 |  |  |  |  |  |  |  | |  | |  | 04/10/21 |  |  |  |  |  |  | | |  |  |  | 03/10/22 |  | PLACEMENT | | | | |  |  |  |
| 12/10/20 |  |  |  |  |  |  |  | |  | |  | 11/10/21 |  |  |  |  |  |  | | |  |  |  | 10/10/22 |  | PLACEMENT | | | | |  |  |  |
| 19/10/20 |  |  | x |  |  |  |  | | Group Presentation | |  | 18/10/21 |  |  |  |  |  |  | | |  |  |  | 17/10/22 |  | PLACEMENT | | | | |  |  |  |
| 26/10/20 |  | PLACEMENT | | | | | |  | |  |  | 25/10/21 |  |  |  |  |  |  | | |  |  |  | 24/10/22 |  | PLACEMENT | | | | |  |  |  |
| 02/11/20 |  | PLACEMENT | | | | | |  | |  |  | 01/11/21 |  |  |  |  |  |  | | |  |  |  | 31/10/22 |  | PLACEMENT | | | | |  |  |  |
| 09/11/20 |  | PLACEMENT | | | | | |  | |  |  | 08/11/21 |  |  | x |  |  |  | | |  | 1st Oral Exam |  | 07/11/22 |  |  | x |  |  |  |  | 20 minute presentation |  |
| 16/11/20 |  | PLACEMENT | | | | | |  | |  |  | 15/11/21 |  | PLACEMENT | | | | | |  | |  |  | 14/11/22 |  |  |  |  |  |  |  |  |  |
| 23/11/20 |  |  |  |  |  |  |  | |  | |  | 22/11/21 |  | PLACEMENT | | | | |  | | |  |  | 21/11/22 |  |  |  |  |  |  |  |  |  |
| 30/11/20 |  |  |  |  |  |  |  | |  | |  | 29/11/21 |  | PLACEMENT | | | | |  | | |  |  | 28/11/22 |  |  |  |  |  |  |  |  |  |
| 07/12/20 |  |  |  |  |  |  |  | |  | |  | 06/12/21 |  | PLACEMENT | | | | |  | | |  |  | 05/12/22 |  | PLACEMENT | | | | |  |  |  |
| 14/12/20 |  |  |  |  | x |  |  | | 2000 word essay | |  | 13/12/21 |  | x |  |  |  |  | | |  | 10 minute presentation |  | 12/12/22 |  | PLACEMENT | | | | |  |  |  |
| 21/12/20 |  | VACATION | | | | | |  | |  |  | 20/12/21 |  | VACATION | | | | | |  | |  |  | 19/12/22 |  | VACATION | | | | |  |  |  |
| 28/12/20 |  | VACATION | | | | | |  | |  |  | 27/12/21 |  | VACATION | | | | | |  | |  |  | 26/12/22 |  | VACATION | | | | |  |  |  |
| 04/01/21 |  |  |  | x |  |  |  | | 10 minute presentation | |  | 03/01/22 |  | VACATION | | | | |  | | |  |  | 02/01/23 |  | VACATION | | | | |  |  |  |
| 11/01/21 |  |  |  |  |  |  |  | |  | |  | 10/01/22 |  |  | x |  |  |  | | |  | 2nd Oral Exam |  | 09/01/23 |  |  |  |  |  |  |  |  |  |
| 18/01/21 |  |  |  |  |  |  |  | |  | |  | 17/01/22 |  |  |  |  |  |  | | |  |  |  | 16/01/23 |  |  |  | x |  |  |  | Case Studies (x2) |  |
| 25/01/21 |  | x |  |  |  |  |  | | 10 minute presentation | |  | 24/01/22 |  |  |  |  |  |  | | |  |  |  | 23/01/23 |  | PLACEMENT | | | | |  |  |  |
| 01/02/21 |  | PLACEMENT | | | | | |  | |  |  | 31/01/22 |  |  |  |  |  |  | | |  |  |  | 30/01/23 |  | PLACEMENT | | | | |  |  |  |
| 08/02/21 |  | PLACEMENT | | | | | |  | |  |  | 07/02/22 |  |  |  |  |  |  | | |  |  |  | 06/02/23 |  | PLACEMENT | | | | |  |  |  |
| 15/02/21 |  | PLACEMENT | | | | | |  | |  |  | 14/02/22 |  |  |  |  |  |  | | |  |  |  | 13/02/23 |  | PLACEMENT | | | | |  |  |  |
| 22/02/21 |  | PLACEMENT | | | | | |  | |  |  | 21/02/22 |  |  |  |  |  |  | | |  |  |  | 20/02/23 |  | PLACEMENT | | | | |  |  |  |
| 01/03/21 |  | PLACEMENT | | | | | |  | |  |  | 28/02/22 |  |  |  | x |  |  | | |  | 3000 word essay |  | 27/02/23 |  |  |  |  |  |  |  |  |  |
| 08/03/21 |  |  |  |  |  |  |  | |  | |  | 07/03/22 |  | PLACEMENT | | | | |  | | |  |  | 06/03/23 |  |  |  |  |  |  |  |  |  |
| 15/03/21 |  |  |  |  |  |  |  | |  | |  | 14/03/22 |  | PLACEMENT | | | | |  | | |  |  | 13/03/23 |  |  |  |  |  |  |  |  |  |
| 22/03/21 |  |  | x |  |  |  |  | | 2000 word essay | |  | 21/03/22 |  | PLACEMENT | | | | |  | | |  |  | 20/03/23 |  |  |  |  |  |  |  |  |  |
| 29/03/21 |  | VACATION | | | | | |  | |  |  | 28/03/22 |  | PLACEMENT | | | | | |  | |  |  | 27/03/23 |  |  |  |  | X |  |  | Portfolio |  |
| 05/04/21 |  | VACATION | | | | | |  | |  |  | 04/04/22 |  | PLACEMENT | | | | | |  | |  |  | 03/04/23 |  | VACATION | | | | |  |  |  |
| 12/04/21 |  | VACATION | | | | | |  | |  |  | 11/04/22 |  | VACATION | | | | | |  | |  |  | 10/04/23 |  | VACATION | | | | |  |  |  |
| 19/04/21 |  | PLACEMENT | | | | | |  | |  |  | 18/04/22 |  | VACATION | | | | | |  | |  |  | 17/04/23 |  | CONSOLIDATION | | | | |  |  |  |
| 26/04/21 |  | PLACEMENT | | | | | |  | |  |  | 25/04/22 |  |  |  |  |  |  | | |  |  |  | 24/04/23 |  | CONSOLIDATION | | | | |  |  |  |
| 03/05/21 |  | PLACEMENT | | | | | |  | |  |  | 02/05/22 |  | CONSOLIDATION | | | | | |  | |  |  | 01/05/23 |  |  |  |  |  | x |  | PAD |  |
| 10/05/21 |  | CONSOLIDATION | | | | | |  | |  |  | 09/05/22 |  | CONSOLIDATION | | | | | |  | |  |  | 08/05/23 |  | x |  |  |  |  |  | 5000 word project |  |
| 17/05/21 |  | x |  |  |  |  |  | | 30 min OSCE | |  | 16/05/22 |  | x |  |  |  |  | | |  | 30 min OSCE |  | 15/05/23 |  |  |  |  |  |  |  |  |  |
| 24/05/21 |  |  |  |  |  | x |  | | PAD | |  | 23/05/22 |  |  |  |  | X | x | | |  | PAD 2 hour Exam |  | 22/05/23 |  |  |  |  |  | x |  | OSCE |  |
| 31/05/21 |  |  |  |  |  |  |  | |  | |  | 30/05/22 |  | ALT AMBULANCE PLACEMENT | | | | |  | | |  |  | 29/05/23 |  |  |  |  |  |  |  |  |  |
| 07/06/21 |  |  |  |  |  |  |  | |  | |  | 06/06/22 |  | ALT AMBULANCE PLACEMENT | | | | |  | | |  |  | 05/06/23 |  |  |  |  |  |  |  |  |  |
| 14/06/21 |  |  |  |  |  |  |  | |  | | CAB | 13/06/22 |  | MOP UP/ READING WEEK | | | | |  | | |  | CAB | 12/06/23 |  | MOP UP / CONSOLIDATION | | | | |  |  | CAB |
| 21/06/21 |  | MOP UP/ READING WEEK | | | | | |  | |  |  | 20/06/22 |  | MOP UP/ READING WEEK | | | | | |  | |  |  | 19/06/23 |  | MOP UP / CONSOLIDATION | | | | |  |  |  |
| 28/06/21 |  | MOP UP/ READING WEEK | | | | | |  | |  | Resit | 27/06/22 |  | MOP UP/ READING WEEK | | | | | |  | |  | Resit | 26/06/23 |  | MOP UP / CONSOLIDATION | | | | |  |  | Resit |
| 05/07/21 |  | MOP UP/ READING WEEK | | | | | |  | |  |  | 04/07/22 |  | MOP UP/ READING WEEK | | | | | |  | |  |  | 03/07/23 |  | MOP UP / CONSOLIDATION | | | | |  |  |  |
| 12/07/21 |  | MOP UP/ READING WEEK | | | | | |  | |  |  | 11/07/22 |  | VACATION | | | | | |  | |  |  | 10/07/23 |  | VACATION | | | | |  |  |  |
| 19/07/21 |  | VACATION | | | | | |  | |  | Resit CAB | 18/07/22 |  | VACATION | | | | | |  | |  | Resit CAB | 17/07/23 |  | VACATION | | | | |  |  | Resit CAB |

**Appendix 4 – Personal Development Plan**

Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001). PDP is one of the mechanisms through which students in Higher Education are encouraged to reflect on their development and achieve their full potential.

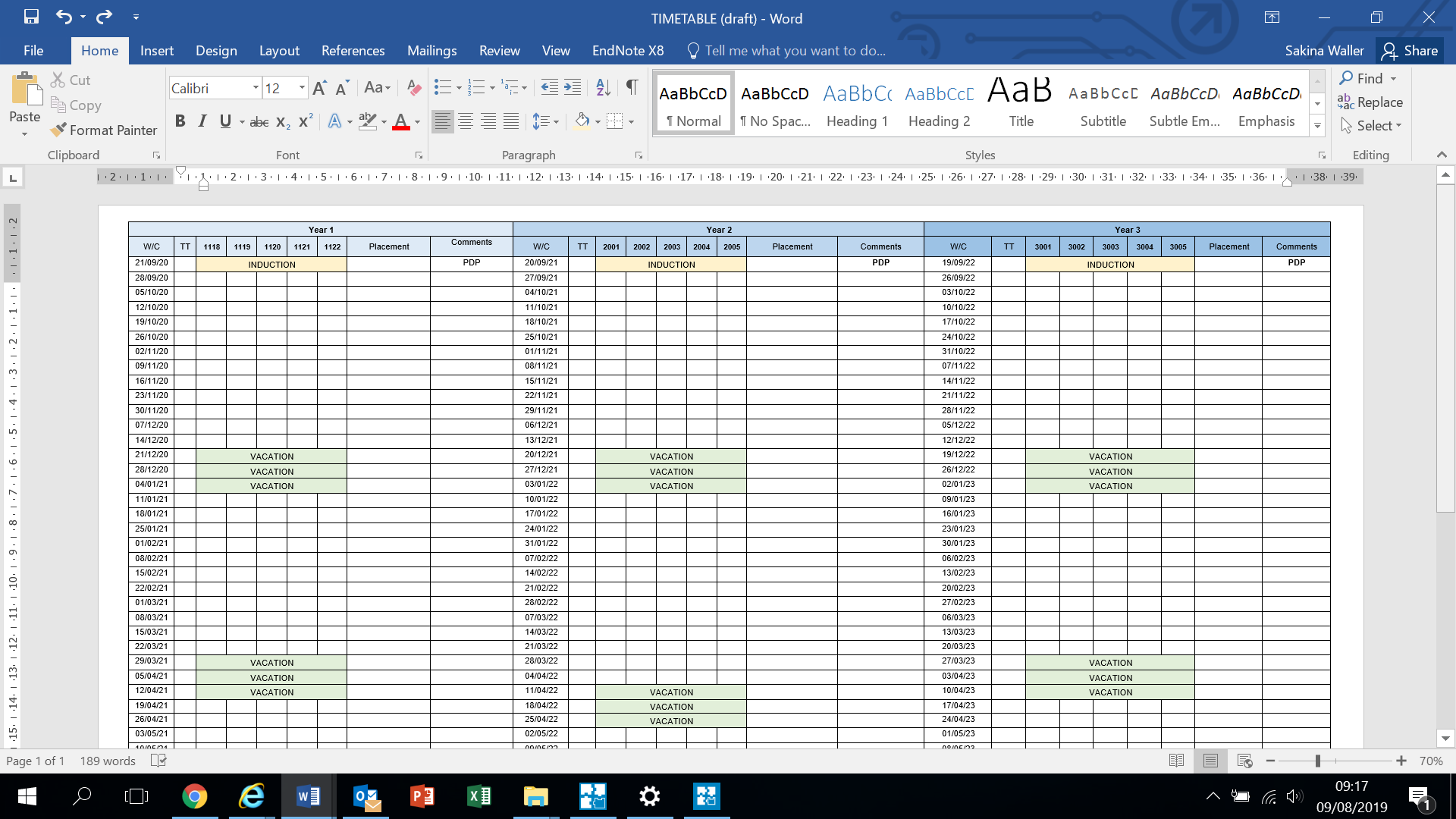
PDP aligns to the requirements of the HCPC Standards of Proficiency by:

Discussing the student’s ability to effective management of workload and resources (HCPC SoP 1.2) and

Recognises the importance of career-long learning (HCPC SoP 3.3).

