Faculty of Education Health and Wellbeing
Institute of Health Professions

BSc Hons Paramedic Science

ON CAMPUS COURSE GUIDE 2016/7
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About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

| Please enter the contact details for your Personal Tutor for your future reference: | --------------------------
| The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |
| Your local Academic Faculty Office is: | Sister Dora (WP) Building Walsall Campus Telephone 01902 518934 |
| Your Student Centre is: | Student Office WA Building Walsall Campus Tel: 01902 323135 E Mail: Here2Help@wlv.ac.uk |

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Course leader Pete Gregory Email – pete.gregory@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Building and room number</th>
<th>Telephone number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Gregory</td>
<td>Course Leader</td>
<td>WP126</td>
<td>01902 518625</td>
<td><a href="mailto:Pete.gregory@wlv.ac.uk">Pete.gregory@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Suzy Paget</td>
<td>Lecturer</td>
<td>WP126</td>
<td>01902 518633</td>
<td><a href="mailto:Suzy.Paget@wlv.ac.uk">Suzy.Paget@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Course administration</td>
<td>Administration</td>
<td>WP building</td>
<td>01902 518934</td>
<td></td>
</tr>
<tr>
<td>External partnerships</td>
<td>Placement queries</td>
<td>Walsall campus</td>
<td>01902 518630</td>
<td></td>
</tr>
<tr>
<td>Pauline Lim</td>
<td>Faculty Enabling tutor</td>
<td>WP109</td>
<td>01902 518868</td>
<td><a href="mailto:P.Lim@wlv.ac.uk">P.Lim@wlv.ac.uk</a></td>
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Student Support in FEHW

<table>
<thead>
<tr>
<th>STUDENT ADVISORS</th>
<th>HERE2HELP STUDENT CENTRE</th>
<th>PERSONAL TUTOR</th>
<th>SKILLS FOR LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
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<td>Based in our Learning Centres</td>
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<td></td>
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<td>Online and in person support and guidance</td>
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### Pre-entry support
General support about study and student life
Guidance – referral to University services
Knowledge of the Faculty and its Courses

<table>
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<tr>
<th>Enrolment &amp; module registration</th>
<th>Support for your academic development and progression</th>
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<tbody>
<tr>
<td>Submitting work &amp; examinations</td>
<td>Personal (pastoral) guidance</td>
</tr>
<tr>
<td>Academic regulations – one week</td>
<td>A consistent point of contact throughout your studies. Three meetings per year.</td>
</tr>
<tr>
<td>extensions &amp; extenuating</td>
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<tr>
<td>circumstances</td>
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<td>Leave of absence</td>
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<td>Student finance issues</td>
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<tr>
<td>Student enabling centre</td>
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<tr>
<td>Careers &amp; counselling appointments</td>
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</tbody>
</table>

Transferable support on your academic study skills:
General skills guidance
Academic writing support
Referencing
Searching for literature

### Contact:
[FEHWSupport@wlv.ac.uk](mailto:FEHWSupport@wlv.ac.uk)
Regular drop in sessions & appointments
City – MX building
Walsall – WN & WP building
Burton Campus

City - MX building
01902 321150
Walsall - WA building
01902 323135
Log a call – [e:vision helpdesk](mailto:Help>contacts)

Check who your tutor is on e:vision
Meet with your personal tutor at regular intervals
Visit SAMS to book an appointment [http://FEHWSams.wlv.ac.uk/](http://FEHWSams.wlv.ac.uk/)

Skills for Learning [website](http://FEHWSams.wlv.ac.uk/)
Workshops
Drop-in sessions
Appointments
Online resources [Twitter](http://Twitter), [Facebook](http://Facebook), [Skype](http://Skype) (wlv_skills) and [YouTube](http://YouTube)

*** Visit the [Student Support homepage](http://Student Support homepage) for more information ***
*** Also visit the Students Union [Advice and Support Centre](http://Advice and Support Centre) for impartial guidance **

### Course Structure for Undergraduate courses
Students will study:
**Full-time:** normally modules worth 120 credits each academic year

