# Paramedic Science BSc (Hons) programme specification with integrated year in practice

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| **Academic Entry Year:** | 2026/2027 |
| **Degree Awarding Body:** | The University of Bradford |
| **Main Location:** | City Campus |
| **Delivery Support Partners:** | Yorkshire Ambulance Service NHS Trust |
| **Subject Benchmarks:** | Paramedics (Quality Assurance Agency 2019); Standards of Education and Training (Health and Care Professions Council 2017); Standards of Proficiency (HCPC 2023); Standards of Conduct, Performance and Ethics (HCPC 2024); Paramedic Curriculum (Royal College of Paramedics 2024) |
| **Qualifications Framework:** | HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2024) |
| **Target Degree Award:** | Bachelor of Science with Honours (BSc Hons) Paramedic Science [FHEQ Level 6] |
| **Intermediate/exit awards:** | Ordinary Degree of Bachelor (BSc) Ambulance Care [FHEQ Level 6] |
| | Diploma of Higher Education (DipHE) Ambulance Care [FHEQ Level 5] |
| | Certificate of Higher Education (CertHE) Ambulance Care [FHEQ Level 4] |
| **Programme Admissions:** | UK and home students |
| **Programme Start Date(s):** | September |
| **Programme Modes of Study:** | (UCAS code B951) 4 years full-time with sandwich placement year |

This programme is approved by the Health and Care Professions Council (HCPC) as meeting their standards. Graduates holding BSc (Hons) Paramedic Science are eligible to register with HCPC as a paramedic upon successful completion of the course.

**Please note:** The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when an offer of a place on a programme of study at the University of Bradford is accepted. View our Student Contract for further details. Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them.

## Recent changes

1. May 2026: Major programme review completed

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## About our programme

Paramedic Science aims to equip students with a strong grounding in the theory and practice of paramedicine, reflecting the evolving expectations placed on paramedics within integrated urgent and emergency care systems. It has been designed in response to sector wide developments, including increased professional autonomy, a growing emphasis on evidence-based practice, and the expanding clinical scope of paramedic roles.

The BSc Paramedic Science programme offers a distinctive educational journey that is practice focused, person-centred and firmly rooted in real world clinical experience. Students learn through a curriculum shaped by active learning, simulation, interprofessional collaboration and structured reflective development, enabling a confident and capable transition into professional practice.

The programme aims to develop graduates who demonstrate safe and effective clinical decision-making, proficient patient assessment and management, professional conduct, sensitive to culture and diversity, and the ability to work autonomously across diverse health and social care environments. With the unique inclusion of a year in practice, University of Bradford graduates will be well prepared for a wide range of career destinations, including ambulance services, urgent and primary care, specialist clinical pathways, education and research.

More broadly, the programme prepares future paramedics to add value within multidisciplinary teams, address health inequalities, use evidence to enhance practice and contribute to ongoing service transformation. By cultivating practitioners with leadership potential, a commitment to quality improvement and a strong sense of social responsibility, the programme supports the continued development of the profession and the wider healthcare system.

The programme is aligned with the **Royal College of Paramedics (RCoP)** Paramedic Curriculum (6th Edition 2024), which sets out the national expectations for paramedic education, clinical competence, and professional formation. The curriculum reflects RCoP requirements around person centred practice, clinical leadership, evidence informed decision making, public health awareness, interprofessional collaboration, and the development of safe, reflective autonomous practitioners. These capabilities that underpin modern paramedic roles across urgent, emergency, primary and community care.

Furthermore, the programme is explicitly mapped to the **Health and Care Professions Council (HCPC)** Standards of Education and Training, as well as the **QAA Subject Benchmark Statement** for Paramedics (2019). This ensures that all graduates meet the threshold competencies required for safe and effective practice upon registration. The structure, learning outcomes, assessments and practice based learning opportunities are intentionally designed to support achievement of the HCPC Standards of Proficiency (SoPs), including areas such as professional autonomy, safeguarding, communication, legal and ethical practice, clinical reasoning, inclusive care, digital proficiency, maintaining a safe practice environment, clinical leadership, evidence informed decision-making, public health awareness, interprofessional collaboration, and the development of safe, reflective autonomous practitioners. These are

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capabilities that underpin modern paramedic roles across urgent, emergency, primary and community care.

The alignment with both the professional body (RCoP) and statutory regulator (HCPC) ensures that graduates are not only competent and registration ready, but also well prepared to contribute to the evolving clinical, educational and leadership demands of the paramedic profession, ready, but also well prepared to contribute to the evolving clinical, educational and leadership demands of the paramedic profession.