Throughout the BSc (Hons) Paramedic Science and BSc (Hons) Paramedic Science (Degree apprenticeship) PDP will take place with a personal academic tutor (PAT) allowing the student to share their personal and professional development.

PDP will be introduced to students at the commencement of the course and it will be make clear within the induction week who the student is assigned as their personal academic tutor. The PDP will occur within the initial few weeks of commencing each year.



By reflecting on academic, personal and professional development, it enables students to monitor their progress. The PDP will help students with action planning and to set SMART (Specific Measurable Achievable Relevant Timely) objectives throughout the programme.

The format of the PDP will be comprised of the following:

1. Recognise and record achievements
2. Develop an awareness of the student’s strengths and weaknesses
3. Setting personal, professional and academic goals
4. Opportunity to request support or ask questions

**The following table demonstrates how PDP maps onto modules and is progressed throughout the course:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year:** | **Key areas that will be covered in the PDP:** | **Preparation required:** | **Focus:** |
| Year 1 | Recognising the student’s strengths and weaknesses  Action planning  Discussions regarding effective management of workload and resources HFH1120  Academic writing support  Opportunity to request support or ask questions | Preparing for placements HFH1122/123  The importance of career-long learning and building a personal & professional portfolio.  Reflect upon feedback from Practice Educators and build on it accordingly to develop HFH1122/123 | Time keeping  Study Skills  Communication skills  Professional Conduct |
| Year 2 | Recognise and record achievements  Brief review of HFH1118, HFH1119, HFH1120 and HFH1121  Detailed review of HFH1122/123 and reflections on ambulance and non-ambulance placements  Recognise the student’s strengths and weaknesses HFH1122/123  Action planning  Discussions regarding effective management of workload and resources  Review of personal/professional portfolio  Opportunity to request support or ask questions | Reflect upon feedback from Practice Educators and build on it accordingly to develop HFH1122/123  Identify an area of interest within paramedic practice and develop preliminary ideas for a research proposal/theoretical service improvement project HHH3001  Long term career goal setting | Reflective skills  Problem solving  Developing independence/ confidence  Skills in critical reflection and critical thinking |
| Year 3 | Recognise and record achievements  Brief review of HIH2001, HIH2002, HIH2003, HIH2004  Detailed review of HIH2005/006 and reflections on ambulance and non-ambulance placements  Recognise the student’s strengths and weaknesses HIH2005/006  Action planning  Discussions regarding effective management of workload and resources  Review of personal/professional portfolio  Opportunity to request support or ask questions | Preparing for employment  Preparing for End Point Assessment (Apprenticeship Paramedics only)  Recognising the requirements of a Newly Qualified Paramedic (NQP) portfolio HHH3004 | Developing & consolidating emotional intelligence.  Self-awareness  Developing specialist areas of interest  Autonomy |

