

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

(BSc) Hons Paramedic Science

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2022 – September 2026

Intake points

September



Section 1 - Regulatory Details

1.1 Regulatory details
Awarding body
Wrexham Glyndŵr University
Programme delivered by
None
Location of delivery
Plas Coch Campus Welsh Ambulance Service NHS Trust locations Alternative clinical placement locations in Wales
Faculty/Department
Faculty of Social and Life Sciences
1.2 Exit awards available
Successful completion of 120 credits at Level 4 entitles the student to the exit award of <i>Certificate of Higher Education in Pre-hospital Care</i> . This <u>does not</u> confer eligibility to apply for HCPC registration and they cannot practice as a paramedic.
Successful completion of 240 credits at Level 5 entitles the student to a <i>Diploma of Higher Education in Pre-hospital Care</i> . This <u>does not</u> confer eligibility to apply for HCPC registration and they cannot practice as a paramedic.
Successful completion of 360 credits at Level 6 entitles the student to a <i>BSc (Hons) Paramedic Science</i> and eligibility to apply for HCPC registration to practice as a paramedic.
1.3 Professional, Statutory or Regulatory Body (PSRB) accreditation
Health and Care Professions Council approved August 2022
Health and Care Professions Council (HCPC), have approved this programme as meeting their standards. Those students that have completed and passed the programme can apply for professional registration with the Council. Once registered with the HCPC they may practice using the protected title <i>Paramedic</i> under the Health and Social Work Professions Order 2001.
College of Paramedics
Endorsement from the College of Paramedics enhances quality assurance and represents a full approval of programme content and design and confirms that the programme curriculum is commensurate with their Paramedic Curriculum Guidance (2019).
This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.

1.1 Regulatory details
1.4 Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.
<p>Students must complete and pass <u>all</u> elements of the programme to be eligible to apply for HCPC registration which is a requirement for use of the protected title <i>Paramedic</i> and employment as a Paramedic within the United Kingdom.</p> <p>Upon completion of the programme, and once you are a Paramedic registered with the UK Health and Care Professions Council, you may apply for <i>full membership</i> with the College of Paramedics. <i>Student membership</i> is open to student paramedics studying on a programme leading to eligibility to apply for registration with the HCPC. There will be a cost for student membership that the student will be expected to pay.</p>
HECoS codes
100749
UCAS code
PS22
1.5 Relevant subject benchmark statements
<ul style="list-style-type: none"> • Subject Benchmark Statement - Paramedics – The Quality Assurance Agency for Higher Education (2019) • UK Quality code for Higher Education - The Quality Assurance Agency for Higher Education (2018) • The frameworks for Higher Education qualifications of UK degree-awarding bodies - The Quality Assurance Agency for Higher Education (2014) • HCPC Standards of Education and Training (2017) • HCPC Standards of Conduct, Performance and Ethics (2016) • HCPC Guidance on Conduct and Ethics for Students (2016) • HCPC Standards of Proficiency – Paramedics (2014) • College of Paramedics – Paramedic Curriculum Guidance, 5th Edition (2019) • College of Paramedics – Scope of Practice – Paramedics (2021)
Mode of study
Full time
Normal length of study for each mode of study
3 years
Language of study
English
Transitional arrangements for re-validated provision if applicable
None
The following University Award Regulations apply to this programme
<p>General Regulations and Definitions</p> <p>Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees</p> <p>Language Admissions Policy</p>

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Date of validation event:	1 st April 2022
Date of approval by Academic Board:	31 st August 2022
Approved Validation Period:	5 years from September 2022
Transitional arrangements approved (if revalidation)	NA
Date and type of revision:	Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)

Section 2 - Criteria for Admission to The Programme

2.1 Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
Foundation Year	48 Tariff points and /or relevant experience
Foundation Degree	48 Tariff points and /or relevant experience
3-year Bachelor's degree	112 Tariff points
Integrated Masters (4 years)	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

The University encourages and supports applications from people currently underrepresented in the workforce. This includes people with protected characteristics.

- 112 UCAS tariff points at GCE A Level or equivalent, which should include a science subject
- A minimum of 5 GCSEs (or equivalent), to include English/Welsh language, Maths and Science at grade C/4 or above
- 112 tariff points can be achieved from:
 - A Levels – any combination that totals 112 tariff points, for example grades BBC
 - BTEC- any combination that totals 112, for example DMM from BTEC Extended Diploma

- Access to HE Diploma – any combination of Distinctions, Merits and Pass grades that totals 112
- Suitable relevant experience is required - experience in a care setting and/or experience in customer-facing roles will be particularly beneficial
- Wrexham Glyndŵr University encourages applications from applicants with non-traditional qualifications
- Applicants will require an Enhanced DBS and Occupational Health clearance
- Non-native English/Welsh speakers will be required to demonstrate that they can communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
- Academic study within the last five years
- A full Category B driving licence with a maximum of three penalty points
- A provisional Category C1 driving licence

2.2 Non-standard entry criteria

Applicants to the BSc (Hons) Paramedic Science Programme will need a full Category B driving licence with a maximum of three penalty points and a provisional Category C1 licence will be required by the start of the programme.