#### Level 4

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>4HW073 Foundations of Communication and Professionalism</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>4HW072 Effective Learning, Research Methods and Evidence Based Practice</td>
</tr>
<tr>
<td>C</td>
<td>4HW074 Foundation Science Underpinning Paramedic Practice</td>
</tr>
<tr>
<td>C</td>
<td>4HW075 Foundation Skills for Paramedics</td>
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### Level 5

<table>
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<tr>
<th>Semester 1</th>
<th>Semester 2/3</th>
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<tr>
<td><strong>C</strong></td>
<td><strong>C</strong></td>
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<tr>
<td>5HW068 Skills for Paramedic Practice</td>
<td>5HW072 Leadership and Clinical Decision Making</td>
</tr>
<tr>
<td>5HW071 Paramedic Management of Patients with Mental Ill-health and Cognitive Impairment</td>
<td>5HW073 Obstetrics and Paediatrics for Paramedic Practice</td>
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<tr>
<td>5HW069 Sciences Underpinning Paramedic Practice</td>
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<tr>
<td>5HW070 Clinical Practice II</td>
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### Level 6

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<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td><strong>C</strong></td>
<td><strong>C</strong></td>
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<tr>
<td>6HW131 Physical Assessment and Management of urgent conditions</td>
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<tr>
<td>6HW132 Paramedic Care for a person with a long-term condition</td>
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<tr>
<td>6HW133 Clinical Practice III</td>
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<tr>
<td>6HW134 Independent Study Project</td>
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### About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Course leader Pete Gregory Email – pete.gregory@wlv.ac.uk

The educational aims of the course are: The BSc (Hons) Paramedic Science course will enable you to develop the knowledge and skills to provide safe, competent and effective paramedic practice and apply for professional registration with the Health and Care Professions Council to practise as a paramedic in a variety of health and social care settings.

The overall aims of the BSc (Hons) Paramedic course are to:

1. Facilitate the development of autonomous, accountable, reflective practitioners committed to continuing professional development and life-long learning.
2. Develop compassionate practitioners with excellent interpersonal and communication skills and focusing on the delivery of person-centred care through mutually agreed goals.
3. Allow students to develop as enquiring practitioners with excellent skills of clinical judgement, who are able to assess, implement, evaluate and inform paramedic practice across the lifespan and in a diversity of settings.
4. Provide students with practice learning opportunities, working within inter-professional teams in a variety of health and social care settings.
5. Allow students to critically analyse the complexity of professional, ethical and legal frameworks and their impact on decision making.
6. Allow students to develop a wide range of transferable skills including the ability to investigate and apply research evidence, leadership and management skills and information technology skills.
7. Allow students to critically analyse the wider political, cultural, economic and social context of health and social care provision.
8. Facilitate the development of practitioners as change agents, able to respond to a changing and dynamic practice environment, safely and effectively treating and managing patients, with a wide range of conditions.

The course learning outcomes are:

<table>
<thead>
<tr>
<th>Certificate in Higher Education</th>
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<tr>
<td>At the end of <strong>level 4</strong> you, the student, will be able to:</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study</td>
</tr>
<tr>
<td>2. Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.</td>
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<tr>
<td>3. Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work</td>
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<tr>
<td>4. Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments</td>
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<tr>
<td>5. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility</td>
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<tr>
<th>Diploma in Higher Education</th>
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<tbody>
<tr>
<td>At the end of <strong>level 5</strong> you, the student, will be able to:</td>
</tr>
<tr>
<td>1. Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.</td>
</tr>
<tr>
<td>2. Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</td>
</tr>
<tr>
<td>3. Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</td>
</tr>
</tbody>
</table>
4. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

5. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

6. Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

**BSc Non-Honours Degree**

At the completion of **60 level 6 credits** you, the student, will be able to:

1. Demonstrate a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline

2. Accurately deploy established techniques of analysis and enquiry within their chosen discipline

3. Demonstrate a conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

4. Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge

5. Manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

**BSc Honours Degree**

At the end of **level 6** you, the student, will be able to:

1. Provide research and evidence based paramedic care that is safe, effective and ethical; assume full professional autonomy and accountability for your practice as a paramedic within the legal framework of the country in which you are employed.