**Appendix 5 - HCPC Standards of Proficiency**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HCPC Standards of Proficiency mapping to course learning outcomes** | K1 | K2 | | K3 | K4 | K5 | K6 | K7 | K8 | K9 | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | T1 | T2 | T3 | T4 | T5 | T6 | T7 | |
| **be able to practise safely and effectively within their scope of practice** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| know the limits of their practice and when to seek advice or refer to another professional | x | X | |  | X |  |  |  |  | X | X |  |  |  | X | x | X |  |  |  |  | x |  |  |  |  |  | x | |
| recognise the need to manage their own workload and resources effectively and be able to practise accordingly | X |  | | X | X |  |  |  |  |  | X |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  | x |  | |
| be able to use a range of integrated skills and self-awareness to manage clinical challenges independently and effectively in unfamiliar and unpredictable circumstances or situations | X | X | | X |  | x | x |  | X | X | X | X | x | x | X |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to work safely in challenging and unpredictable environments, including being able to take appropriate action to assess and manage risk | x | x | | x | x |  |  |  | x | x | x | x | x | X | x | x | x |  |  |  |  |  |  |  |  |  |  |  | |
| **be able to practise within the legal and ethical boundaries of their profession** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| understand the need to act in the best interests of service users at all times | X |  | |  | X | X | X | X |  | X |  | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand what is required of them by the Health and Care Professions Council | X |  | |  | X | X |  |  |  |  | X | X |  |  |  |  |  |  | x | X |  |  |  |  |  |  |  |  | |
| understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing | X |  | |  |  | X | X | X |  | X | X | X |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility | X |  | |  |  | X | X | X |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  | |
| know about current legislation applicable to the work of their profession |  | x | | X | X | X | X |  |  |  |  | X |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to practise in accordance with current legislation governing the use of medicines by paramedics |  |  | |  | X | X |  |  |  |  | X | X | X | x | X |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand the importance of and be able to obtain informed consent | x | X | |  |  | X | X |  |  |  | X | X | X |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to exercise a professional duty of care |  | x | |  | x | x | x | x | x |  | x | x | x | x |  |  |  |  |  | x |  |  |  |  |  |  |  | x | |
| **be able to maintain fitness to practise** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| understand the need to maintain high standards of personal and professional conduct | X |  | |  |  | x |  | x |  |  | X |  |  | x |  |  |  |  | x |  |  |  |  |  |  |  |  | x | |
| understand the importance of maintaining their own health |  |  | |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand both the need to keep skills and knowledge up to date and the importance of career-long learning |  | X | |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  | x |  |  |  |  |  |  |  |  |  | |
| be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment |  |  | | x |  |  |  |  | X |  | x |  |  |  |  |  |  |  | X |  |  | X |  | X |  |  |  | x | |
| recognise the need to engage in critical incident debriefing, reflection and review to ensure that lessons are addressed for future patient safety and management | x |  | |  |  |  |  |  | x |  |  |  |  |  | x | x | x |  | X |  |  | x |  | x | x |  |  |  | |
| **be able to practise as an autonomous professional, exercising their own professional judgement** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem | x |  | | x | x |  |  |  |  | x | x | x | x | x | x |  | x |  |  |  |  | X |  |  |  |  |  | x | |
| be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately | x |  | | x |  |  | x |  |  | x | x | x | x | x | x |  | X |  |  |  |  |  |  |  |  |  |  |  | |
| be able to initiate resolution of problems and be able to exercise personal initiative | x |  | | x |  |  |  |  |  | x | x | x | x | x | x |  |  |  |  | X |  | X |  | x |  |  |  |  | |
|  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| recognise that they are personally responsible for and must be able to justify their decisions | x | x | |  |  | x |  |  |  | x |  |  | x |  | x |  |  |  | x | X |  | x |  |  |  |  |  |  | |
| be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar and unpredictable circumstances or situations |  | x | | x |  |  |  |  |  | x | x | x | x | x | x | X |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to make and receive appropriate referrals |  | x | |  |  |  |  | x |  |  |  | x |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand the importance of participation in training, supervision and mentoring | x |  | |  |  | x |  |  |  |  |  |  |  |  | x |  | x |  |  | x |  |  |  |  |  |  |  |  | |
| be able to make a decision about the most appropriate care pathway for a patient and refer patients appropriately | x | x | |  |  |  | x |  |  | x | x | x | x | x | x |  | x |  |  |  |  |  |  |  |  |  |  |  | |
| **be aware of the impact of culture, equality and diversity on practice** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| understand the requirement to adapt practice to meet the needs of different groups and individuals | x | x | | x |  |  |  | x |  | x | x | X |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  | |
| understand the need to demonstrate sensitivity to the factors which shape lifestyle that may affect the individual’s health and the interaction between the service user and paramedic | x |  | |  |  |  |  | x |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **be able to practise in a non-discriminatory manner** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| be able to practise in a non-discriminatory manner  \* *Duplication on purpose* |  |  | |  |  | x | x | x |  |  | x | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **understand the importance of and be able to maintain confidentiality** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| be aware of the limits of the concept of confidentiality | x |  | |  |  | x |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand the principles of information governance and be aware of the safe and effective use of health and social care information | x |  | |  |  | x | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public |  | x | | x | x | x | x |  |  |  | x | x | x | x | x |  | x |  |  |  |  |  |  |  |  |  |  |  | |
| **be able to communicate effectively** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, colleagues and others |  | x | |  |  |  |  |  |  |  | x | x |  | x |  | x |  |  |  |  |  |  | X |  |  |  |  |  | |
| be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System. |  |  | |  |  |  |  |  |  |  | x | x |  | x |  | x |  |  |  |  |  |  | X |  |  |  |  |  | |
| understand how communication skills affect assessment of, and engagement with, service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability | x |  | |  |  | x | x | x |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to identify anxiety and stress in patients and carers and recognise the potential impact upon communication |  |  | |  |  | x |  | x |  |  | x | x |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others |  |  | |  |  |  |  | x |  |  | x | x |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  | |
| be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs | x |  | |  |  | x | x | x |  |  |  |  |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions | x | x | |  |  |  |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  | |
| understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible | x |  | |  |  |  | x | x |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  | |
| recognise the need to use interpersonal skills to encourage the active participation of service users |  |  | |  | x |  |  |  |  |  | x | x |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  | |
| **be able to work appropriately with others** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| be able to work, where appropriate, in partnership with service users, other professionals, support staff and others |  | x | | x | x |  | x | x |  | x | x | x |  | x | x | x | x |  |  |  |  |  | x |  |  |  |  |  | |
| understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team | x |  | | x |  |  | x |  |  | x |  |  |  | x |  |  | x |  | x |  |  |  | X |  |  |  |  | x | |
| understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals | x | x | | x | x |  | x |  |  | x |  |  | x | x |  |  | x |  |  |  |  |  |  |  |  |  |  |  | |
| understand the range, scope and limitations of operational relationships between paramedics and other health and care professionals | x | x | |  |  |  |  |  |  | x |  |  |  | x |  |  | X |  |  |  |  |  |  |  |  |  |  |  | |
| recognise the principles and practices of other health and care professionals and health and care systems and how they interact with the role of a paramedic | x | x | |  |  |  |  |  |  | x | x |  |  | x | x |  | x |  | x |  |  |  |  |  |  |  |  |  | |
| be able to contribute effectively to work undertaken as part of a multi-disciplinary team |  | x | | x | x |  |  | x |  |  | x |  |  | x | x |  | x |  | x | x |  |  | x |  |  |  |  |  | |
| **be able to maintain records appropriately** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines |  |  | |  |  | X |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines |  |  | |  |  | x |  |  |  |  | x |  |  |  |  |  |  | x |  | X |  |  |  |  |  |  |  |  | |
| **be able to reflect on and review practice** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| understand the value of reflection on practice and the need to record the outcome of such reflection | X |  | |  |  |  | x | x | x | x |  |  |  | X |  |  |  | x | x |  |  |  |  |  | x |  |  |  | |
| recognise the value of case conferences and other methods of review | x |  | |  |  |  | x | x | X |  |  |  |  | x |  |  |  | x | x | x |  |  |  |  |  |  |  |  | |
| **be able to assure the quality of their practice** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures |  |  | |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  | |
| be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care |  |  | |  |  | x |  | x | x | x |  |  |  | x | x |  | x |  | x |  |  |  |  |  | x |  |  |  | |
| be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures | x |  | |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  | |
| be able to maintain an effective audit trail and work towards continual improvement | x |  | |  |  |  |  |  | x |  | x |  |  |  |  |  |  |  | x | X |  |  |  |  |  |  |  |  | |
| be aware of, and be able to participate in, quality assurance programmes, where appropriate | x |  | |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  | x | X |  |  |  |  |  |  |  |  | |
| be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user |  | x | |  |  | x |  |  | x |  | x |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes |  |  | |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  | x |  |  |  | |
| **understand the key concepts of the knowledge base relevant to their profession** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction, relevant to the paramedic profession | X |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process | x |  | |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  | x |  |  |  | |
| recognise the role of other professions in health and social care | x | x | |  |  |  |  | x |  |  | x |  |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand the structure and function of health and social care services in the UK | x | x | |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand the concept of leadership and its application to practice | x |  | | x | x |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  | |
| understand the theoretical basis of, and the variety of approaches to, assessment and intervention | x |  | |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand human anatomy and physiology, sufficient to recognise the nature and effects of injury or illness, and to conduct assessment and observation in order to form a differential diagnosis and establish patient management strategies | x |  | |  |  |  |  |  |  | x |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **understand the following aspects of biological science:** |  | |
| – disease and trauma processes and how to apply this knowledge to develop appropriate treatment plans for the patient's pre-hospital or out-of-hospital care | x |  | |  |  |  |  |  |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – how the application of paramedic practice may cause physiological and behavioural change | x |  | |  |  |  | x |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – human anatomy and physiology, especially the dynamic relationships of human structure and function and the musculoskeletal, cardiovascular, respiratory, digestive, endocrine, urinary, reproductive, integumentary and nervous systems | x |  | |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| human growth and development across the lifespan – normal and altered anatomy and physiology throughout the human lifespan | x |  | |  |  |  |  |  |  |  |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – relevant physiological parameters and how to interpret changes from the norm | x |  | |  |  |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – the factors influencing individual variations in human ability and health function | x | x | |  |  |  |  |  |  |  |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – the main classes of pathogenic microorganisms, the spread of infection and the use of universal precautions | X |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – the main sequential stages of normal development, including cognitive, emotional and social measures of maturation through the human lifespan | x |  | |  |  |  |  |  |  |  | x | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – the role of nutrition in promoting health and preventing illness across the life spectrum | x |  | |  |  |  |  |  |  |  |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **understand the following aspects of physical science:** |  | |
| – principles and theories of physics, biomechanics, electronics and ergonomics that can be applied to paramedic practice | X |  | |  |  |  |  | x |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – the means by which the physical sciences can inform the understanding and analysis of information used to determine a diagnosis | x |  | |  |  |  |  | X |  |  | x | X |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – the pathophysiological changes to normal homeostatic function and its implications | X |  | |  |  |  |  | X |  |  |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – the principles and application of measurement techniques based on biomechanics and electrophysiology | x |  | |  |  |  |  | x |  |  | x | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **understand the following aspects of sociological, health and behavioural science:** |  | |
| – how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships | X |  | | x |  | x |  | x |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| - how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice | X |  | |  |  | X |  | X | x | X |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – psychological and social factors that influence an individual in health and illness | x |  | |  |  | x |  | x | X | x | x | X |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **understand the following aspects of clinical science:** |  | |
| – pathological changes and related clinical features of conditions encountered in pre-hospital and out-of-hospital practice | X |  | |  |  |  |  |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – physiological, pharmacological, structural, behavioural and functional changes in patient presentation | X |  | |  |  | X |  |  |  | x |  | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| – principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice | X |  | |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  | x |  |  |  | |
| – the theoretical basis of assessment, clinical decision making and appropriate treatment plans, along with the scientific evaluation of their effectiveness | x |  | |  | x |  |  | x | x | x |  | x |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  | |
| – the theories supporting problem solving and clinical reasoning | X |  | | x | x |  |  | x | x | x |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  | |
| – understand relevant pharmacology and the administration of therapeutic medications, including pharmacodynamics and pharmacokinetics | X |  | |  |  |  |  |  |  |  | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **be able to draw on appropriate knowledge and skills to inform practice** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| know the theories and science that underpin the theory and principles of paramedic practice | x |  | | x | x |  | x | x |  | x |  | x |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  | |
| be able to change practice as needed to take account of new developments or changing contexts |  | x | | x | x |  | x | x |  |  | x | x | x |  | x |  |  |  | x | X |  |  |  |  |  |  |  |  | |
| be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and effectively |  |  | | x | x |  |  |  |  |  | x | x | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| know how to position or immobilise patients correctly for safe and effective interventions | x |  | |  |  |  |  |  |  |  | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| know the indications and contra-indications of using specific paramedic techniques in pre-hospital and out-of-hospital care, including their limitations and modifications | x |  | |  |  |  |  |  |  |  | x | x | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to modify and adapt practice to meet the clinical needs of patients within the emergency and urgent care environment |  | x | | x | x | x |  | x |  | x | x | x |  | x | x |  | x |  |  |  |  |  |  |  |  |  |  |  | |
| know how to select or modify approaches to meet the needs of patients and significant others when presented in the emergency and urgent care environment | x | x | | x | x |  | x | x |  | x |  | x | x | x | x |  | x |  |  | x |  |  |  |  |  |  |  |  | |
| be able to formulate specific and appropriate management plans including the setting of timescales |  |  | | x |  |  | x |  |  |  | x | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to gather appropriate information |  | x | | x | x |  |  | x |  | x | x | x | x | x |  | x |  |  |  | x |  |  |  |  |  |  |  |  | |
| be able to select and use appropriate assessment techniques |  |  | | x | x |  |  |  |  | x | x | x | x | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment |  |  | |  |  |  |  | x |  |  | x | x |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to conduct a thorough and detailed physical examination of the patient using appropriate skills to inform clinical reasoning and guide the formulation of a differential diagnosis across all age ranges |  |  | |  |  |  |  |  |  | x | x | x |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to use observation to gather information about the functional abilities of patients |  |  | |  |  |  | x |  |  | x | x | x | x | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand the need to consider the assessment of both the health and psycho-social care needs of patients and carers | x |  | |  |  |  | x |  |  | x |  | x |  | x |  |  | x |  |  |  |  |  |  |  |  |  |  |  | |
| be able to undertake or arrange investigations as appropriate |  |  | |  |  |  |  |  |  |  | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to analyse and critically evaluate the information collected |  |  | |  |  |  | x |  | x | x | x | x | x | x | x |  |  |  |  | x | X | x |  | x |  |  |  |  | |
| be able to demonstrate a logical and systematic approach to problem solving |  |  | |  |  |  |  |  | x | x | x | x |  | x | x |  |  | x | x | x | x |  |  | x |  |  |  |  | |
| be able to use research, reasoning and problem solving skills to determine appropriate actions |  |  | |  |  |  |  |  | x |  | x |  |  |  |  |  |  | x |  | x | X |  |  | x |  |  |  |  | |
| recognise the value of research to the critical evaluation of practice | X |  | |  |  |  |  |  | X |  |  |  |  |  |  |  |  | x | x | x | X |  |  |  | x |  |  |  | |
| be aware of a range of research methodologies | x |  | |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x | x | x | x |  |  |  |  |  |  |  | |
| be able to evaluate research and other evidence to inform their own practice |  |  | |  |  |  |  |  | x |  | x |  |  |  |  |  |  | x | x | x | x |  |  |  | x |  |  |  | |
| be able to use information and communication technologies appropriate to their practice |  |  | |  |  |  |  |  |  |  | x |  |  | x |  |  |  | x | x | x |  |  | x |  |  |  |  |  | |
| **understand the need to establish and maintain a safe practice environment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| understand the need to maintain the safety of both service users and those involved in their care | x |  | |  |  | x |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting and be able to act in accordance with these |  |  | |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation |  |  | |  | x | x |  |  |  |  | x | x |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  | |
| be able to select appropriate personal protective equipment and use it correctly |  |  | | x |  | x |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control |  |  | | X | X | X |  |  |  |  | X | X |  |  | x |  | X |  |  |  |  |  |  |  |  |  |  |  | |
| understand and be able to apply appropriate moving and handling techniques | x |  | |  | X |  |  |  |  |  | X | x |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| understand the nature and purpose of sterile fields and the paramedic’s role and responsibility for maintaining them | X |  | |  |  | X |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| be aware of the role of the paramedic in responding to hazardous or major incidents | X |  | | X | x |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  | |

