



## **Course Specification**

### **Part A**

**HLSU152 BSc (Hons) Pre-Hospital Emergency Care**

## **FACULTY OF HEALTH AND LIFE SCIENCES**

### **School of Nursing, Midwifery and Health**

**Updated for Academic Year 2020/2021**

Please note: This 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 s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

**PART A Course Specification (Published Document)**  
**BSc (Hons) Pre-Hospital Emergency Care**

**1. Introduction**

This course represents the final year of a degree and whilst it is aimed at all registered healthcare practitioners working in pre-hospital or emergency care, the course is more suited for those working in either emergency or urgent care environments. The course is delivered purely online, via an e-learning platform whereby the student can study flexibly offering a unique opportunity for study within this area. The course has been designed so that each student can plan their study around personal and professional commitments.

The course is aimed at those practitioners who have a Foundation Degree, a Diploma or equivalent at FHEQ Level 5, normally this means that students have completed the equivalent to the first and second year of a degree programme. The course provides the final year of a degree at Level 6, acting as a top-up and offers the student an opportunity to gain a degree or a degree with honours. The programme offers global access and is open to those in other countries, but they will have to hold the equivalent entry qualifications prior to starting the programme.

The course aims to build upon the current knowledge and experience that the practitioner has gained in practice or previous study. The student will be enabled to develop their clinical and academic skills in the area of emergency care. They will learn the principles of conducting a 'head to toe' assessment of a patient, developing skills for assessing the key body systems. In addition, depending upon module choice, the student will be able to develop skills and knowledge in the management of minor injuries and illnesses, they can develop a greater understanding of the management of long term conditions, develop understanding on mentoring students, improve their abilities in assessing and managing those with mental health illness and also develop a greater understanding of those people who are deemed to be vulnerable. In addition students will be enabled to engage in multidisciplinary learning on the course and will emerge with enhanced employability in pre hospital emergency care settings.

The teaching team are from both pre-hospital and emergency care backgrounds, and are actively involved in the review of current practice in this field.

As this is a top up programme, all modules have to be completed within three years from the date of enrolment.

**2 Available Award(s) and Modes of Study**

Title of Award	Mode of attendance	UCAS Code	<a href="#">FHEQ Level</a>
BSc (Hons) Pre-Hospital Emergency Care	Full-time one year	Not applicable	Level 6
BSc Pre-Hospital Emergency Care	Part-time two years		
<b>3 Awarding Institution/ Body</b>	Coventry University		

<b>4 Collaboration</b>	None
<b>5 Teaching Institution and Location of delivery</b>	Coventry University
<b>6 Internal Approval/Review Dates</b>	Date of approval: 26 <sup>th</sup> February 2018 Date for next review: 2027
<b>7 Course Accredited by</b>	Not Applicable
<b>8 Accreditation Date and Duration</b>	Not Applicable
<b>9 QAA Subject Benchmark Statement(s) and/or other external factors</b>	<p>QAA Descriptor for a qualification at Degree level: (QAA 2001/2008) Qualification descriptors can be found at:</p> <ul style="list-style-type: none"> <li>♦ <a href="http://www.qaa.ac.uk/crntwork/ngf/euni2008/annex1.htm">http://www.qaa.ac.uk/crntwork/ngf/euni2008/annex1.htm</a></li> </ul> <p>Royal College of Emergency Medicine Clinical Standards</p> <ul style="list-style-type: none"> <li>♦ <a href="https://www.rcem.ac.uk/docs/Clinical%20Standards%20and%20Guidance/Clinical%20Standards%20for%20Emergency%20Departments.pdf">https://www.rcem.ac.uk/docs/Clinical%20Standards%20and%20Guidance/Clinical%20Standards%20for%20Emergency%20Departments.pdf</a></li> </ul> <p>HCPC Paramedic Standards of Proficiency</p> <ul style="list-style-type: none"> <li>♦ <a href="http://www.hpc-uk.org/assets/documents/1000051CStandards_of_Proficiency_Paramedics.pdf">http://www.hpc-uk.org/assets/documents/1000051CStandards_of_Proficiency_Paramedics.pdf</a></li> </ul>
<b>10 Date of Course Specification</b>	26 <sup>th</sup> February 2018 Updated February 2020
<b>11 Course Director</b>	Dawn Wilbraham Hemmings Suzanne Pollitt

## 12 Outline and Educational Aims of the Course

This course is a 'top-up' degree that builds on those who have either a Foundation degree or a Diploma, or an equivalent FHEQ Level 5 qualification. The course aims to develop the students' skills and knowledge further so they can be more autonomous in clinical decision-making and patient assessment, the management of patients with minor injuries and illnesses, the management of patients considered vulnerable, patients who have mental health issues and the chance to develop greater breadth and depth of clinical knowledge. This course is essentially the final year of a degree programme which can be studied either full-time or part-time, but it must be completed within three years from the enrolment date. Whilst the health assessment module and the project or work-related project modules are mandatory, the course offers other module choices to assist in shaping the students career intentions and aspirations

The educational aims of the programme are to:

- Top-up an existing programme of pre-hospital and emergency care study to achieve a degree level award via a vibrant online environment.
- Build upon existing knowledge and the practice of pre-hospital and emergency care.
- Develop the student's critical thinking and decision-making abilities, including research-based evidence and policy documents pertaining to pre-hospital and emergency care.
- Influence the strategic direction of patient care within a healthcare practitioner's field of practice.
- Be able to facilitate continued professional development and the advancement of one's pre-hospital and emergency care practice.
- Develop a graduate who will emerge with the capacity to be more autonomous within pre-hospital and emergency care