**In summary the programme aims to:**

A1. Develop skilled, compassionate and reflective graduates who meet the HCPC Standards of Proficiency for Paramedics.

A2. Respond to contemporary developments in paramedic practice and healthcare delivery.

A3. Provide a distinctive, student-centred learning experience that blends theory, practice, and professional values.

A4. Make a positive contribution to the wider health and social care sector and local communities.

## Programme learning outcomes

Upon successful completion of this programme, graduates will be able to demonstrate achievement of the following learning outcomes:

**Subject knowledge and skills**

1. Critically appraise how evidence informs the delivery of contemporary paramedic care.

2. Critically analyse the four pillars of leadership, research, clinical practice and education and how these impact on personal professional development.

3. Critically apply insights gained from research, scholarship, evidence informed practices or professional learning which add to the evidence base for the paramedic profession.

**Practical and transferable skills**

4. Demonstrate the requisite patient assessment, management, and clinical decision-making necessary for safe clinical practice.

5. Demonstrate an ability to acquire and organise information to present clear and logical arguments.

**Professional behaviours and qualities**

6. Demonstrate reflective, accountable and resilient professional practice, showing the ability to adapt to uncertainty, seek and act on feedback, and contribute effectively to safe interprofessional teamwork.

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7. Manage themselves safely and effectively, in a manner respectful of diverse communities, while remaining sensitive to social, legal, and ethical contexts.

8. Demonstrate consistent person-centred care at the level required of a paramedic registered with the HCPC.

## Student journey

Paramedic Science is an undergraduate programme. Students will aim to complete the course in four years of study. At Bradford, the year is split in three parts where most students study modules in two Semesters a year of academic taught content: Sem 1 and Sem 2. Modules labelled as over a year will span two or three study periods.

This programme provides students an opportunity to undertake a work placement. Placements are a fantastic way of building on the professional skills developed during the programme and boosting students' practical industry experience prior to graduating.

**Stage 1**
The first year of the programme is designed to establish a strong foundation in the scientific, clinical, and professional principles that underpin safe paramedic practice. The focus is on building foundational knowledge, developing core concepts, and cultivating essential academic and professional skills that students will rely on throughout the remainder of the programme and into clinical practice.

Stage 1 also places deliberate emphasis on the acquisition of academic, reflective, and digital capabilities, recognising that paramedic practice requires evidence-informed decision-making and accurate, professional record-keeping. Students receive early support in academic writing, referencing, critical reading, digital literacy, and the use of clinical and learning technologies (e.g., e-portfolios, digital charting platforms). These skills are embedded within modules so that students learn them in context and understand their relevance to safe and effective paramedic practice.

To support transition into clinical learning, students are introduced to professional values, reflective practice, and personal development planning early in the programme. Opportunities to observe clinical environments through introductory placements or observational shifts help students begin to understand the realities of paramedic care, the responsibilities outlined by the HCPC, and the importance of compassionate, inclusive, patient-centred practice.

**Stage 2**
Stage 2 of the programme is designed to deepen students' clinical knowledge, enhance their analytical abilities, and strengthen their capacity to integrate theory and practice in increasingly complex situations. Building on the foundational competencies developed in Stage 1, the second-year shifts emphasis towards clinical reasoning, structured decision-making, safe escalation, and effective interprofessional collaboration, all of which are central to the HCPC Standards of Proficiency (2023) and Paramedics and the College of Paramedics Curriculum Framework (2022).

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Practical teaching continues to expand, introducing more advanced psychomotor skills and treatment modalities outlined in the College of Paramedics framework for intermediate-level practice. Students learn to perform systematic patient assessments, conduct risk-stratification and triage, administer a broader range of medicines within legal and professional boundaries, and manage a wider spectrum of acute and long-term conditions.

Academic skills also progress in sophistication during Stage 2. Students engage with critical appraisal, evidence synthesis, and research design, supporting their ability to justify clinical decisions using contemporary evidence. An additional feature of Stage 2 is the emphasis on interprofessional education (IPE). Students participate in joint learning activities with peers from other programmes across the university, consistent with the faculty IPE strategy. These activities focus on collaborative practice, role understanding, patient pathways, and communication strategies essential for safe multidisciplinary care. IPE supports HCPC Standards related to teamwork, service-user-centred practice, and integrated care, preparing students for the interconnected nature of modern health systems.