| **Appendix 6 - QAA Subject benchmark statements - mapped against course learner outcomes** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | T1 | T2 | T3 | T4 | T5 | T6 | T7 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| manage themselves, their own professional practice and that of others within the changing and diverse context which paramedic practice is delivered and in accordance with the HCPC; Standards of conduct, performance and ethics, Standards of proficiency - Paramedics. | x |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  | X |
| select and apply comprehensive knowledge and skills to complex and unexpected emergency and urgent situations, while having a critical understanding of principles and concepts of paramedic practice and how these inform and guide rational clinical decision-making activities. | X | x | x |  |  |  |  | x | x | x | X | x | x | x |  |  |  |  |  |  |  |  | x |  |  |  |  |
| i implement strategies to promote, exchange and evaluate collaborative working within a multi-disciplinary team, comprising of patients, clients, colleagues and others in both therapeutic and preventative healthcare. |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x |  |  |  |  |  |  | x |  |  | X |  |  |
| understand the concept and significance of statutory regulation authorised by Parliament (The Health and Social Work Professions Order 2001) and the ethical, legal and professional issues that inform and shape paramedic practice, while adhering to the professional, statutory and regulatory bodies' standards. | x |  |  |  | X | x |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  | x |
| demonstrate the ability to implement sound clinical judgement across a range of situations and critically evaluate the effectiveness of clinical judgement and teamwork across a range of professional care contexts. | x | x |  | X |  |  |  | x |  |  | X | x |  | x |  | x |  |  |  |  |  | x | x |  |  |  |  |
| monitor the quality of practice, and contribute and participate in a range of quality assurance, quality improvement and risk management strategies to create and maintain a safe working environment. |  | x |  | x |  |  |  | x |  |  |  |  |  | x |  |  | x | x | x | x |  |  |  |  | x |  |  |
| collaborate with colleagues and others, contribute to the organisation of, and participation in, activities relevant to the development and enhancement of paramedic practice as a profession including appropriate levels of guidance, role-modelling, mentorship and support to others in the health and social care setting. | x |  |  |  | x |  |  | x |  | x |  |  |  |  |  | x | x |  | x |  | x | x |  |  | x |  | x |
| use critical problem-solving skills to a level that informs and guides the interpretation of clinical and other data, and contributes to effective clinical reasoning and decision-making skills as part of the wider healthcare team. |  | x | x | x |  |  |  |  | x |  | X | x | x | x | x | x | x |  |  |  |  |  | x | x |  |  |  |
| Practise safely, competently and effectively in accordance with the law. This includes, for example, compliance with data protection and health and safety legislation modifying practice accordingly to reflect individual circumstances. | x |  |  | x | x |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  | x |
| Understand how paramedic principles are expressed and translated into action through a number of different assessment and management approaches | x | x |  |  |  |  |  |  |  | x | X | x |  | x |  |  |  |  |  |  |  |  | x |  |  |  |  |
| Select or modify techniques to meet the needs of the individual patients, reflecting a level of care consistent with appropriate evidence-based practice. |  |  | x | x |  |  |  | X |  | x | X | x | x | x |  |  | x |  |  |  |  |  | x |  | x |  |  |
| Understand the factors contributing to social differences; the problems of inequalities and the needs of different social groups and the ability to act as an advocate when appropriate. |  |  |  |  | x | x | x |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| Critically evaluate research and other findings concerning the efficacy and application of paramedic interventions to specific clinical interventions and the therapeutic claims of other healthcare disciplines, including the development of an evidence base for clinical practice. |  |  |  |  |  |  |  | X |  |  |  |  |  |  | x |  | x | x | x |  |  | x |  | x | x |  |  |
| Participate effectively in the planning, implementation and evaluation of multi-professional approaches to healthcare and participate at an appropriate level as part a multi-professional healthcare team. |  | x | x |  |  |  |  |  | x |  |  |  |  | x | x | x |  |  |  |  |  |  |  | x |  |  |  |
| Recognise the need to develop existing knowledge and skills so as to remain confident and competent practitioners and acquire new knowledge and competencies through evidence-based literature and continued professional development, supporting lifelong learning. |  |  |  |  |  |  |  | x |  |  |  |  |  | x |  |  | x | x | x | x | x |  |  | x |  |  |  |
| Demonstrate the ability to contribute to and understand research and other scholarly activities to promote personal professional development |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |  | x | x | x |  |  | x |  |  |  |
| Understand and critically appraise methodological approaches to research |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  | x |  |  |  |  |  |  |  |
| Formulate research questions that inform outcomes in paramedic practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  |  |
| Understand the choice and application of appropriate quantitative and qualitative methodologies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  | x |  |  |  |  |  |  |  |
| Recognise the importance of bias and rigour in collecting, analysing and interpreting data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  | x |  |  |  |  |  |  |  |
| Recognise the relationship between evidence, audit, evaluation and observed variation in clinical practice. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |  |  |  |  |  |  |  |
| Contribute to the development of clinical  guidelines and procedures to guide the  provision of quality healthcare and minimise  risk through understanding legislation  concerning safety at work practices including  risk assessment. |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  | x |  | x | x |  |  | x | x |  |  |  |
| understand the significance and potential effect of psychosocial and economic factors in helping patients and carers to make informed choices about their personal healthcare through the development of health education/promotion, and public health interventions. |  |  | x |  | X | x | x |  |  |  |  |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| articulate and rationalise clinical leadership  problem-solving and decision-making  processes associated with paramedic practice  as a registered healthcare professional. | x |  |  |  |  |  |  |  |  | X |  |  |  |  | x | x |  |  |  |  |  | x | x |  |  |  | x |
| appraise practical skill levels in order to  deliver the expected standards of paramedic  care and update priorities within a changing  and dynamic environment. |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  | x | x |  |  |  |  | x |  |  |  |  |
| critically analyse and evaluate contemporary  research and use this evidence to inform  practice and enhance patient-centred care. |  |  |  |  |  |  |  | x |  |  |  |  |  | x |  |  | x | x | x | x | x |  | x | x | x |  |  |
| demonstrate an ability to critically challenge  and develop practice, taking into account,  dynamic social, cultural, spiritual, ethical,  legal, political and economic factors. |  |  |  |  | x |  |  | x |  |  |  |  |  |  |  |  | x | x | x | x | x |  | x | x | x |  |  |
| select a suitable course of action, based on a  rational decision-making process which  includes a critical consideration of personal  scope of practice and patient choice, adjusting  one’s care accordingly. | x | x | x | x |  | x | x |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| demonstrate a critical understanding of the delivery of healthcare provision and the contribution of paramedic practice within this context along with that of the multiple disciplinary team and multi-professional/multi-agency working. |  |  | x |  |  |  |  |  |  |  |  |  | x |  |  | x |  |  |  |  |  |  | x |  |  |  |  |
| apply theories, concepts and principles of paramedic practice to deliver patient-centred care for individuals, families and communities in urgent, emergency, critical or other care settings. | x | x | x |  |  | x | x |  |  |  | X |  | x |  | x |  |  |  |  |  |  |  | x |  |  |  |  |
| recognise potential risks and intervene, to maintain a safe and effective standard of patient, public and personal safety. |  |  |  | x |  |  |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  | X |
| apply critical problem-solving skills to a level that informs and guides the interpretation of clinical and other data, and contributes to effective clinical reasoning and decision making based on the information available. | x |  |  |  |  |  |  | x | x |  | X | x |  | x |  |  |  |  |  |  |  |  | x |  |  |  |  |
| undertake and document a systematic and accurate assessment of the physical, psychological, social and spiritual needs of patients, service users and communities, modifying practice to take account of the criticality of the patient's condition. | x |  |  |  | x | X |  |  |  |  | X |  | x |  |  | x |  |  |  |  |  |  |  |  |  |  |  |
| assess both clinical and operational priorities in practice, including multiple casualty situations and major incidents, reacting with due regard to local and national policies and procedures | x | x | x | x | x |  |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  | x |  |
| formulate, implement and document a plan of care without avoidable delay where appropriate and, where feasible, in partnership with, and with the consent of patients, service users, their carers and families to the beneficence of the end service user. |  | x | x | x | x | x | x |  | x |  |  |  | x |  |  | x |  |  |  |  |  |  | x |  |  |  |  |
| demonstrate professional accountability for the care delivered, taking into account, social, spiritual, cultural, ethical, legal, political and economic factors. |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  | x |
| accurately document and evaluate the outcomes of care and other interventions delivered. |  |  |  |  |  |  |  |  |  |  | X | x |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |
| demonstrate knowledge and understanding of effective multi-disciplinary and multi-professional/multi-agency working practices, and participate in teamwork that respects and uses the contributions of members of the health and social care team. |  | x | x |  |  |  |  | x | x |  |  |  |  |  | x | x |  |  |  |  |  | x | x |  |  |  |  |
| critically analyse and interpret relevant health education/ promotion and public health interventions and use this knowledge to promote the health and well-being of patients, carers and service users in the effective planning, implementation and evaluation of multi-professional approaches to healthcare. |  |  | x |  | x | x | x | x | x |  |  |  |  |  | x | x | x | x |  |  |  | x |  |  |  |  |  |
| critically understand the delivery of healthcare provision in the UK and its relevance to the professional and national bodies, along with the contribution of paramedic practice within this context. | x |  | x |  | x |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| use relevant theoretical and research evidence to inform a comprehensive, systematic assessment of the physical, psychological, emotional and social needs of patients, service users and careers. |  |  |  |  |  |  | x | x |  |  |  |  |  | x |  |  | x | x |  |  |  |  |  | X |  |  |  |
| take responsibility for maintaining professional boundaries and disclose and justify actions to others when appropriate | x |  |  |  | x |  |  |  |  | x |  |  |  |  | x | x |  | x |  |  | x | x | x |  |  |  | x |
| critically evaluate the moral and ethical issues that relate to patient care. | x |  |  |  |  | x | x |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| demonstrate knowledge and understanding of the subjects underpinning paramedic science, in urgent, emergency, critical or other care settings. | x |  | x |  |  |  |  |  | x | x |  |  | x | x |  |  |  |  |  |  | x |  |  |  |  |  | X |
| use knowledge and understanding of the subjects and skills underpinning paramedic science to provide innovative and contemporary solutions to patient care. |  |  |  |  |  |  |  | x |  |  |  |  |  | x |  |  | x | x | x | x | x | x |  | x | x |  |  |
| assess, evaluate and manage an individual patient's condition, based on the criticality of the patient, and apply treatment to evidence-based practice standards. | x |  | x |  |  |  |  | x |  |  | X | x | x | x |  |  |  |  |  |  |  | x |  |  |  |  |  |
| confidently and professionally present information using a number of communication strategies and, where appropriate through the use of technology, provide coherent and logical arguments in the support of decision making. | x |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  | x |  |  |  |  |  |
| appropriately manage multiple casualty situations, employing triage strategies and major incident procedures as applicable to the circumstances and with reference to local and national policies and procedures. |  | x | x | x |  |  |  |  |  | x | X | x |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| demonstrate an understanding and commitment to considering the patient holistically, recognising that the presenting problem may mask underlying injuries and/or health concerns |  |  |  |  |  | x |  |  |  |  | X |  |  | x |  |  |  |  |  |  |  |  | x |  |  |  |  |
| use practical skills with knowledge and confidence and innovation to improve the quality of care. | x |  |  |  |  |  |  | x |  |  | X | x |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |
| critically analyse and interpret data and appraise its value for healthcare delivery and management, along with an awareness of the principles and practice of other relevant health and social care approaches. |  |  |  |  |  | x |  | x | x |  |  |  |  |  |  |  | x |  | x | x |  |  | x | x |  |  |  |
| critically examine the impact of political and social contexts on the provision of health and social care on professional practice. | X |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| understand the differences in beliefs and cultural practices of individuals and groups |  |  |  |  |  | x | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |
| recognise and challenge discriminatory practice. |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |
| critically evaluate research findings, and suggest changes to practice and contribute to healthcare research to inform practice development |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x | x | x | x |  |  | x | x | X |  |  |
| manipulate quantitative and qualitative data for audit and related purposes. |  |  |  |  |  |  |  | x |  | x | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| demonstrate a level of subject understanding that facilitates the ability to work at standards specified by the professional, statutory and regulatory bodies. | x | x | x | x | x | x | x | x | x | x | X |  |  | x | x | x | x | x |  | x | x | x | x | x |  | x | x |
| use reflection to appraise, evaluate and enhance professional practice in self and colleagues. |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x | x | x |  | x | x | x | x | X |  |  |
| manage therapeutic relationships with patient's through the creative use of theories and skills, demonstrating ethical discernment and clinical judgement. | x |  | x |  | x | x | x |  |  |  |  |  |  | x |  | x |  |  |  |  |  |  | x |  |  |  |  |
| use language to articulate opinions and formulate arguments effectively and select between different forms of communication with patients and colleagues (paramedics, healthcare professionals and others) while maintaining a commitment to ethical values and considerations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  | x |  |  |  |  |  |
| reflect on personal and professional strengths and limitations to promote a commitment to active and planned future self-directed professional development and show a significant ability for self-critical reflection. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  | x |  |  | x |  |  | X |
| be critically aware of their practical skill level in order to deliver the expected standards of paramedic care and understand and apply the concept of evidence-based practice in the clinical environment. |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x |  | x |  |  | x | x |  |  |
| use information technology consistent with the effective and efficient management of modern paramedic practice, including the use of enhanced verbal and written presentations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  | x |  |  |  |  |  |
| demonstrate an understanding of the importance of managing confidential information in an appropriate manner and the ability to guide colleagues in maintaining this ethos where necessary. | x |  |  |  | x | x |  | x |  | x |  |  |  |  | x | x |  | x |  |  |  | x |  |  |  |  |  |
| maintain a professional non-judgemental position in all aspects of work and avoid stigmatising any category of patients, service users and carers. | x |  |  |  |  | x | x |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |
| uphold high standards of personal and professional conduct, maintaining the integrity of the profession and not bringing it into disrepute. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |
| adopt and maintain a reflective approach to professional practice and that of others within the healthcare team including the identification of opportunities to introduce innovative approaches to patient care and management of the clinical environment. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  | x |  |  |