2. Critically analyse the legal and ethical dimensions of paramedic practice

3. Evidence competence in the fundamentals of assessment skills, clinical reasoning and a repertoire of safe, effective prevention and treatment skills underpinned by a sound understanding of biological, physical, and behavioural sciences.

4. Demonstrate effective communication strategies with other health care professionals, and with individuals across the lifespan in diverse and multi-
cultural health and social care settings

5. Formulate strategies for continuing professional development of self and others, evidencing an aptitude and enthusiasm for life-long learning through reflection and skills of analysis and enquiry.

6. Apply leadership and management skills appropriate to the role and develop as an agent of change in order to enhance patient care and advance the paramedic profession.

These will be achieved through the following learning activities:

A variety of teaching, learning and assessment strategies are utilised to support your learning. You will be expected to take responsibility for your own learning throughout the course with the amount of independent work increasing over the three years.

The theoretical components of the course are taught using a variety of strategies including lectures, tutorials, seminars, problem-based learning, problem-solving, workshops, small group work and independent study.

The practical elements are taught mainly by lecture/demonstration/simulated learning supported by blended learning opportunities, which are then reinforced by placement opportunities.

IT is integral to the teaching and learning strategies and includes discussion boards, formative online assessment and the use of interactive software during lecture presentation.

Lectures: You will experience a variety of lecture formats. Both teacher and student centred lectures are encouraged. Within the lecture, time will be provided where you are encouraged to be interactive with lecturers to aid clarification and extension of your knowledge and understanding. All lecture material will be supported by digital technology to enhance learning, and will be made available for you to access independently throughout our virtual learning environment (VLE).

Seminars: These are educational opportunities to extend and deepen your understanding of topics covered in a module. In some seminar forums you will be encouraged to take the lead in discussing relevant articles, policies and the theoretical and evidence base that underpins the module.

Simulated learning: A wide variety of simulated learning will be available to enable students to practice in near to real life situations in relation to paramedic practice. Opportunities will be available through the use of contemporary technology for students to review and critique their own actions during such exercises and critically evaluate the experience to aid future development.

Workshops: Workshops will allow you to develop skills of interaction and critical debate with a wide variety of academic staff and students, they are essential to developing skills for inter-professional working in health care and physiotherapy practice.
Debate and dialogue: These learning activities are integral to lectures and seminars. The University’s virtual learning environment provides a forum for you and your colleagues to engage in dialogue with each other as well as with academic staff.

Formative on-line assessments: Here opportunities will be provided for you to ‘have a go’ at some summative assessment tasks before the actual (graded) assessment is submitted. This will develop your academic and practical skills through face to face tutorial guidance and on-line feedback.

Peer-presentations: You will be required to study some aspects of specific modules independently and feedback your findings to the wider group, which allows you to further develop your academic skills and critical approach.

Tutorials: Face to face meetings with Module Leaders, the Course Leader and your Personal Tutor aim to enable the tailoring of academic, personal and professional advice to meet your individual needs.

Placements: you will be expected to meet the requirements of the proposed clinical practice hours via a range of clinical placements

The course is accredited, endorsed or approved (depending on the professional body requirements) The Health and Care Professions Council safeguards entry to the paramedic profession and ensures that those admitted to the professional register are competent paramedics able to deliver safe and effective care. The professional content and competencies of the course reflect the HCPC Standards of Education and Standards of Proficiency (for paramedics) and the clinical placements reflect the professional requirements of the HCPC.

The course is underpinned by the 2014-2015 Health Education England (West Midlands) Mandate to ‘deliver high quality, effective, compassionate care: developing the right people with the right skills and the right values....’ and supports the ethos behind Service User and Carer engagement (HCPC).

In order to meet all of these requirements you will need to fulfil a set number of hours of study which are compulsory, this will include attendance both in the University and in the practice placements (100% attendance is required to fulfil your hours). Your course has been specifically designed to provide you with the opportunity to fulfil the requisite hours over three years.