Practice education learning intensifies during Stage 2, with students undertaking supervised clinical practice across a variety of urgent and emergency care settings. These experiences enable students to apply their developing knowledge and reasoning skills in real-world environments, supported by practice educators familiar with HCPC expectations. Students take on more responsibility for patient assessment and management, while still having structured supervision and feedback to ensure patient safety and optimal learning.

Overall, Stage 2 represents a critical developmental phase in which students begin to demonstrate real competence in managing patient presentations with greater independence. They develop confidence, clinical maturity, and professional judgement, preparing them for the advanced, near-autonomous practice expected by the end of the programme and ultimately for entry into the profession as safe, reflective, evidence-informed paramedics.

**Stage 3 - Year In Practice**

The third year of the programme represents a major developmental milestone in which students transition from structured university-led learning into full immersion within frontline operational paramedic practice. This paid sandwich year, undertaken with **Yorkshire Ambulance Service (YAS)**, offers students a rare opportunity to gain extensive real-world clinical experience while employed as part of the NHS ambulance workforce. Students will need to complete pre-employment checks and induction to commence the year in practice. These may start anytime following the end of semester two in stage two however do not contribute to the requirements to pass stage 2 and continue onto stage 3 of the programme. These activities include, but are not limited to, Blue Light Emergency Vehicle training, manual handling training and an examination testing the student‘s ability to perform and interpret ECG examinations, these are not part of the paid employment phase of the programme. However, if these activities are not completed and passed students will be prevented from completing the year in practice and therefore, they may be unable to continue on the programme.

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Throughout this year, students work as salaried ambulance clinicians. This year provides the scale, intensity, and realism of practice exposure that few UK programmes can replicate, and forms the anchor point for the development of professional identity, clinical autonomy, and operational competence.

Teaching and learning during the sandwich year are situated almost entirely within clinical practice. Students participate in full operational shifts, responding to 999 calls and urgent care cases under the direct supervision of experienced mentors. They encounter the full range of undifferentiated patient presentations, and develop the confidence to conduct systematic patient assessments, formulate differential impressions, administer appropriate interventions, and make safe decisions about escalation and referral.

The year in practice also exposes students to the operational and environmental realities of ambulance work: shift patterns, complexity, risk, public health challenges, safeguarding concerns, multi-agency collaboration, and the unpredictability of pre-hospital care. As a result, students develop mature situational awareness, scene management capability, and resilience, all of which mirror the HCPC Standards of Proficiency related to safety, communication, professional behaviour, and independent judgement.

Overall, the sandwich year serves as the bridge between developing clinician and near-autonomous practitioner, providing the breadth, intensity, and realism of clinical experience necessary for safe, effective, and confident paramedic practice. By the end of this year, students have internalised the professional behaviours, reflective habits, and clinical reasoning skills required by the HCPC and the Royal College of Paramedics and are well positioned to complete their final academic year and enter the profession as safe, capable, and employment-ready paramedics.

**Stage 4**

Stage 3 of the programme represents the culmination of students' academic, clinical, and professional development, following their extensive operational experience gained during the paid sandwich year with Yorkshire Ambulance Service. This stage is designed to refine students' advanced clinical reasoning, strengthen their leadership and decision-making capability, and prepare them for safe, autonomous professional practice in accordance with the HCPC Standards of Proficiency (2023) and the Royal College of Paramedics Curriculum Framework (2022).

In this final academic year, students are expected to demonstrate independence in their learning approaches, intellectual maturity, and the ability to interrogate complex clinical issues using contemporary research and evidence-based practice frameworks. This reflects the programme's focus, highlighted in external course summaries, on preparing learners to become "autonomous healthcare professionals" capable of managing undifferentiated presentations, interpreting tests, and delivering safe care across diverse clinical environments.

**Graduation and next steps**

Graduation marks the formal completion of the BSc (Hons) Paramedic Science degree and signals students' transition from supervised learners into fully accountable, autonomous healthcare

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professionals. Having successfully met all academic, professional, and clinical practice requirements, including the unique paid sandwich year with Yorkshire Ambulance Service and extensive simulated and practice-based learning, graduates are eligible to apply for registration with the Health and Care Professions Council (HCPC) as paramedics.

On successful completion of the degree, graduates may immediately begin the process of applying for HCPC registration. Successful registration permits formal use of the legally protected title Paramedic, enabling practice across UK ambulance services and wider healthcare systems. This reflects the programme's HCPC-approved status, ensuring that the learning outcomes and clinical competencies align directly with statutory proficiency standards.