**Appendix 7 – AAP Mapping Standards**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learners undertaking the BSc (Hons) Paramedic Science (Degree Apprenticeship) will enter Year 2 of the program having completed an Associate Ambulance Practitioner (AAP) Level 4 qualification. This document demonstrates how the AAP standard set out by the Institute for Apprenticeships & technical education is mapped to the year 1 modules of the program. | | | HFH1118  Patient assessment and management | HFH1122  Paramedic Skills 1 | HFH1119  Care across the lifespan | HFH1120  Non-Technical Skills | HFH1121  Law, Policy and Ethics | HFH1123  Work Based Learning 1 |
| Values | Patient Centred | Be professional and passionate about the emergency and urgent care services; have a commitment to quality and care for service users and their relatives, a positive attitude in helping to improve patient care/experience, learning from successes and mistakes in line with the NHS Constitution. |  |  |  | x |  |  |
| Dignity & Respect for all | Show understanding and be respectful of all service users, carers and all those who the AAP come into contact with. The AAP will promote equality of opportunity and celebrate diversity, demonstrating high standards of behaviour and conduct with honesty and openness at all times. |  |  |  | x |  |  |
| Teamwork | Work closely and collaboratively with others of all levels in an open/honest and supportive way, acting in the best interest of the service users and others. Promoting teamwork and taking a genuine interest in those whom we work with, offering support and guidance when it is needed. Inspire each other to work together to create better services. |  |  |  | x |  |  |
| Care & Compassion | Deliver a first class service which is responsive to individual needs, recognising and celebrating good performance, striving to maintain a positive, safe, caring and compassionate working environment for all. Ensure that compassion is central to the care provided with humanity and kindness. |  |  |  | x |  |  |
| Effective Communication | Be open and honest with individuals choosing the most appropriate way of communicating, using everyday language, avoiding jargon. Respect confidentiality and personal information about service users and others. |  |  |  | x |  |  |
| Competence | Be personally responsible for own learning and development. Engage with advancing technologies, maximising learning opportunities. Encourage and support others in their personal development to increase and maintain high levels of competency. |  |  |  |  | x |  |
|  |  |  |  |  |  |  |  |  |
| Skills | Core Skills | Engage in organisational effectiveness, and personal & professional development |  |  |  |  | x |  |
| Effective communication |  |  |  | x | x |  |
| Conflict resolution training |  | x |  |  |  |  |
| Implementation of health & safety |  |  |  |  | x |  |
| Safeguarding and protecting individuals and groups |  |  |  | x |  |  |
| Equality & inclusion |  |  |  |  | x |  |
| Person centred approaches | x |  | x |  |  |  |
| Good practice in information governance |  |  |  |  | x |  |
| Infection prevention & control measures |  | x |  |  |  |  |
| Duty of care and patient’s privacy & dignity |  |  |  | x |  |  |
| Undertake risk assessment prior to moving & positioning individuals, using equipment and other items safely |  | x |  |  |  |  |
| Moving & Handling | Follow a stepwise and holistic approach to patient assessment, undertaking a range of physiological measurements using appropriate equipment in a safe and effective manner. |  |  |  |  | x |  |
| Treatment & Intervention | Make appropriate changes or recommendations to the treatment plan within their scope of practice, reporting changes where applicable and necessary. |  | x |  |  |  |  |
| Assessment & Measurements | Manage service users and others across the age ranges - from babies & children to  care for the elderly - within the emergency & urgent care setting, to include: airway, respiratory & circulatory management; wounds & bleeding; burns & scalds; medical conditions; bones-joints-ligaments-tendons injuries; use of medical gases; pregnancy & child birth; hostile & major incidents; substances hazardous to health and pain management. | x |  |  |  |  |  |
| Intermediate Life Support & assisting the practitioner | Perform intermediate life support for individuals across the age ranges using appropriate equipment and techniques safely and effectively. Assist the practitioner in the skills of Cannulation, Fluids Treatment and Intubation, including the preparation of live saving drugs, using the skills necessary to deliver effective medicines management criteria. | x |  |  |  |  |  |
| Light Rescue & Extrication | Perform a range of light rescue and extrication techniques in a safe and effective manner, using a range of equipment. |  | x |  |  |  |  |
| Knowledge |  | How the AAP role engages in supporting the organisation in delivering high quality care and meeting its targets. |  |  |  | x |  |  |
| How to develop and use a personal & professional development plan including the importance of reflective practice. |  |  |  |  | x |  |
| How to communicate effectively, including writing clear, concise information. |  |  |  | x |  |  |
| The importance of health, safety and dynamic risk assessments. How to report incidents, near misses and follow the correct processes to promote health and safety at work. |  |  |  |  | x |  |
| The organisation’s safeguarding procedures and to protect individuals and groups including referral through the appropriate routes. |  |  | x |  |  |  |
| How to promote person centred approaches and know how to work and adhere to relevant codes of practice and ethics. |  |  |  | x |  |  |
| How to practice and follow information governance by understanding data protection, Caldicott regulations and other legislation. |  |  |  |  | x |  |
| How to follow policies and procedures in relation to infection prevention & control. |  |  |  |  | x |  |
| The importance of treating patients and their carers with privacy & dignity |  |  |  |  | x |  |
| How to undertake dynamic risk assessments prior to moving & positioning individuals in accordance with their care plan, as well as using equipment and other items safely. |  | x |  |  |  |  |
| Moving & Handling, Light Rescue, Extrication & Environmental Safety | The Health & Safety at Work Act and related regulations. They will know how to manage their own safety and that of others in a range of environments. |  | x |  |  | x |  |
| How to perform a range of light rescue and extrication techniques responsibly and in a safe and effective manner. Understand the meaning of Common Law and know what criteria must be met to undertake gaining an entry with good intent. |  | x |  |  |  |  |
| How to follow a stepwise and holistic approach to patient assessment by understanding and applying codes of practice and ethics, etc. Understand how to carry out and interpret a range of physiological measurements. Know how to make appropriate changes or recommendations to the treatment plan as directed. | x |  |  |  |  |  |
| Assessment & Physiological  Measurements, Administration of Medications, Treatment & Intervention, Safe discharging & referrals | How to operate under given exemptions, clinical guidelines and will understand their own restrictions of the administration of medications in accordance with the AAP’s scope of practice. They will know how to prepare medications and undertake the relevant safety checks prior to administration. The will know and understand how to use UK Ambulance Service Clinical Practice Guidelines and other documents to support the AAP role. | X |  |  |  |  |  |
| Assessment & Physiological | How to manage the acute care of service users and others across the age ranges, to include: |  | | | | | | |
| Airway management | x |  |  |  |  |  |
| Intermediate life support | X |  |  |  |  |  |
| Wounds & bleeding | X |  |  |  |  |  |
| Burns & scalds | X |  |  |  |  |  |
| Medical conditions | x |  |  |  |  |  |
| Bones-joints-ligaments-tendons injuries | X |  |  |  |  |  |
| Use of medical gases | X |  |  |  |  |  |
| Babies & children |  |  | x |  |  |  |
| Pregnancy & child birth |  |  | X |  |  |  |
| Hostile & major incidents |  |  | x |  |  |  |
| Substances hazardous to health |  |  | x |  |  |  |
| Care for the elderly |  |  | X |  |  |  |
| Pain management | x |  |  |  |  |  |
| Understanding SOPs | x |  |  |  |  |  |
| Understanding policies & procedures |  |  |  |  | x |  |
| The necessity of safety netting prior to discharging following organisation’s referral pathways including completion of relevant documentation |  |  |  |  | x |  |
| Guidelines | x |  |  |  |  |  |
| Know how to create clear & concise records to support all referrals to all agencies. |  |  |  |  | x |  |
| Measurements, Administration of Medications, Treatment & Intervention, Safe discharging & referrals | The importance of promoting mental health and wellbeing; understand the current Mental Health Act and the roles of other partner agencies. |  |  | x |  | x |  |
| Mental Health, Mental Capacity, Dementia & Learning Disability, End of Life & Bereavement | How to undertake the diagnostic and functional assessment of mental capacity and respond appropriately, acting in the best interest of the service user at all times. |  |  | x |  |  |  |
| Understand and be able to support those with dementia and learning disabilities. |  |  | x |  |  |  |
| How to support individuals across the age ranges with an end of life care plan in a compassionate and supportive manner. They will be able to identify and respond to their own and others feelings when dealing with bereavement. |  |  | x |  |  |  |
| How to effectively perform intermediate life support for individuals across the age ranges using appropriate equipment and techniques safely. | x |  |  |  |  |  |
| Intermediate Life Support & assisting the registered practitioner | Know what equipment a registered practitioner will need to effectively apply the skill of Intubation, Cannulation, and Fluid Therapy. |  | x |  |  |  |  |
| How to assist when required within own scope of practice. |  |  |  |  | x |  |
| Know what drug therapy is needed by the registered practitioner when dealing with service users in cardiac arrest. | x |  |  |  |  |  |
| How to operate a range of electronic devices to communicate effectively with all colleagues internally and externally. |  | x |  |  |  |  |
| Driving & electronic communication | How to prepare a range of vehicles prior to use, operate and drive safely at all times adhering to legislation, Highway Code and policies. |  | x |  |  |  |  |