The West Midlands Ambulance Service NHS Foundation Trust (WMAS) is a high performing NHS Ambulance Service that was recognised as the Ambulance Trust of the Year in 2014. The Trust has provided placements for paramedics from Higher Education Institutions for a decade and has developed significant experience at helping students to attain their potential. Your ambulance service placements will be provided by the WMAS where you will be able to develop your skills under the supervision of your mentor(s).

The ambulance service provides 24-hour urgent and emergency care every day of the year and the range of cases can be different depending upon the time of year, the day of the week and the time of day. It is anticipated that you will work the full range of shifts (holidays excluded) in order to experience the varied workload and to gain an understanding of what it means to work in a service that provides 24-hour cover. All of
your ambulance placements will be in a supernumerary capacity, which means that you will be third person on an ambulance or second person on a rapid response vehicle. Being supernumerary does not mean that this is an observational placement; on the contrary, it is an opportunity to have genuine hands-on experience with real patients who have sought assistance from the ambulance service. The purpose of being supernumerary is to ensure that you are always working in a supervised capacity so that you can maximise the amount of time that you spend caring for patients.

In addition to ambulance service placements, you will also be provided with placements in a range of other health care settings. These settings include the Emergency Department, the Operating Department, Urgent Care/Minor Injury & Illness Centres, End of Life Care, Obstetrics, Mental Health, and Learning Disabilities. The purpose of these placements is to increase your exposure to particular experiences and also allow you to work interprofessionally so that you can learn with, from and about other healthcare professionals.

In order to ensure that all of the people that you care for are protected and safe, you will be expected to abide by the regulatory and professional body guidance for paramedic students and adhere to the Standards of the HCPC. We will expect you to conduct yourself in a highly professional manner at all times, and this will form part of our assessment of you in practice.

Each individual wishing to become registered must provide evidence that he or she is in ‘good health and of good character’ at the start of the course and throughout your studies and beyond. You will be asked to declare any changes in your circumstances which may have an impact on this important requirement and we have specialist support available at all times to advise you in the event of any changes. Further details will be available to you in your course guide and from the HCPC website.

**Contact Hours**

At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.
Timetables
Timetabling information is available to you through the following:

1. Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2. Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3. For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.

Student Voice
The Student Voice is a partnership between the University and the Students' Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
The current Diploma of Higher Education in Paramedic Science has its own course representative who meets with the course team to raise any issues from the cohort. The last course rep meeting prior to completion of this documentation was held on the 04th December 2015 and the following issues were raised by the students:

1. Could we try a 0930 start to accommodate dropping children at school? PG had previously asked if this was something the group wished to consider as some students were often late for lessons due to childcare issues. The group as a whole were happy to try this and PG said that this could be achieved. All it would require is a shorter mid-session break – this will be implemented in the next theory block.
2. Extra trousers were required for full-time placement as there was not enough time to launder uniform between shifts. PG had arranged for this and said that he was just awaiting a work order number and could have the order in as soon as that was available. Trousers have now been supplied
3. Jacket was shower proof but not waterproof. PG to look at alternatives for future cohorts but probably couldn't arrange for replacements for this group.
4. Book list. Students said that there were shortages of some key texts in the library. PG asked course rep to provide information on books that the library had insufficient supplies of and would then forward to LIS for attention. This has been completed and LIS have responded to notify students of books that were available as electronic copies and also order more of the books that were in short supply.

The same processes will be available for the BSc (Hons) students.

**Student Charter**

The University’s [Student Charter](#) has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

**Engagement**

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:

1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found [here](#).

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.
The Wolverhampton Graduate

The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:

1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning.
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner.
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems.
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

External Examiners

Module External Examiner Rachael Hosznyak Birmingham City University
Award External Examiner Dr Nicola Ashby University of Nottingham

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.
Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

Exam Regulations
The University also have regulations that specifically cover examinations. Examination Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

Undergraduate Honours Degrees

<table>
<thead>
<tr>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree</td>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Degree</td>
<td>3 years</td>
<td>5 years</td>
</tr>
</tbody>
</table>

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

Exemptions

<table>
<thead>
<tr>
<th>A.3.7</th>
<th>Modules will normally be validated to run either as semester-long or block-long</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.3.6</td>
<td>Students who fail an assessment for a second time have a right to repeat the module</td>
</tr>
</tbody>
</table>

Practice modules will cross over semesters in order to allow you to practice the skills that you have developed in the corresponding university modules. The prehospital care placement arena does not provide a predictable placement experience due to the nature of the workload and environment. Providing a single placement module means that you have a longer time period in which to develop and practice their skills and reduces the risk that they will not be exposed to certain competencies.