Most graduates progress into:

- **NHS Ambulance Service roles**, entering employment as Newly Qualified Paramedics (NQPs) within structured preceptorship frameworks.
- **Private Ambulance Services** Newly Qualified Paramedics (NQPs) within structured preceptorship frameworks.
- **Urgent and emergency care settings**, including emergency departments, urgent treatment centres, acute care units, and community paramedic teams.
- **Primary Care Settings**.

As newly registered practitioners, graduates are expected to engage in lifelong learning, as mandated by the HCPC. Many choose to pursue further qualifications such as:

- Postgraduate Certificates/Diplomas in Advanced Clinical Practice
- MSc Paramedic Science or Advanced Pre-Hospital Practice
- Leadership and management pathways
- Education-focused programmes

## Programme learning, teaching and assessment

**Themes and considerations**

The programme is designed around the University of Bradford curriculum ethos of inclusive, student-centred learning that develops safe, reflective and evidence-informed paramedic practitioners. Key themes include "constructive alignment" between learning outcomes, pedagogy and assessment (as defined by educational psychologist John Biggs, for example in "Constructive alignment in university teaching", 2014); the progressive development of professional capability (for example, the research of Ossenberg, Spiller et al. with Australian healthcare graduates, 2016-2025); and explicit alignment with the UK HCPC Standards of Proficiency (2023) and the Royal College of Paramedics Curriculum Framework (6th edition, 2024).

The programme design is informed by the need to mirror authentic pre-hospital practice; to ensure that assessments evaluate safety, professionalism, communication and decision-making; and to support students in developing the graduate attributes expected of modern paramedics (digital

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literacy, resilience, research capability, teamwork and ethical/legal accountability). Equality, diversity and inclusion (EDI) and Universal Design for Learning (UDL) principles permeate the programme, ensuring equitable access, representation and opportunities for success.

Teaching, learning and assessment are scaffolded across levels, ensuring students move from foundational knowledge and supported skill development at Level 4, to applied analytical practice at Level 5, immersive operational experience in the Year in Practice, and leadership, autonomy and critical reflection at Level 6.

**Programme teaching and learning**

Teaching and learning approaches support student achievement of programme outcomes by providing a structured, developmental learning journey.

Teaching in Stage 1 emphasises scaffolded learning, ensuring students gain confidence and competence as they transition into higher education and the paramedic profession. Seminars are used to introduce key theoretical concepts (including anatomy, physiology, communication, safeguarding, and the structure of UK health and social care) and these concepts are reinforced and explored further through structured seminars, where students are encouraged to engage critically with material, ask questions, and apply theory to clinical scenarios.

The development of practical skills is introduced early through tutor guided practical activities and supervised clinical skills sessions. These sessions allow students to focus on safe patient assessment techniques, vital signs monitoring, manual handling, infection prevention and control, and basic life support: all taught in accordance with the HCPC Standards of Proficiency (2023) relating to safe practice and the Royal College of Paramedics Curriculum Framework for entry-level skills. Student's will be supported through online and in class clinical demonstrations, supervised clinical practice, and formative feedback from tutors and practice educators to help develop psychomotor skills in both a controlled classroom and the real-world practice environment.

A major component of Stage 2 teaching is simulation, which aims to mirror the unpredictable, dynamic nature of emergency and urgent care work. Medium- and high-fidelity simulations allow students to practise managing time-pressured decisions, risk assessment, scene safety, communication under stress, safeguarding concerns, and interagency interactions. These sessions are delivered in line with HCPC Standards relating to safe practice, communication, and clinical decision-making and are supported by structured debriefing models that focus on reflective learning, teamwork, situational awareness, and patient-centred care.

The third stage of the programme is focussed on developing clinical leadership and patient care skills whilst in employment with the **Yorkshire Ambulance Service**. Blue Light driver training will be provided and you will take on the role of a clinician, reponing to routine and emergency calls with Yorkshire Ambulance Service.

In the final year, academic stage four, teaching shifts deliberately from guided, structured instruction toward self-directed, critically evaluative, and professionally reflective learning. Students will undertake a research project, guided by academic staff as well as further study on

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important topics, such as mental health and social care. This enables the transition from learner towards independent practitioner and prepares students for graduation.

### SEMINARS AND LECTURES

Seminars on the programme are typically two or three hours in duration and are delivered in an interactive format where possible, rather than traditional didactic modes. Sessions incorporate short explanatory blocks interspersed with questioning, discussion, digital polling and worked examples to maintain engagement and reduce cognitive load. In modules involving complex scientific content (e.g., anatomy, pathophysiology, and pharmacology), dual presenter approaches may be used, involving pairing a subject specialist with a paramedic educator to integrate theory with practice and highlight relevance to real clinical scenarios. Where large groups are taught, sessions are supported with structured lecture capture (where available), presentation slides in advance of the sessions, and asynchronous follow-up activities to align with University of Bradford Liberated Learning principles.