**Appendix 8 – Spiral Curriculum**

**Evidencing a spiral curriculum:**

The College of Paramedics (2017) suggest that development should be seen throughout an educational programme, suggesting the use of a spiral format. Both the BSc (Hons) Paramedic Science and BSc (Hons) Paramedic Science (Degree Apprenticeship) programs adopt a spiral curriculum. Spiralling supports comprehensive learning where connections are made over time, and therefore topics throughout the course will be revisited and studied in increasing complexity. Therefore, learners will revisit a previously studied area, which has the advantage of promoting deeper learning and increased retention of information. Topics are not merely duplicated; the material is incrementally taught. This is illustrated in the table below with the topics and where the learner will visit and revisit these areas.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Introductions to patient assessment | Paramedic skills across the lifespan | Non-technical skills for paramedics | Law, policy and ethics | Paramedic Skills 1 | Work-based Learning 1 | Patient assessment | Emergency care | Research and evidenced based practice | Anatomy, physiology & pathophysiology | Paramedic Skills 2 | Work-based Learning 2 | Evidence based practice | Integrated Urgent Care | Minor Injury and illness | Transition to Paramedic Practice | Paramedic Skills 3 | Work-based learning 3 |
| Airway and Breathing | X |  |  |  |  | |  | x |  | X | X | |  |  |  |  | X | |
| Resuscitation | X |  |  |  | X | |  |  |  |  | X | |  |  |  |  | X | |
| Medical gases | X |  |  |  | X | |  |  |  |  |  | |  |  |  |  |  | |
| Trauma | X |  |  |  |  | |  | X |  |  | X | |  |  |  |  | X | |
| Pain | X |  |  |  |  | | X | X |  | X |  | |  |  |  |  |  | |
| Major Incidents | X |  |  |  |  | |  |  |  |  |  | |  |  |  |  | X | |
| Maternity | X | X |  |  |  | | X | X |  |  |  | |  |  |  |  |  | |
| Cardiovascular | X |  |  |  |  | |  | X |  | x | X | |  |  |  |  | X | |
| Law, policy and ethics |  |  | X | x |  | |  |  | X |  |  | |  |  |  | x |  | |
| Patient assessment | X |  |  |  |  | | X |  |  |  |  | |  |  | X |  | X | |
| Consent and confidentiality | X |  | X | X |  | |  |  |  |  |  | |  |  |  |  |  | |
| Observation taking | X |  |  |  |  | | X |  |  |  | X | |  |  |  |  | X | |
| Technical skills | X |  |  |  | X | |  | X |  |  | x | |  |  | X |  | X | |
| Mental Health |  | X |  |  |  | | X | X |  |  |  | |  |  | X |  |  | |
| Cognitive impairment |  | X |  |  |  | |  | X |  |  |  | |  | X | X |  |  | |
| Special groups |  | X |  |  |  | | X |  |  |  |  | |  | X | X |  |  | |
| Paediatrics |  | X |  |  |  | | X |  |  |  |  | |  |  | X |  |  | |
| Safeguarding |  | X | X |  |  | |  | X |  |  |  | |  |  | X |  |  | |
| Risk management & PREVENT |  | X |  | X | x | |  | X |  |  |  | |  |  | X |  |  | |
| EOLC and death |  | x |  |  |  | | X | X |  |  |  | | X | X |  |  | X | |
| Interprofessional Learning |  |  | X |  |  | | X |  |  |  | X | |  |  |  |  | X | |
| Communication |  |  | X |  |  | | X |  |  |  |  | |  |  |  |  | x | |
| Skills for the workplace |  |  | X |  |  | |  | X | X |  |  | |  |  |  |  |  | |
| Research |  |  | X |  |  | |  |  | X |  |  | | X |  |  |  |  | |
| Equality and Diversity |  |  |  | X |  | | X | X |  |  |  | |  | x |  |  |  | |
| Leadership |  |  |  |  |  | |  | X |  |  |  | | x |  | x | x |  | |
| Pharmacology |  |  |  |  |  | |  | X |  | x | x | |  |  |  |  | x | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **AAppendix 9 – AAP Module Mapping** | | Patient assessment and management | Paramedic Skills 1 | Special Groups | Non-Technical Skills | Law, Policy and Ethics | Work Based Learning 1 |
| Values | Patient Centred | Be professional and passionate about the emergency and urgent care services; have a commitment to quality and care for service users and their relatives, a positive attitude in helping to improve patient care/experience, learning from successes and mistakes in line with the NHS Constitution. |  |  |  | x |  |  |
| Dignity & Respect for all | Show understanding and be respectful of all service users, carers and all those who the AAP come into contact with. The AAP will promote equality of opportunity and celebrate diversity, demonstrating high standards of behaviour and conduct with honesty and openness at all times. |  |  |  | x |  |  |
| Teamwork | Work closely and collaboratively with others of all levels in an open/honest and supportive way, acting in the best interest of the service users and others. Promoting teamwork and taking a genuine interest in those whom we work with, offering support and guidance when it is needed. Inspire each other to work together to create better services. |  |  |  | x |  |  |
| Care & Compassion | Deliver a first class service which is responsive to individual needs, recognising and celebrating good performance, striving to maintain a positive, safe, caring and compassionate working environment for all. Ensure that compassion is central to the care provided with humanity and kindness. |  |  |  | x |  |  |
| Effective Communication | Be open and honest with individuals choosing the most appropriate way of communicating, using everyday language, avoiding jargon. Respect confidentiality and personal information about service users and others. |  |  |  | x |  |  |
| Competence | Be personally responsible for own learning and development. Engage with advancing technologies, maximising learning opportunities. Encourage and support others in their personal development to increase and maintain high levels of competency. |  |  |  |  | x |  |
|  |  |  |  |  |  |  |  |  |
| Skills | Core Skills | Engage in organisational effectiveness, and personal & professional development by using & promoting: |  |  |  |  | x |  |
| Effective communication; |  |  |  | x | x |  |
| conflict resolution training; |  | x |  |  |  | x |
| implementation of health & safety; |  |  |  |  | x |  |
| safeguarding and protecting individuals and groups; |  |  |  | x |  |  |
| equality & inclusion; |  |  |  |  | x |  |
| person centred approaches |  |  |  |  |  |  |
| good practice in information governance |  |  |  |  | x |  |
| infection prevention & control measures |  | x |  |  |  | x |
| duty of care and patient’s privacy & dignity |  |  |  | x |  |  |
| Undertake risk assessment prior to moving & positioning individuals, using equipment and other items safely. |  | x |  |  |  | x |
| Moving & Handling | Follow a stepwise and holistic approach to patient assessment, undertaking a range of physiological measurements using appropriate equipment in a safe and effective manner. |  |  |  |  | x |  |
| Assessment & Measurements | Make appropriate changes or recommendations to the treatment plan within their scope of practice, reporting changes where applicable and necessary. |  |  |  |  | x |  |
| Assessment & Measurements | Manage service users and others across the age ranges - from babies & children to  care for the elderly - within the emergency & urgent care setting, to include: airway, respiratory & circulatory management; wounds & bleeding; burns & scalds; medical conditions; bones-joints-ligaments-tendons injuries; use of medical gases; pregnancy & child birth; hostile & major incidents; substances hazardous to health and pain management. | x |  |  |  |  |  |
| Treatment & Intervention | Perform intermediate life support for individuals across the age ranges using appropriate equipment and techniques safely and effectively. Assist the practitioner in the skills of Cannulation, Fluids Treatment and Intubation, including the preparation of live saving drugs, using the skills necessary to deliver effective medicines management criteria. | x |  |  |  |  |  |
| Intermediate Life Support & assisting the practitioner | Perform a range of light rescue and extrication techniques in a safe and effective manner, using a range of equipment. |  | x |  |  |  | x |
| Light Rescue & Extrication |  |  |  |  |  |  |  |
|  |  | How the AAP role engages in supporting the organisation in delivering high quality care and meeting its targets. |  |  |  | x |  |  |
| Knowledge |  | How to develop and use a personal & professional development plan including the importance of reflective practice. |  |  |  |  | x |  |
|  | How to communicate effectively, including writing clear, concise information. |  |  |  | x |  |  |
|  | The importance of health, safety and dynamic risk assessments. How to report incidents, near misses and follow the correct processes to promote health and safety at work. |  |  |  |  | x |  |
|  | The organisation’s safeguarding procedures and to protect individuals and groups including referral through the appropriate routes. |  |  | x |  |  |  |
|  | How to promote person centred approaches and know how to work and adhere to relevant codes of practice and ethics. |  |  |  | x |  |  |
|  | How to practice and follow information governance by understanding data protection, Caldicott regulations and other legislation. |  |  |  |  | x |  |
|  | How to follow policies and procedures in relation to infection prevention & control. |  |  |  |  | x |  |
|  | The importance of treating patients and their carers with privacy & dignity |  |  |  |  | x |  |
|  | How to undertake dynamic risk assessments prior to moving & positioning individuals in accordance with their care plan, as well as using equipment and other items safely. |  | x |  |  |  | x |
| Moving & Handling, Light Rescue, Extrication & Environmental Safety | The Health & Safety at Work Act and related regulations. They will know how to manage their own safety and that of others in a range of environments. |  |  |  |  |  |  |
| Moving & Handling, Light Rescue, Extrication & Environmental Safety | How to perform a range of light rescue and extrication techniques responsibly and in a safe and effective manner. Understand the meaning of Common Law and know what criteria must be met to undertake gaining an entry with good intent. |  | x |  |  |  | x |
| Moving & Handling, Light Rescue, Extrication & Environmental Safety | How to follow a stepwise and holistic approach to patient assessment by understanding and applying codes of practice and ethics, etc. Understand how to carry out and interpret a range of physiological measurements. Know how to make appropriate changes or recommendations to the treatment plan as directed. | x |  |  |  |  |  |
| Assessment & Physiological  Measurements, Administration of Medications, Treatment & Intervention, Safe discharging & referrals | How to operate under given exemptions, clinical guidelines and will understand their own restrictions of the administration of medications in accordance with the AAP’s scope of practice. They will know how to prepare medications and undertake the relevant safety checks prior to administration. The will know and understand how to use UK Ambulance Service Clinical Practice Guidelines and other documents to support the AAP role. | X |  |  |  |  |  |
| Assessment & Physiological | How to manage the acute care of service users and others across the age ranges, to include: |  |  |  |  |  |  |
| airway management | x |  |  |  |  |  |
| intermediate life support | X |  |  |  |  |  |
| , wounds & bleeding, | X |  |  |  |  |  |
| burns & scalds, | X |  |  |  |  |  |
| medical conditions, | x |  |  |  |  |  |
| bones-joints-ligaments-tendons injuries, | X |  |  |  |  |  |
| use of medical gases, , , | X |  |  |  |  |  |
| babies & children, |  |  | x |  |  |  |
| pregnancy & child birth |  |  | X |  |  |  |
| hostile & major incidents |  |  | x |  |  |  |
| substances hazardous to health |  |  | x |  |  |  |
| care for the elderly |  |  | X |  |  |  |
| pain management | x |  |  |  |  |  |
| by understanding all SOPs, | x |  |  |  |  |  |
| policies, procedures and.. |  |  |  |  | x |  |
| The necessity of safety netting prior to discharging following organisation’s referral pathways including completion of relevant documentation |  |  |  |  | x |  |
| Guidelines | x |  |  |  |  |  |
| Know how to create clear & concise records to support all referrals to all agencies. |  |  |  |  | x |  |
| Measurements, Administration of Medications, Treatment & Intervention, Safe discharging & referrals | The importance of promoting mental health and wellbeing; understand the current Mental Health Act and the roles of other partner agencies. |  |  |  |  |  |  |
| Mental Health, Mental Capacity, Dementia & Learning Disability, End of Life & Bereavement | How to undertake the diagnostic and functional assessment of mental capacity and respond appropriately, acting in the best interest of the service user at all times. |  |  | x |  |  |  |
| Mental Health, Mental Capacity, Dementia & Learning Disability, End of Life & Bereavement | Understand and be able to support those with dementia and learning disabilities. |  |  | x |  |  |  |
| Mental Health, Mental Capacity, Dementia & Learning Disability, End of Life & Bereavement | How to support individuals across the age ranges with an end of life care plan in a compassionate and supportive manner. They will be able to identify and respond to their own and others feelings when dealing with bereavement. |  |  | x |  |  |  |
| Mental Health, Mental Capacity, Dementia & Learning Disability, End of Life & Bereavement | How to effectively perform intermediate life support for individuals across the age ranges using appropriate equipment and techniques safely. | x |  |  |  |  |  |
| Intermediate Life Support & assisting the registered practitioner | Know what equipment a registered practitioner will need to effectively apply the skill of Intubation, Cannulation, and Fluid Therapy. |  | x |  |  |  | x |
| Intermediate Life Support & assisting the registered practitioner | How to assist when required within own scope of practice. |  |  |  |  | x |  |
| Intermediate Life Support & assisting the registered practitioner | Know what drug therapy is needed by the registered practitioner when dealing with service users in cardiac arrest. | x |  |  |  |  |  |
| Intermediate Life Support & assisting the registered practitioner | How to operate a range of electronic devices to communicate effectively with all colleagues internally and externally. |  | x |  |  |  | x |
| Driving & electronic communication | How to prepare a range of vehicles prior to use, operate and drive safely at all times adhering to legislation, Highway Code and policies. |  | x |  |  |  | x |
| Driving & electronic communication |  |  |  |  |  |  |  |

APPENDIX 10 CARE CERTIFICATE MAPPING

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| **Standard 1: Understand Your Role** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome – The**  **learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **1.1 Understand their own role** | 1.1a Describe their main duties and responsibilities  1.1b List the **standards** and codes of conduct and practice that relate to their role  1.1c Demonstrate that they are working in accordance with the **agreed ways of working** with their employer  1.1d Explain how their previous experiences, attitudes and beliefs may affect the way they work | X | X | X | X |  | X |  |  |  |  |  | X |  |  |  | X |  | X |
| **1.2 Work in ways that have been agreed with their employer** | 1.2a Describe their employment rights and responsibilities  1.2b List the aims, objectives and values of the service in which they work  1.2c Explain why it is important to work in ways that are agreed with their employer  1.2d Demonstrate how to access full and up-to-date details of **agreed ways of working** that are relevant to their role  1.2e Explain how and when to escalate any concerns they might have (**whistleblowing**)  1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person |  | X | X | X |  | X |  |  |  |  |  | X |  |  |  |  |  | X |
| **1.3 Understand working relationships in health and social care** | 1.3a Describe their responsibilities to the **individuals** they support  1.3b Explain how a working relationship is different from a personal relationship 1.3c Describe different working relationships in health and social care settings | X |  | X |  |  | X | X |  |  |  |  | X |  |  |  | X |  | X |
| **1.4 Work in partnership with others** | 1.4a Explain why it is important to work in teams and in partnership with **others**.  1.4b Explain why it is important to work in partnership with **key people**, advocates and **others** who are significant to **an individual**  1.4c Demonstrate behaviours, attitudes and ways of working that can help improve partnership working.   * 1. d Demonstrate how and when to access support and advice about:      + partnership working      + resolving conflicts | X |  | X |  |  | X | X |  |  |  |  | X |  |  |  |  |  | X |