We would also like further longer modules throughout the programme in order that students can consistently apply their learning to practice and for coherence of module content. This does not impact upon assessment load.

For practice modules, where two attempts have been granted by the assessment board, there will be no right to repeat the modules following failure at the re-attempt opportunity.
| D.3.9. and D.3.10 | Compensation for marginal failure | No compensation will be awarded on practical or theoretical modules but you will be granted the opportunity to a third resit at all modules, levels 4, 5 and 6, except practice modules as detailed above, up to a maximum of 20 credits at each level and a maximum of 40 credits throughout the course. For practice modules, provided you have passed the practice component, they will be granted the opportunity to a third resit in the theory component only. |
| B4.1 | Applicants who are non-native speakers of English shall be required to demonstrate proficiency in English. The accepted IELTS score will vary depending on the level of the qualification to be studied as follows: Level 6 6.0 or 6.5 | The accepted IELTS score for this course is IELTS 7.0 |
| P4.3 | Students who fail an assessment for a second time have a right to repeat the module | For practice modules, where two attempts have been granted by the assessment board, there will be no right to repeat the modules following failure at the re-attempt opportunity. |
| D7.1 | An Aegrotat award may be recommended when an Award Board has incomplete evidence of the student’s performance to be able to recommend the award (or interim award), but is satisfied that, but for illness or other valid causes, the student would have reached the standard required. In these circumstances, the student (or a person duly authorised by the student to act on their behalf) must have signified, in writing, that s/he is willing to accept the award and that any possibility of reassessment has been waived. Aegrotat awards do not carry any classification or distinction. | There will be no aegrotat award for this course. |

**Course Information**

**Attendance**
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The normal teaching day at the University of Wolverhampton starts at 9.00am and concludes at 9.00pm, and your modules are designed to sit within this timeframe.

Staff are committed to helping you fulfil your potential. Your attendance at, and participation, in classes and practice is a key factor in ensuring that you do so. This is
especially important due to the professional nature of the paramedic programme, where attendance at module delivery is expected as part of the course validated by the HCPC.

This will help you to:

- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students; mentors and wider multi-disciplinary teams;
- Receive feedback from teaching and from clinical practice areas;
- Participate in practical and group work – learning from and with others;
- Develop your communication skills;
- Improve yourself directed and objective learning skills;
- Engage with service users and carers.

The University considers this to be so important that it reserves the right to review the position of students who fail to attend.

As a paramedic student at the University you are entitled to experience the opportunities afforded by blended learning, where traditional learning and teaching is enhanced with the use of a range of technological approaches, such as online and interactive learning resources in a virtual learning environment, WOLF (Wolverhampton Online Learning Framework). We also provide state of the art technological equipment and extensive access to high quality desktop computers across the University. The Library and Information Services (LIS), rated very highly by our students in the National Student Survey, are also supported by high level technology, enabling you to access a great deal of support for your learning, not just when you are on the campus – but from home, when on your placement and in work.

All your modules have what we call a WOLF topic – that is a place on WOLF where module related information and learning resources are located. You will have access to electronic versions of all lecturer produced documents, as well as the opportunity to engage in online dialogue with your lecturers and fellow students. Further to this, in some of the modules you have the opportunity, as mentioned earlier, to ‘have a go’ at certain assessment activities and gain valuable feedback early in the course before you submit your summative assessments which are final and start to count towards your degree classification.

The course will draw on a wide range of interactive learning methods, some enhanced with interactive technology, for example collaborative forums in WOLF and an e-portfolio in PebblePAD (another electronic resource that you can use to develop your personal and professional development plans throughout your studies). Additionally, some modules will include the use of state of the art streamed remote controlled video/audio cameras in the clinical skills labs. These medical observation and training system cameras (smots™) harness the very latest technologies to record your and others’ nursing practice for the purpose of review and evaluation to improve your nursing practice and interpersonal skills in simulated health and social care environments.