Seminars generally focus on applying lecture material to authentic paramedic cases, practicing communication strategies, exploring ethical dilemmas, and building collaborative problem-solving skills. Activities include structured debates, case breakdowns, rapid review tasks, and reflective discussions aimed at developing early clinical reasoning in a psychologically safe setting.

### GUIDED SKILLS SESSIONS

Guided Skills Sessions are delivered in groups within clinical teaching spaces. Use of peer feedback, tutor supervision, and recorded feedback systems (currently GoReact) enables the best use of student time. These sessions are led by academic staff and experienced paramedics and are designed to scaffold psychomotor, communication and situational awareness skills. Students learn through demonstration leading to guided practice, and then supervised repetition, allowing them to build competence gradually. This approach helps learners translate theoretical knowledge into the beginning stages of professional practice. Access to clinical simulation spaces and recorded feedback allows students to develop competence and confidence over time. This structure directly supports the Bradford Curriculum emphasis on Feedback Literacy and Programme Centred Learning, enabling students to see how skills are developed longitudinally across modules.

### SIMULATION-BASED LEARNING

Simulation is a core component of the programme and ranges from low fidelity skills drills to high fidelity immersive scenarios using the available equipment, and wider university community simulation is used to:

- rehearse communication, risk management and safety behaviours
- practise decision making under uncertainty
- experience realistic clinical environments
- understand the emotional, ethical and interpersonal dimensions of paramedic work

Simulations follow a structured debrief model grounded in human factors principles, enabling students to develop reflective practice, situational awareness, teamworking and self-regulation

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skills. Debriefs are intentionally supportive, non-judgemental and psychologically safe, in line with the Bradford Curriculum aim of fostering resilient, confident and reflective learners.

### ACADEMIC SKILLS DEVELOPMENT

Academic skill development is delivered through a hybrid approach involving both the programme team and the University's Academic Skills and Library Services.

Students receive explicit teaching in:

- critical reading
- academic writing
- referencing
- digital literacy
- searching and evaluating evidence
- reflective writing
- professional communication

These skills are embedded within modules and linked directly to summative assessments, ensuring students understand why the skills matter and how they contribute to professional accountability and safe practice. Workshops are delivered at strategic points in the year to align with assessment timelines and reduce cognitive overload.

### DIGITAL AND ONLINE LEARNING

Digital learning activities include narrated micro-lectures, interactive quizzes, structured search exercises, case based digital branching scenarios, and opportunities for collaborative online discussion. Resources are designed using Universal Design for Learning (UDL) principles, including: lectures, interactive quizzes, structured search exercises, case based digital branching scenarios, and opportunities for collaborative online discussion. Accessibility is built in to resources designed with UDL principles as a basis, including:

- multiple formats (audio, visual, text, transcripts)
- paced activities for accessibility
- opportunities for students to revisit concepts
- varied participation options (written, verbal, multimodal)

This ensures accessibility for students with varied learning needs and strengthens independent learning habits.

### PROGRAMME ALIGNMENT WITH THE BRADFORD CURRICULUM

The teaching and learning design directly supports the Bradford Curriculum in the following ways:

- **Liberated Learning:** multiple means of representation and participation, accessibility built into materials, varied assessment modes, flexible engagement opportunities.

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- **Research Informed Teaching:** case-based learning informed by current clinical research, early exposure to evidence evaluation and research skills.
- **Informed Teaching:** facilitated activities, early exposure to evidence evaluation and research skills.
- **Programme Centred Approach:** carefully sequenced learning and assessment across the four-year programme, ensuring concepts introduced at Level 4 evolve into complex reasoning and practice autonomy at Levels 5–6.
- **Assessment for Learning:** frequent low stakes tasks, structured feedback cycles, guided reflection, and alignment between formative practice and summative expectations.

SCAFFOLDED LEARNING

At Level 4, highly supported learning helps students acquire essential scientific, professional and communicative foundations. Lectures, seminars, guided skills sessions, simulation orientation and academic-skills development create the conditions for safe engagement with early practice-based learning.

At Level 5, pedagogy shifts towards enquiry-based, scenario-based and simulation-rich learning that requires students to integrate knowledge (e.g., pathophysiology, pharmacology) with growing clinical skills. Students learn to manage undifferentiated patient presentations (a key skill in paramedic practice) through problem-solving, clinical reasoning, interprofessional learning and supervised practice.