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| **Standard 2:** | **Your personal development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **2.1 Agree a personal development plan** | 2.1a Identify **sources of support** for their own learning and development  2.1b Describe the process for agreeing a **personal development plan** and who should be involved  2.1c Explain why feedback from **others** is important in helping to develop and improve the way they work  2.1d Contribute to drawing up own **personal development plan**  2.1e Agree a **personal development plan** |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  | X |  | X |
|  | 2.2a Describe the **functional level** of literacy, numeracy and **communication** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2 Develop their knowledge, skills and understanding** | skills necessary to carry out their role  2.2b Explain how to check their current level of literacy, numeracy and  **communication** skills | X | X | X |  |  | X |  |  | X |  |  | X | X |  |  | X |  | X |
|  | 2.2c Describe how a learning activity has improved their own knowledge, skills and understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2.2d Describe how **reflecting** on a situation has improved their own knowledge, skills and understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2.2e Describe how feedback from **others** has developed their own knowledge, skills and understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2.2f Demonstrate how to measure their own knowledge, performance and understanding against relevant **standards** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2.2g List the learning opportunities available to them and how they can use them to improve the way they work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2.2h Demonstrate how to record progress in relation to their personal development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2.2i Explain why **continuing professional development** is important |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Standard 3: Duty of Care** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
|  | 3.1a Define „**duty of care’** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.1**  **Understand how duty of care contributes to safe practice** | 3.1b Describe how the **duty of care** affects their own work role |  |  |  | X |  | X |  |  |  |  |  | X |  |  |  |  |  | X |
| **3.2**  **Understand the support available for addressing dilemmas that may arise about duty of care** | 3.2a Describe **dilemmas** that may arise between the **duty of care** and **an individual’s** rights  3.2b Explain what they must and must not do within their role in managing conflicts and **dilemmas**  3.2c Explain where to get additional support and advice about how to resolve such  **dilemmas** | X |  |  | X |  | X | X |  |  |  |  | X |  |  |  |  |  | X |
| **3.3 Deal with Comments and complaints** | 3.3a Demonstrate how to respond to comments and complaints in line with  **legislation** and **agreed ways of working**  3.3b Describe who to ask for **advice and support** in **handling comments and complaints** |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  | x |  | x |
|  | 3.3c Explain the importance of learning from comments and complaints to improve the quality of service |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3.4a Describe how to recognise adverse events, incidents, errors and near misses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.4 Deal with Incidents,**  **errors and near misses** | 3.4b Explain what they must and must not do in relation to adverse events, incidents, errors and near misses |  |  | x |  |  |  |  |  |  |  |  | x |  |  |  | x |  | x |
|  | 3.4c List the **legislation** and **agreed ways of working** in relation to **reporting** any adverse events, incidents, errors and near misses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.5 Deal with confrontation and difficult situations** | 3.5a List the factors and difficult situations that may cause confrontation  3.5b Describe how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation | x |  | x |  |  | x | x |  |  |  |  | x |  |  | x |  |  | x |
|  | 3.5c Describe how to assess and reduce risks in confrontational situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3.5d Demonstrate how and when to access support and advice about resolving conflicts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3.5e Explain the **agreed ways of working** for **reporting** any confrontations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Standard 4: Equality and Diversity** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **4.1**  **Understand the importance of equality and inclusion** | * 1. a Explain what is meant by:      + **diversity**      + **equality**      + **inclusion**      + discrimination   4.1b Describe ways in which discrimination may deliberately or inadvertently occur in the work setting  4.1c Explain how practices that support **equality** and **inclusion** reduce the likelihood of discrimination |  |  |  | x |  | x | x |  |  |  |  | x |  |  |  |  |  |  |
| **4.2 Work in an inclusive way** | 4.2a Identify which **legislation** and codes of practice relating to **equality**, **diversity**  and discrimination apply to their own role  4.2b Demonstrate interaction with **individuals** that respects their beliefs, culture, values and preferences  4.2c Describe how to challenge discrimination in a way that encourages positive change |  |  |  | x |  | x | x |  |  |  |  | x |  |  |  |  |  | xx |
| **4.3 Access information, advice and support about diversity, equality and inclusion** | 4.3a Identify a range of sources of information, **advice and support** about  **diversity**, **equality** and **inclusion**  4.3b Describe how and when to access information, **advice and support** about  **diversity**, **equality** and **inclusion**  4.3c Explain who to ask for **advice and support** about **equality** and **inclusion** |  |  |  | x |  | x | x |  |  |  |  | x |  |  |  |  |  | x |

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| **Standard 5:** | **Work in a person centred way** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **5.1**  **Understand person centred values** | 5.1a Describe how to put **person-centred values** into practice in their day-to-day work  5.1b Describe why it is important to work in a way that promotes person centred values when providing support to **individuals**  5.1c Identify ways to promote dignity in their day-to-day work |  |  |  | x |  |  |  |  |  |  |  |  |  | x |  |  |  |  |
| **5.2**  **Understand working in a person centred way** | 5.2a Describe the importance of finding out the history, preferences, wishes and  **needs** of **the individual**  5.2b Explain why the changing **needs** of **an individual** must be reflected in their care and/or support plan  5.2c Explain the importance of supporting **individuals** to plan for their future  **wellbeing** and fulfilment, including end-of-life care | x | x | x |  |  |  | x | x |  |  |  |  |  | x |  |  |  |  |
| **5.3**  **Demonstrate awareness of the individuals immediate environment and make changes to address factors that may be causing discomfort or distress** | * 1. a Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include:      + Lighting      + Noise      + Temperature      + Unpleasant odours   2. b **Report** any concerns they have to the relevant person. This could include:      + Senior member of staff      + Carer      + Family member |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  | x |
|  | 5.4a Raise any concerns directly with **the individual** concerned |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  | x |
| **5.4 Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals** | 5.4b Raise any concern with their supervisor/ manager  5.4c Raise any concerns via other channels or systems e.g. at team meetings |
| **Outcome –**  **The learner is able to:** | Assessment – The learner must: | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **5.5 Support individuals to minimise pain or discomfort** | 5.5a Ensure that where individuals have restricted movement or mobility that they are comfortable.   * 5.5b Recognise the signs that an individual is in pain or discomfort. * This could include: Verbal reporting from the individual * Non-verbal communication * Changes in behaviour   5.5c Take appropriate action where there is pain or discomfort. This could include: Re-positioning   * Reporting to a more senior member of staff * Giving prescribed pain relief medication   Ensure equipment or medical devices are working properly or in the correct position e.g. wheelchairs, prosthetics, catheter tubes  5.5d Remove or minimise any environmental factors causing pain or discomfort. These could include:   * Wet or soiled clothing or bed linen * Poorly positioned lighting   Noise | x |  | x |  |  | xx | x |  |  |  |  | xx |  |  |  |  |  | x |
| **5.6 Support the individual to maintain their identity and self- esteem** | 5.6a Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing  5.6b Demonstrate that their own attitudes and behaviours promote emotional and spiritual wellbeing   * 1. c Support and encourage individuals own sense of identity and self-esteem 5.6d Report any concerns about the individual’s emotional and spiritual wellbeing   to the appropriate person. This could include:   * + - Senior member of staff     - Carer     - Family member |  | x | x |  |  | x |  |  |  |  |  | x |  | x |  | x |  | x |
|  | 5.7a Demonstrate that their actions promote person centred values including: |  | x | x |  |  | x |  |  |  |  |  | x |  | x |  | x |  | x |
| **5.7 Support the individual using person centred values** | * individuality * independence * privacy * partnership * choice * dignity * respect * rights |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Standard 6: Communication** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
|  | 6.1a Describe the different ways that people communicate | x |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  | x |
| **6.1**  **Understand the importance of effective**  **communication at work** | 6.1b Describe how **communication** affects relationships **at work**  6.1c Describe why it is important to observe and be receptive to **an individual’s**  reactions when communicating with them |
| **6.2**  **Understand how to meet the communication and language needs, wishes and preferences of individuals** | 6.2a Describe how to establish **an individual’s communication** and language  **needs**, wishes and preferences  6.2b List a range of **communication** methods and styles that could help meet **an individual’s communication needs**, wishes and preferences | x |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  | x |
|  | 6.3a List **barriers** to effective **communication** | x |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  | x |
| **6.3**  **Understand how to promote**  **effective communication** | 6.3b Describe ways to reduce **barriers** to effective **communication**  6.3c Describe how to check whether they (the HCSW/ASCW) have been understood |
|  | 6.3d Describe where to find information and support or **services**, to help them communicate more effectively |
|  | 6.4a Describe what confidentiality means in relation to their role |  |  | x | x |  | x | x |  |  |  |  | x |  |  |  |  |  | x |
| **6.4**  **Understand the principles and practices relating to confidentiality** | 6.4b List any **legislation** and **agreed ways of working** to maintain confidentiality in day-to-day **communication**  6.4c Describe situations where information, normally considered to be confidential, might need to be passed on |
|  | 6.4d Describe who they should ask for **advice and support** about confidentiality |
| Outcome –  The learner is able to: | Assessment – The learner must: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.5 Use appropriate verbal and non-verbal  communication | 6.5a Demonstrate the use appropriate verbal and non-verbal communication:  Verbal:   * Tone * Volume Non- verbal: * Position/ proximity * Eye contact * Body language * Touch * Signs * Symbols and pictures * Writing * Objects of reference * Human and technical aids   Communication may take place:   * face to face * by telephone or text * by email, internet or social networks   by written reports or letters | x |  | x |  |  | x | x |  |  |  |  | x |  |  |  |  |  | x |
| 6.6 Support the use of appropriate communication aids/ technologies | 6.6a Ensure that any communication aids/ technologies are   * Clean * Work properly * In good repair   6.6b Report any concerns about the communication aid/ technology to the appropriate person. This could include:   * Senior member of staff * Carer   Family member |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  | x |
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| **Standard 7:** | **Privacy and Dignity** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **7.1**  **Understand the principles that underpin privacy and dignity in care** | 7.1a Describe what is meant by privacy and dignity  7.1b List situations where **an individual’s** privacy and dignity could be compromised  7.1c Describe how to maintain privacy and dignity in the work setting |  |  |  | x |  |  |  |  |  |  |  |  |  | x |  |  |  |  |
| **7.2 Maintain the privacy and dignity of the**  **individual(s) in their care** | * 1. a Demonstrate that their actions maintain the privacy of **the individual**. This could include:      + Using appropriate volume to discuss the **care and support** of **an individual**      + Discussing **the individual’s care and support** in a place where **others**   cannot overhear |  |  |  | x |  | x |  |  |  |  |  | x |  | x |  |  |  | x |
|  | 7.2b Demonstrate that the privacy and dignity of **the individual** is maintained at all times being in line with the person’s individual **needs** and preferences when providing personal care. This could include: |
|  | * Making sure doors, screens or curtains are in the correct position * Getting permission before entering someone’s personal space * Knocking before entering the room * Ensuring any clothing, hospital gowns are positioned correctly * **The individual** is positioned appropriately and **the individual** is not exposing any part of their body they would not want **others** to be able to see |
|  | 7.2c Explain why it is important not to disclose anything about **the individual** that they may wish to be kept private, unless it is appropriate to do so. This could include: |
|  | * Health condition * Sexual orientation * Personal history * Social circumstances |
|  | 7.2d **Report** any concerns they have to the relevant person. This could include: |
|  | * Senior member of staff * Carer * Family member |
| Outcome –  The learner is able to: | Assessment – The learner must: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.3 Support an individual’s right to make choices | 7.3a Describe ways of helping individuals to make informed choices  7.3b Explain how risk assessment processes can be used to support the right of  individuals to make their own decisions  7.3c Explain why personal views must not influence an individual’s own choices or decisions  7.3d Describe why there may be times when they need to support an individual to question or challenge decisions made about them by others |  | x |  | x |  | x | x | x |  |  |  | x |  | x |  |  |  | x |
| 7.4 Support individuals in making choices about their care | 7.4a Demonstrate how to support individuals to make informed choices  7.4b Ensure any risk assessment processes are used to support the right of  individuals to make their own decisions  7.4c Ensure their own personal views do not influence an individual’s own choices or decisions   * 1. d Describe how to report any concerns they have to the relevant person. This could include:      + Senior member of staff      + Carer      + Family member |  | x |  | x |  | x | x | x |  |  |  | x |  | x |  |  |  | x |
| 7.5  Understand how to support active participation | 7.5a Describe the importance of how valuing people contributes to active participation  7.5b Explain how to enable individuals to make informed choices about their lives 7.5c List other ways they can support active participation  7.5d Describe the importance of enabling individuals to develop skills in self-care  and to maintain their own network of friends within their community |  | x |  | x |  | X | X | X |  |  |  | X |  | X |  |  |  | x |
| 7.6 Support the individual in active participation in their own care | 7.6a Demonstrate that they can support the active participation of individuals in their care  7.6b Reflect on how their own personal views could restrict the individual’s ability to actively participate in their care   * 1. c Report any concerns to the relevant person. This could include:      + Senior member of staff      + Carer      + Family member |  | x |  | x |  | X | X | X |  |  |  | X |  | X |  |  |  | Z |
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| **Standard 8: Fluids and nutrition** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **8.1**  **Understand the principles of hydration, nutrition and food safety** | 8.1a Describe the importance of food safety, including hygiene, in the preparation and handling of food  8.1b Explain the importance of good nutrition and hydration in maintaining health and **wellbeing**  8.1c List signs and symptoms of poor nutrition and hydration 8.1d Explain how to promote adequate nutrition and hydration |  | x |  |  |  |  |  |  |  | x |  |  |  | x | x |  |  |  |
| **8.2 Support individuals to have access to fluids in accordance with their plan of care** | 8.2a Ensure drinks are within reach of those that have restrictions on their movement/ mobility  8.2b Ensure that drinks are refreshed on a regular basis  8.2c Ensure that **individuals** are offered drinks in accordance with their plan of care  8.2d Support and encourage **individuals** to drink in accordance with their plan of care   * 1. e Know how to **report** any concerns to the relevant person. This could include:      + Senior member of staff      + Carer      + Family member |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  | x |
| **8.3 Support individuals to have access to food and nutrition in accordance with their plan of care** | 8.3a Ensure any nutritional products are within reach of those that have restrictions on their movement/ mobility  8.3b Ensure food is provided at the appropriate temperature and in accordance with the plan of care i.e. **the individual** is able to eat it  8.3c Ensure that appropriate utensils are available to enable **the individual** to meet their nutritional **needs** as independently as possible  8.3d Support and encourage **individuals** to eat in accordance with their plan of care   * 1. e Know how to **report** any concerns to the relevant person. This could include:      + Senior member of staff      + Carer      + Family member |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  | x |