We will also be providing you with the opportunity to submit some assessments online, in particular the formative assessments, work that will not count directly towards your
award classification, but will provide practice at certain points in the course so you can test out your knowledge and skills and receive helpful feedback on your progress.

- Finally, as part of your use of blended learning opportunities we will expect you to use the technology and support available to research.

Attendance Monitoring
A register of attendance will be taken at each session of all modules. In order to meet all of the professional and registering body requirements you will need to fulfil a set number of hours of study; this will include attendance both in the University and in the practice placements (100% attendance is required to fulfil your hours). Your course has been specifically designed to provide you with the opportunity to fulfil the requisite 2250 hours over three years.

Monitoring of attendance is a supportive rather than a punitive system which is designed to identify students who may be struggling or at risk of withdrawal so that they can be referred to the appropriate support systems within the University. Student activity on blended learning activities may also be monitored from the perspective of supporting student attainment and to ensure that students can maximise the benefits of all of the learning opportunities that are available to them.

All of the skills taught on this programme are compulsory elements for registration as a paramedic so attendance is mandatory. The students will be issued with a skills passport that will be signed by the tutor when a specific skills session has been completed. Absence at these skills sessions will necessitate the student in attending a “catch-up” session in order to have the document signed by an appropriate tutor.

Attendance in Practice
Student attendance in practice is monitored and recorded by mentors and the hours form a part of the requirements for those practice modules. Where a student has been absent from practice they will be required to make up those hours during the specific periods that have been allocated for retrieval of practice.

Course Information
The University of Wolverhampton offers:
- Opportunities for inter-disciplinary learning across the course with nurses, midwives, social work and social care students
- Excellent placement opportunities across a range of exciting health care settings such as emergency care, community care, theatre, cardiac care and hospice placements,
- Support from the Practice Team who will visit you in your placement area to support your development.
- Additional skills to enhance employability such as volunteering opportunities.

Assessment methods
- Examination – theory/practical
- Portfolio
- Clinical Practice
- Case study
- Coursework
- Independent study project
- Presentation
**Student support**

**Course Team**
A course leader will be available to discuss choices and progress. A group of dedicated and experienced academics who form the course team will be available for advice whilst studying modules.

**Virtual Learning Environment (VLE)**
On-line resources for each module will be made available through VLE. A ‘Course Café’ facility within the VLE enables discussion with fellow students and the module academic staff whilst the module is underway.

**Learning and Information Services (LIS)**
Face to face and on-line activities to promote study skills development and links to study support via the Learning Centres ‘skills for learning’ programme and its web pages; https://www.wlv.ac.uk/lib/skills-for-learning/

Learning and information services (LIS) offer individual and group support at degree level across our campus learning centres.

'ASSIST' provides real-time online librarian support available at; http://www.wlv.ac.uk/lib/contacts/assist.aspx

**Personal Tutor**
A ‘Personal Tutor’ will be allocated at the start of the course and will be available for personal advice both on-line and face-to-face.

**Additional Services**
The Careers and Employment Services team offer support in finding a part-time job or volunteering whilst studying and help in preparing for perhaps different work after study.

The Counselling Service offers a confidential space where you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and online counselling is available at: www://www.wlv.ac.uk/counselling. In addition to the University’s Counselling Service, the West Midlands Ambulance Service provision is made for students who are in placement with

The student financial support unit at money matters can help with advice on funds available to students.

The student enabling centre provides a comprehensive range of support for Deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, support services and enabling technologies. They can be contacted at students with disabilities.

Student Advisors are available within FEHW and can be accessed independently for any aspect of study or University life.
Distinctive features of this course

Service User Involvement
We have significant input from the University’s Service User Group who comprise of either recipients of health care or as carers. The team work with our students in clinical skills modules to allow students to develop assessment and communication skills with real people, as patients in clinical examinations, and as expert patients in relevant modules.