The Year in Practice provides immersive operational learning under supervision, consolidating professional behaviour, communication, scene management and decision-making in authentic clinical settings. Regular supervision, reflective practice and structured feedback ensure progressive development.

At Level 6, learning emphasises autonomy, leadership, evidence-based practice, clinical governance and quality improvement. Students engage with complex presentations, advanced simulation, research activities and interprofessional collaboration.

**Programme assessment**

Assessment across the BSc (Hons) Paramedic Science programme is designed to ensure that students develop, demonstrate and apply the full range of knowledge, skills, behaviours and professional judgement required for safe, effective and autonomous paramedic practice. The assessment strategy is intentionally scaffolded, progressive, and authentic, ensuring that learners build confidence and competence from foundational skills at Level 4 to advanced autonomous decision-making at Level 6.

The overall approach reflects the Bradford Curriculum principles of inclusive design, authentic assessment, student choice, and evidence-informed professional practice, while meeting the HCPC Standards of Proficiency for Paramedics and the expectations of the Royal College of Paramedics Curriculum Guidance.

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**The programme adopts an assessment strategy that:**

- Ensures fitness to practise and public protection by assessing safety-critical knowledge, skills and behaviours.
- Uses realistic, practice-aligned tasks such as OSCEs, scenario-based viva examinations, clinical portfolio evidence, and research-based outputs.
- Offers choice of assessment formats where appropriate, enabling students to demonstrate achievement without being limited by a single modality.
- Supports developmental progression through Levels 4, 5 and 6.
- Embeds formative opportunities to support mastery learning and reflection.
- Applies Universal Design for Learning (UDL) principles to ensure accessibility and inclusivity.

A diversified and carefully staged assessment strategy is essential in paramedic education because public safety depends on the profession's ability to make accurate, timely and accountable decisions in unpredictable circumstances. Paramedics routinely integrate technical skills, cognitive processing, ethical reasoning and interpersonal communication under significant time pressure, and therefore students must be assessed in ways that authentically reflect these realities. No single assessment method can capture the full range of competences required for safe practice; instead, a combination of written, practical, reflective and scenario-based assessments provides a more robust and reliable evaluation of a learner's capability. This blended approach mirrors the multimodal nature of real clinical practice, ensuring that students can demonstrate not just knowledge in isolation, but the ability to apply, synthesise and justify decisions in dynamic environments.

The strategy also supports fairness and inclusivity by incorporating varied assessment formats and offering opportunities for student choice in how they demonstrate their learning. Multimodal assessment aligns with Universal Design for Learning principles, reducing barriers for students who may excel in different modes of expression while maintaining consistent academic and professional standards. By embedding formative opportunities, feedback-rich processes and scaffolded tasks, the assessment strategy promotes confidence, academic literacy and the development of higher-order reasoning over time. This ensures that all students: regardless of background or prior experience: have equitable opportunities to succeed and to demonstrate the competencies required of a modern paramedic.

Crucially, the strategy is intentionally aligned to the HCPC Standards of Proficiency (2023), ensuring that learners demonstrate fitness for practice and readiness for registration upon graduation. Early assessments emphasise foundational knowledge and safe skill execution, while later assessments require integrated clinical reasoning, autonomy, leadership and professional judgement. This developmental progression mirrors the journey from novice to emerging professional and ensures that students consistently build, consolidate and expand their capabilities. By the end of the programme, graduates have been repeatedly assessed across the

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full spectrum of professional behaviours, technical skills and decision-making processes that underpin safe, effective and accountable paramedic practice.

ASSESSMENT METHODS USED THROUGHOUT THE PROGRAMME

1. **Objective Structured Clinical Examinations (OSCEs)**
   Used in multiple modules to assess structured assessment frameworks, procedural skills, communication and time-critical decision-making. Essential for evaluating safe, competent practice and identifying critical safety errors.
2. **Structured Viva Examinations**
   Used to evaluate clinical reasoning, escalation decisions, ethical thinking and professional judgement. Enables assessment of decision-making in complex, ambiguous or resource-limited scenarios.
3. **Written Case Analyses and Evidence-Informed Reviews**
   Assess students' ability to synthesise theory, evidence, ethical considerations and patient context into defensible decision-making. Supports development of structured documentation and reflective reasoning.
4. **Presentations and Recorded Assessments**
   Assess advanced communication skills, clarity of explanation, evidence synthesis and professional verbal reasoning. Student choice enhances inclusivity.
5. **Concept Mapping with Commentary**
   Assesses integrative understanding of pathophysiology, pharmacology or clinical processes. Encourages systems-based thinking and justification of personalised representational structures.
6. **Practice Assessment documentation**
   Authenticates competence in clinical environments, assessing behaviour, communication, teamwork and situational judgement. Required for demonstrating readiness for registration.
7. **Research Project / Dissertation**
   Develops students' capability to conduct and disseminate research relevant to paramedic practice. Ensures methodological rigour, ethical compliance and evidence-informed professional development.