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| **Standard 9: Awareness of mental health, dementia and learning disability** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome – The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **9.1 Understand the needs and experiences of people with mental health conditions, dementia or learning disabilities** | * 1. a. List how someone may feel if they have:      1. Mental health conditions such as:         1. Psychosis         2. Depression         3. Anxiety      2. Dementia      3. Learning Disabilities   The issues may be physical, social or psychological and will affect the **individual**  in different ways.  9.1b. Explain how these conditions may influence a person’s **needs** in relation to the care that they may require.  9.1c. Explain why it is important to understand that the causes and support **needs** are different for people with mental health conditions, dementia and learning disabilities. |  | x |  |  |  |  | x | x |  |  |  |  |  | x | x |  |  |  |
| **9.2 Understand the**  **importance of promoting positive health and**  **wellbeing for an individual**  **who may have a mental health condition, dementia or learning disability** | 9.2a. Explain how positive attitudes towards those with mental health conditions, dementia or learning disabilities will improve the **care and support** they receive  9.2b. Describe the social model of disability and how it underpins positive attitudes towards disability and involving people in their own care. |  | x |  |  |  |  | x | x |  |  |  |  |  | x | x |  |  |  |
| **9.3 Understand the adjustments which may be necessary in care delivery relating to an individual who may have a mental health condition, dementia or learning disability** | * 1. a. Describe what adjustments might need to be made to the way care is provided if someone has      1. A mental health condition such as:         1. Psychosis         2. Depression         3. Anxiety      2. Dementia      3. Learning Disabilities   9.3b. Describe how to report concerns associated with any unmet needs which may arise from mental health conditions, dementia or learning disability through agreed ways of working. |  | X |  |  |  |  | X | X |  |  |  |  |  | X | x |  |  |  |
| Outcome – The  learner is able to: | Assessment – The learner must: | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| 9.4 Understand the importance of early detection of mental health conditions, dementia and learning disabilities | 9.4a. Explain why early detection of mental health needs, dementia or learning disability is important  9.4b. Give examples of how and why adjustments to care and support might need to be made when a mental health condition, dementia or learning disability is identified. |  | X |  |  |  | X | X | X |  |  |  | X |  | X | X |  |  | x |
| 9.5 Understand legal frameworks, policy and guidelines relating to mental health conditions, dementia and learning disabilities | 9.5a List the main requirements of legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of  individuals with mental health conditions, dementia or learning disabilities  9.5b Explain how the legislation and policies listed may affect the day to day experiences of individuals with mental health needs, dementia or learning disabilities and their families |  | X |  | X |  |  | X | X |  |  |  |  |  | x |  |  |  |  |
| 9.6 Understand the meaning of mental capacity in relation to how care is  provided | 9.6a Explain what is meant by the term “capacity”.  9.6b. Explain why it is important to assume that someone has capacity unless there is evidence that they do not  9.6c Explain what is meant by “consent”, and how it can change according to what decisions may need to be taken.  9.6d Describe situations where an assessment of capacity might need to be undertaken and the meaning and significance of “advance statements” regarding | x | x |  |  |  | x | x |  |  |  |  | x |  | x |  |  |  | x |

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| **Standard 10: Safeguarding Adults** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
|  | 10.1a Explain the term safeguarding adults |  | x | x | x |  |  |  | x |  |  |  |  |  | x |  |  |  |  |
| **10.1**  **Understand the principles of Safeguarding adults** | 10.1b Explain their own role and responsibilities in safeguarding **individuals**  10.1c List the main types of **abuse**  10.1d Describe what constitutes **harm** |
|  | 10.1e Explain why **an individual** may be vulnerable to **harm** or **abuse** |
|  | 10.1f Describe what constitutes restrictive practices |
|  | 10.1g List the possible indicators of **abuse** |
|  | 10.hg Describe the nature and scope of **harm** to and **abuse** of adults at risk |
|  | 10.1i List a range of factors which have featured in adult **abuse** and neglect |
|  | 10.1j Demonstrate the importance of ensuring **individuals** are treated with dignity and respect when providing health and care **services** |
|  | 10.1k Describe where to get information and advice about their role and |
|  | responsibilities in preventing and protecting **individuals** from **harm** and **abuse** |
| **10.2 Reduce the likelihood of abuse** | 10.2a Describe how care environments can promote or undermine people's dignity and rights  10.2b Explain the importance of individualised, person centred care  10.2c Explain how to apply the basic principles of helping people to keep themselves safe  10.2d Explain the local arrangements for the implementation of multi-agency Safeguarding Adult’s policies and procedures  10.2e List ways in which the likelihood of **abuse** can be reduced by **managing risk**  and focusing on prevention  10.2f Explain how a clear complaints procedure reduces the likelihood of **abuse** |  | x | x | x |  | x |  | x |  |  |  | x |  | x |  |  |  | x |
|  | 10.3a Explain what to do if **abuse** of an adult is suspected; including how to raise |  | x | x | x |  | x |  | x |  |  |  | x |  | x |  |  |  | x |
| **10.3 Respond** | concerns within local **whistleblowing** policy procedures |
| **to suspected** |  |
| **or disclosed** |  |
| **abuse** |  |
| **Outcome –**  **The learner is able to:** | Assessment – The learner must: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10.4 Protect people from harm and abuse – locally and nationally** | 10.4a List relevant legislation, local and national policies and procedures which  relate to safeguarding adults  10.4b Explain the importance of sharing information with the relevant agencies  10.4c Describe the actions to take if they experience barriers in alerting or referring to relevant agencies |  | x | x | x |  |  |  | x |  |  |  |  |  | x |  |  |  |  |

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| **Standard 11: Safeguarding Children** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **11.1 Safeguard children** | **If they work in health:** Meet the most up to date national minimum training **standards** for Safeguarding Children at Level 1 as set out in the guidance issued by the Intercollegiate Royal College of Paediatrics and Child Health.  **If they work in Social Care:** Explain what they must do if they suspect a child, young person (met in any circumstances) is being **abused** or neglected. |  | **x** | **x** | **x** |  | **x** |  |  |  |  |  | **x** |  |  |  |  |  | **x** |

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| **Standard 12: Basic Life Support** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome – The learner is**  **able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **12.1 Provide basic life support** | Be able to carry out basic life support.  Complete practical Basic Life Support Training that meets the UK Resuscitation Council guidelines.   * If working with Adults in health and social care they will undertake training in adult basic life support. * If working with Paediatric patients in health they will undertake training in paediatric basic life support. * If working with Newborn patients in health they will undertake training in newborn life support.   Guidance:   * Most up to date Resuscitation Council Resuscitation Guidelines * Cardiopulmonary Resuscitation – **Standards** for clinical practice and training Joint Statement | x |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  | x |
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| **Standard 13: Health and safety** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 | |
| **13.1**  **Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the work setting** | 13.1a Identify **legislation** relating to general **health and safety** in a health or social care work setting  13.1b Describe the main points of the **health and safety** policies and procedures agreed with the employer   * 1. c Outline the main **health and safety** responsibilities of:      + self      + the employer or manager      + **others** in the work setting   13.1d List tasks relating to **health and safety** that should not be carried out without special training  13.1e Explain how to access additional support and information relating to **health and safety**  13.1f Describe different types of accidents and sudden illness that may occur in their own work setting |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  | x |  |  | |
| **13.2**  **Understand Risk Assessment** | 13.2a Explain why it is important to assess the **health and safety** risks posed by particular work settings, situations or activities  13.2b Describe how and when to **report health and safety** risks that they have identified |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  | x |  |  | |
| **13.3 Move and assist safely** | 13.3a Identify key pieces of **legislation** that relate to **moving and assisting**  13.3b List tasks relating to **moving and assisting** that they are not allowed to carry out until they are competent  13.3c Demonstrate how to move and assist people and objects safely, maintaining **the individual’s** dignity, and in line with **legislation** and **agreed ways of working** |  |  |  | x |  | x |  |  |  |  |  | x |  |  |  |  |  |  | |
| **13.4**  **Understand procedures for responding to**  **accidents and sudden illness** | 13.4a List the different types of accidents and sudden illness that may occur in the course of their work  13.4b Describe the procedures to be followed if an accident or sudden illness should occur  13.4c List the emergency first aid actions they are and are not allowed to carry |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  | x |
|  | out |
| Outcome –  The learner is able to: | Assessment – The learner must: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| 13.5  Understand medication and healthcare tasks | 13.5a Describe the agreed ways of working in relation to medication  13.5b Describe the agreed ways of working in relation to healthcare tasks  13.5c List the tasks relating to medication and health care procedures that they are not allowed to carry out until they are competent |  |  |  |  |  |  |  | x |  | x |  | x |  |  |  | x |  | x | |
| 13.6 Handle hazardous substances | 13.6a Describe the hazardous substances in their workplace  13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances |  |  |  |  |  | x | x |  |  |  |  | x |  |  |  |  |  | x | |
| 3.7 Promote fire safety | 13.7a Explain how to prevent fires from starting or spreading  13.7b Describe what to do in the event of a fire | x |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  |  |  | |
| 13.8 Work securely | 13.8a Describe the measures that are designed to protect their own security at work, and the security of those they support  13.8b Explain the agreed ways of working for checking the identity of anyone requesting access to premises or information |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| 13.9 Manage stress | 13.9a Recognise common signs and indicators of stress in themselves and others  13.9b Identify circumstances that tend to trigger stress in themselves and others  13.9c List ways to manage stress |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  | x | |

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| **Standard 14: Handling Information** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **14.1 Handle information** | 14.1a Describe the **agreed ways of working** and **legislation** regarding the recording, storing and sharing of information  14.1b Explain why it is important to have **secure systems** for recording, storing and sharing information  14.1c Demonstrate how to keep records that are up to date, complete, accurate and legible  14.1d Explain how, and to whom, to **report** if they become aware that **agreed ways of working** have not been followed |  |  | x |  |  | x |  |  |  |  |  | x |  | x |  |  |  | x |

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| **Standard 15: Infection prevention and control** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome –**  **The learner is able to:** | **Assessment – The learner must:** | HFH1118 | HFH1119 | HFH1120 | HFH1121 | HFH1122 | HFH1123 | HIH2001 | HIH2002 | HIH2003 | HIH2004 | HIH2005 | HIH2006 | HHH3001 | HHH3002 | HHH3003 | HHH3004 | HHH3005 | HHH3008 |
| **15.1 Prevent the spread of infection** | 15.1a Describe the main ways an infection can get into the body 15.1b Demonstrate effective hand hygiene  15.1c Explain how their own health or hygiene might pose a risk to **the individuals**  they support or work with  15.1d List common types of personal protective clothing, equipment and procedures and how and when to use them  15.1e Explain the principles of safe handling of infected or soiled linen and **clinical waste** |  |  |  |  |  | x | x |  |  |  |  | x |  |  |  |  |  | x |