Interprofessional Learning
The paramedic team is committed to interprofessional learning and we have developed a strategy to enable paramedic students to work with nursing and midwifery students in a meaningful manner. This encompassed learning with, from and about each other so steps beyond the traditional multi-professional teaching.

Personal Tutor
When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

1. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
2. Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website;
3. Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
4. Contact your personal tutor or module leader.

Remember – there is help available if you need it.
Defining Academic Misconduct

Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
1. Being in possession of “revision notes” during an examination
2. The purchase or commission of assignments from others
3. Theft of other students’ work
4. Prohibited communication during an examination

Plagiarism
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
1. Cut or copied and pasted materials from websites
2. Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
3. Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

Collusion
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

Plagiarism Detection
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.
Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

**Anonymous Marking**
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

- **Administration queries:** enrolment, extensions, extenuating circumstances, Leave of Absence, Course transfer, etc. - eVision helpdesk or your Student Centre
- **Academic and Course related queries:**
  - Personal Tutor
  - Course Leader
  - Head of Department (by email)
- **Module related queries:**
  - Module guide (on WOLF)
  - Module Leader or Tutor
- **IT Problems**
  - W: www.wlv.ac.uk/ITServices
  - T: 01902 32(2000)
- **Support for Study Skills**
  - W: www.wlv.ac.uk/skills
  - E: skills@wlv.ac.uk
  - T: 01902 32(2385)
- **Who to Contact for help when you are studying on campus**
- **Financial advice**
  - W: www.wlv.ac.uk/moneymatters
  - E: money@wlv.ac.uk
  - T: 01902 32(1070)
- **Careers & Employment Centre**
  - W: www.wlv.ac.uk/careers
  - E: careers@wlv.ac.uk
  - T: 01902 32(1414)
- **Special Needs (Students with disabilities)**
  - Special Needs Tutor
  - or Student Enabling Centre
  - W: www.wlv.ac.uk/sec
  - E: sec@wlv.ac.uk
  - T: 01902 32(1074)
- **Personal Issues**
  - Personal Tutor (see eVision for details)
  - University Counselling Service
    - W: www.wlv.ac.uk/counselling
    - E: counsellingservices@wlv.ac.uk
    - T: 01902 32(2572)
- **General queries**
  - eVision helpdesk or your Student Centre
- **Independent academic, financial, international and housing advice**
  - Students’ Union Advice and Support Centre
    - W: www.wolvesunion.org/advice
    - E: advice.wolvesunion@wlv.ac.uk
    - T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e:Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Taking a Leave of Absence can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:
1. Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
2. The Students’ Union Advice and Support Centre.
3. Student Advisors in your Faculty.
4. Your Personal Tutor.
5. The International Support Team (based in MX Student Centre, City Campus).

Please consider before taking a Leave of Absence
6. If you’re a full-time student, you could consider switching to part-time mode as an alternative.
7. While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
8. If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.
Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
9. Attendance in Term 1 = 25% of the tuition fee is due.
10. Attendance in Term 2 = 50% of the tuition fee is due.
11. Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

Health & Safety issues
Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student's negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form.

If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Faculty Enabling Tutor.

Fire notices, exits and assembly points are posted in all teaching rooms and around the buildings. Procedures to be observed when the alarm sounds are to leave as quickly as possible in a quiet and orderly manner and to assemble at the appropriate point. Do not attempt to re-enter the building until you are told it is safe to do so. You may need to show your identity card on entry to the building so ensure you have it with at all times.

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.
Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

Progression for Further Study
There are an increasing number of paramedic roles within both the public and private sectors across the UK. Currently, most graduates of paramedic programmes tend to apply for their first post within an NHS Ambulance Trust but wider opportunities are available. Increasingly, paramedics are to be found working for institutions other than ambulance Trusts, such as Minor Injuries Units, Out of Hours GP providers, Walk-In Centres, Custody Suites, Event Medicine, Remote Medicine, and various private health providers, both in the UK and abroad. There is also a growing body of Research Paramedics who are helping to strengthen the evidence-base that the profession relies upon to guide its practice.

Alumni
*We're proud of your success. Be proud of your connection with us.*

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our [Alumni](#) website.