## Programme regulations

This programme is approved to its own assessment and award regulations to meet the requirements of its regulator. The following regulations and operational plan should be read in conjunction with the standard undergraduate Assessment, Continuation and Award regulations available at the University of Bradford website (**Regulation 2**).

To meet its requirements, the programme is approved to vary Regulation 2 as follows:

- Variance from 4.2 - Students must achieve at least the pass mark stated in the module descriptor for all individual components within each module, to pass all modules on the programme.

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- Variance from 6.1 and 6.2 - A student will be eligible to continue to the next stage of the programme if they have passed 120 credits in the current stage.
- Variance from 7.3 – A posthumous or Aegrotat award would not be made in with the award title of Paramedic Science unless all aspects of the programme has been successfully completed. A posthumous or Aegrotat award issued in accordance with regulation 7.3 would be made with the award title Ambulance Care.

**Programme Operational Plan**
It may not be possible to resit a practice placement in the summer resit period, this will be dependant a number of considerations including the total number of credits a student has failed across the stage and the amount of time needed in a clinical practice to demonstrate competencies not achieved. The Continuation and Award Board will consider a student's profile and make a decision about whether a resit is possible or whether the module would need to be restudied during the next academic year.

For practical assessments, all individual 'stations' must be passed at the standard pass mark. For the avoidance of doubt, if a station is not passed the individual station may be repeated in subsequent attempts, and all stations that achieved a pass mark do not have to be repeated.

Students will need to complete pre-employment checks and induction to commence the year in practice. These may start anytime following the end of semester two in stage two however do not contribute to the requirements to pass stage 2 and continue onto stage 3 of the programme. These are not part of the paid employment phase of the programme. However, if these activities are not completed and passed students will be prevented from completing the year in practice and therefore, they may be unable to continue on the programme.

Student's will be required to pass the C1 test by the start of stage 3, however there is an additional cost associated with this which will be borne by the student. Without this qualification they will be unable to progress further on the programme. It is the responsibility of the student to maintain a full, clean (manual) UK driving licence throughout the duration of the programme, and that failure to do so may prevent them from continuing on the programme.

Students must successfully complete all modules in order to be awarded the BSc (Hons) in Paramedic Science and only that award will result eligibility to register with the HCPC as a paramedic.

## Entry and admission requirements

We are proud to be **one of the most inclusive universities in the UK**. All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

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People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the **request support form**.

Applicants to the BSc(Hons) Paramedic Science programme at the University of Bradford should have a keen interest in helping people and are expected to be able to learn through experience.

**Minimum entry requirements**
The programme is taught in English and uses numeracy, so all applicants are required to have proficiency at GCSE Grade 4 (national grade C) or above in English Language and Mathematics. Alternative, equivalent RQF Level 2 qualifications such as Key Skills are also acceptable.

Those applying with an Access course are only required to have GCSE English language and mathematics at grade C or grade 4. Applicants applying through other routes will also need a Level 2 Science qualification such as GCSE (4/C) or Key Skills.

If applicants studied school qualifications abroad, examples of other equivalent international qualifications are provided on the **University of Bradford page for a country or region**. If English is not the first language, applicants may be asked to prove proficiency equivalent to IELTS 7.0 with no sub-test lower than 6.5. See the **University English language requirements website** for more information and scores in other tests we can accept.

**Academic requirements**
Applicants for BSc Paramedic Science typically have 128 Ucas points: here are some examples in UK qualifications:

- A Levels: ABB from three A levels to include at least one science subject where the practical component has been passed (if taken since August 2017)
- T levels: Distinction in Health or Healthcare Science.
- BTEC Extended Diploma: DDM. Health or Science subject required.
- Scottish Advanced Highers: 128 points with Science, and Nat 5/Int 2 English, Maths, Science at Level 2 if GCSEs were not taken.
- International Baccalaureate Requirements: 128 UCAS tariff points from 3 HL subjects at 6,6,5 to include one HL in Maths or a Science subject. Plus HL 3 or SL 4 in Maths, Science and English Language and Literature A or English B.
- Applicants on Access Programmes: 128 UCAS tariff points from an Access to Higher Education Diploma in Health Professions or Science - at least 12 credits in science must be at minimum grade Distinction.