## 13 Course Learning Outcomes

A student who successfully completes the course will have followed the Course Learning Outcomes and will be able to:

1. Evaluate the principles, theories and concepts that apply to the healthcare professionals in pre-hospital and emergency care practice.
2. Critically review and appraise the evidence base relating to pre-hospital and emergency care.
3. Analyse and evaluate current contemporary issues which underpin the effective delivery of national and global pre-hospital and emergency care.
4. Advance their professional development and autonomy in pursuit of excellence in pre-hospital and emergency care.
5. Develop problem solving and decision making abilities to enable the student to become more autonomous in pre-hospital and emergency care.
6. Demonstrate the ability to develop and conduct a self-directed project using research principles, through developing digital fluency.

## 14 Course Structure and Requirements, Levels, Modules, Credits and Awards

## **BSc (Hons) Pre-Hospital Emergency Care (120 CREDITS at Level 6)**

### Mandatory Modules

6001CPD – Principles of Health Assessment (20 CREDITS) (online via virtual learning environment)

6000CPD – Principles of Doing a Literature Review (20 CREDITS) (delivered online and online tutorials with a personal supervisor)

6008CPD - Literature Review (20 CREDITS)

### Option Modules – student required to choose three from the list

6002CPD – Pre-Hospital Evaluation of Minor Injuries and Illnesses (20 CREDITS)

6005CPD – Principles of Pre-hospital Trauma Assessment and Management (20 CREDITS)

6003CPD – Pre-hospital Care and Management of Long-Term Conditions (20 CREDITS)

6004CPD – Mentoring in Paramedic Practice (20 CREDITS)

6006CPD – The Vulnerable Patient Across the Age Continuum (20 CREDITS)

6007CPD – Assessment and Management of Acute Mental Health Problems (20 CREDITS)

The modules can be studied in any order but it is recommended that the student completes the programme with 6000CPD. The programme must be completed within three years from the date of enrolment.

On successful completion of the module 'Mentoring in Paramedic Practice' (6004CPD) the Registered Paramedic will be recognised as a named mentor where they have also had a minimum of 2yrs post registration experience.

Modules within the course, their status (whether mandatory or options), the levels at which they are studied, their credit value and pre/co requisites are identified in the table below.

Attendance is monitored by the access the student has each week.

The project subject is chosen by the student and an appropriate supervisor will be appointed

### **Cascade of Awards:**

BSc (Hons) Pre-Hospital Emergency Care (120 CREDITS)



BSc Pre-Hospital Emergency Care (100 CREDITS)

## Example of Course Plan

[illegible]

### **15 Criteria for Admission and Selection Procedure**

The UCAS application process is not required and to apply, contact the University directly.

The applicant should have professional registration, such as being registered with the Health Care Professions Council (HCPC), or the Nursing and Midwifery Council (NMC), an equivalent professional body, or the accepted governing body for the country in which the student resides.

The applicant should also hold a Foundation degree (FdSci) Paramedic Science, Diploma in Higher Education Paramedic Science, Foundation degree Paramedic Studies, Diploma in Higher Education Nursing, or equivalent to FHEQ Level 5 in an emergency care related course

Students whose first language is not English are normally required to have IELTS 6.5 or greater (preferably with a high mark in the written component), TOEFL computer-based 250 or greater.

The general requirements for admissions are in line with University policy (Academic Regulations 2.7).

Alongside specific admissions criteria outlined – applicants must have the support of their line manager /clinical lead where the modules are being funded and /or release from practice is being given. If self-funding, this is not a requirement.

To undertake the work on this course students must have access to a personal laptop or tablet device that is compatible with the software utilised on the course.

### **16 Academic Regulations and Regulations of Assessment**

This Course conforms to the standard [University Regulations](#)

## **17 Indicators of Quality Enhancement**

The course is managed by the CPD Board of Studies within the School of Nursing, Midwifery and Healthcare of the Faculty Health and Life Sciences.

The Programme Assessment Board (PAB) within the Department of Nursing, Midwifery and Healthcare is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Studies.

External Examiners report annually on the programme and their views are considered as part of the course quality and enhancement monitoring process (CQEM). Details of the CQEM process can be found on the Registry's web site.

Students are represented on the Student Forum, Course Quality and Enhancement Monitoring Boards, Board of Studies and the Faculty Board, all of which normally meet two or three times per year.

Student views are also sought through module evaluation questionnaires and also via an online student forum.

All programmes are subject to a major review involving subject experts external to the University, normally on a six-year cycle. Current and former students and employers views are sought where appropriate.

Additionally, all Course Directors obtain ongoing, informal feedback from students.

Details of the university's quality monitoring processes are to be found at:

<https://cuportal.coventry.ac.uk/C4/Registry/default.aspx>

The Course Director encourages the use of OpenMoodle so that the students can start to get a feel for the course before they formally enrol, thus allowing the student to think about the skills and knowledge they may require before they embark on their studies. For example, they will be pointed to resources allowing them to consider their study skills and elements they may consider as part of their self-development. They will also be pointed to resources that will give tasters of the content within each of the modules.

## **18 Additional Information**

Enrolled students have access to additional, key sources of information about the course and student support including;

- Faculty/School Handbook

- Student Handbook

- Module Guides

- Module Information Directory

- Study Support information