We are committed to raising aspirations and widening access to higher education, regardless of background. The **University of Bradford Progression Scheme** makes contextual offers and welcomes Ucas applicants from a number of groups including adult learners who are 21+ on the

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first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

**Additional entry requirements**

The University is obliged to make reasonable adjustments for students with disabilities to enable them to fulfil the required competencies of the programme. Candidates who are concerned about health issues are strongly advised to contact the Disability Service using the request support form.

### DECLARE CONVICTIONS AND DBS CHECK

Once an applicant accepts an offer, they will be asked to declare any criminal convictions they hold (including spent convictions). Having a criminal conviction does not mean that an applicant cannot enrol on the course, applicants will need to go through a criminal convictions panel process. All places are also offered subject to a satisfactory enhanced Disclosure and Barring Service (DBS) (previously known as CRB check) disclosure. This is because students may be required to work with children or vulnerable adults on clinical placement and will need to demonstrate that they can safely work with these groups upon HCPC registration.

### OCCUPATIONAL HEALTH (OH), FITNESS TO STUDY AND PRACTICE

All places are offered subject to satisfactory occupational health screening. This will involve completing an on-line occupational health questionnaire and attendance if required at a medical appointment. Students on healthcare programmes must be able to meet the Health and Care Professions Council Standards of Proficiency (2023). Occupational health screening and assessment will consider the students' health and wellbeing and their fitness to study and practice. Progress on the course is dependent on the student's continued fitness. This screening process complies with UK Health Security Agency requirements for protection of the public and students and staff working in health and social care. All offers of places are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations.

### MANUAL DRIVING LICENSE

All applicants require a full, clean (manual) UK driving licence with C1 entitlement at point of entry onto the year in practice. Licences with any endorsements will not be accepted. Student's will be required to pass the C1 test by the start of academic year 3, however there is an additional cost associated with this which will be borne by the student . Without this qualification they will be unable to progress further on the programme. Please be aware that it is the responsibility of the student to maintain a full, clean (manual) UK driving licence throughout the duration of the programme, and that failure to do so may prevent them from completing the sandwich year and therefore they may be unable to progress further on the programme.

Please note: Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page:
**https://www.bradford.ac.uk/courses/ug/paramedic-science-bsc/**

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## Programme structure and modules

All BSc (Hons) Paramedic Science modules are core and studied by all students.

**Table 1: Stage 1 (Level 4) Core Module Codes by Study Period**

| Module Title | Credit | Autumn (Sem1) | Spring (Sem2) |
|---|---|---|---|
| Introduction to Paramedicine | 20 | PAS4500-B | / |
| Anatomy and Physiology | 20 | PAS4501-B | / |
| Skills for Emergency Care | 20 | PAS4502-B | / |
| Introduction to Mental Health and Social Inclusion | 20 | / | PAS4503-B |
| Evidence for Practice | 20 | / | PAS4504-B |
| Practice Education 1 | 20 | / | PAS4505-B |

**Table 2: Stage 2 (Level 5) Core Module Codes by Study Period**

| Module Title | Credit | Autumn (Sem1) | Spring (Sem2) |
|---|---|---|---|
| Medical Assessment and Management | 20 | PAS5500-B | / |
| Pathophysiology for Paramedics | 20 | PAS5501-B | / |
| Evidence Informed Practice | 20 | PAS5502-B | PAS5502-B |
| Practice Education 2 | 20 | PAS5503-B | PAS5503-B |
| Pharmacology for Paramedicine | 20 | / | PAS5504-B |
| Trauma Assessment and Management | 20 | / | PAS5505-B |

**Table 3: Stage 3 (Level 5) Core Module Codes by Study Period**

| Module Title | Credit | Year in Practice (ACYR) |
|---|---|---|
| Paramedic Year in Practice | 0 | PAS5506-Z |

**Table 4: Stage 4 (Level 6) Core Module Codes by Study Period**

| Module Title | Credit | Autumn (Sem1) | Spring (Sem2) |
|---|---|---|---|
| Managing the Acutely Unwell Patient | 20 | PAS6500-B | / |
| Mental and Social Health Care | 20 | PAS6501-B | / |
| Minor Injuries and Minor Illness | 20 | / | PAS6502-B |
| Practice Education 3 | 20 | PAS6503-B | PAS6503-B |
| Paramedic Research | 20 | PAS6504-D | PAS6504-D |

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