A category C1 driving licence is a condition for employment within an ambulance service once you have qualified as a paramedic. It is advised that all prospective students should review the requirements for obtaining a C1 category with the DVLA before applying for the programme. This is so that you can make an informed decision about your chosen healthcare study and the likelihood of employment once you have graduated.

Although access to use of a vehicle is not criteria for admission onto the paramedic science programme, students should consider how they will be able to travel to the clinical practice placements that are a requirement of the programme. Clinical placements will be throughout all the years of study with external healthcare providers across Wales.

Your termtime address will be considered during the allocation of placements however due to limited capacity and the importance of providing varied placement opportunities the nearest location is not guaranteed. During clinical placement blocks you will be required to attend shifts like those of your mentors working for services that provide 24-hour care 7 days a week.

2.3 Occupational Health clearance

Anyone starting a programme in health care work needs to undergo a Health Care Worker (HCW) clearance in line with the Department of Health and Public Health England (PHE) policy. This is also a professional requirement by the HCPC and other healthcare regulatory bodies as part of preserving patient safety and protecting healthcare workers. All applicants successful in being offered a place on the programme will be subject to satisfactory occupational health clearance prior to their first placement. This is carried out by an occupational health provider through a service level agreement between the University and the provider.

Student HCWs must be cleared before commencing work so that:

- Service users are protected from the risk of acquiring blood borne diseases from health care students
- Health care students are protected by immunisation from acquiring blood borne viruses from patients

The HCW clearance will involve a pre-programme questionnaire which will involve your medical history and any previous vaccinations or immunisations you may have already had. An occupational health appointment to confirm you can undertake the programme and to administer any further missing vaccinations or blood tests you may need. Once you have had the minimum number of recommended vaccinations, show the required immunity levels, and completed any infection checks you will be cleared for clinical placements.

Immunisations advised for HCW who may be exposed to bodily fluids:

- Hepatitis B (3 doses at 1,2 and 6 months followed by Immunity blood test and possible booster)
- TB (scar, Mantoux/IGRA test, BCG 1 dose)
- Measles and Rubella (MMR, 2 doses 1 month apart)
- Varicella (unless you have had chicken pox, 2 doses 1 month apart)
- Diphtheria/Tetanus/Polio

2.4 Admissions process

Recruitment will adhere to the University *Admissions Policy*. The University will review the entry criteria and personal statements of all applicants to determine which candidates demonstrate a clear understanding of the roles and responsibilities of contemporary paramedic practice using a scoring system, and in comparison, to other applicants. Those suitable to progress to the next stage of the selection process will be invited to an interview day.

The purpose of the Interview Day is to allow each candidate the opportunity to demonstrate their unique knowledge, experience and attributes during group activities and individual interviews. Multiple observations throughout the day will allow the paramedic team a more accurate overview of each applicant during the selection process. It also provides you with the opportunity to meet other prospective students and to visit the University.

Group activities will include topical discussions and problem-solving tasks and the value-based interview element will comprise separate discussions with people from different perspectives of the Paramedic Science programme; someone from the University; someone from the Ambulance Service; and a service user representative.

Those applicants that have performed the greatest overall will be offered a conditional place. Conditions depend upon applicant status with regards to pending academic qualifications but will include DBS and Occupational Health clearance.

2.5 Funding opportunities

In November 2019, the NHS Wales Bursary was extended. This NHS bursary is for all UK-resident students studying an eligible healthcare programme in Wales - which this programme is. Students offered a Health Education and Improvement Wales (HEIW) commissioned place on the programme can apply for the NHS Wales Bursary. To get the bursary, you must commit to working with NHS Wales for two years after completing your programme.

For further information - <https://nwssp.nhs.wales/ourservices/student-awards-services/>

Students may be eligible for other means of funding support through loans and grants.

For further information - <https://glyndwr.ac.uk/fees-and-funding/undergraduate-funding/>

2.6 Additional costs

The required Disclosure and Barring Service checks and Occupational Health clearance costs will be covered by Wrexham Glyndŵr University. During practice placements there may be some costs associated with travel, parking, or temporary accommodation, you may be able to claim these expenses through the NHS Wales Bursary scheme.

Further information - <https://www.nhsbsa.nhs.uk/sites/default/files/2017-06/university-guide-to-practice-placement-expenses.pdf>

You will be provided with a complete student paramedic uniform and all the required Personal Protective Equipment however, you will be required to purchase specialist equipment, including a stethoscope (£20-£100 range), fob watch (from £5) and pen torch (£2-£6 range). Printing, photocopying, binding, stationery and equipment costs (e.g. USB sticks) will be an additional costs to students.

All module key texts and journals will be available from the University Library, but in limited numbers, you may choose to purchase your own copy. Where a book is published as an electronic version it will be available through the Library. You may find it beneficial to purchase your own copy of the JRCALC Clinical Guidelines Pocket Book (£30) for reference during clinical placements. You may decide to purchase optional professional student membership for example with the College of Paramedics.

The cost of accommodation and other living costs are not included within the programme fees, more information on the cost of accommodation can be found on the accommodation webpages.

For further information - <https://glyndwr.ac.uk/accommodation/>

2.7 Exposure Prone Procedures (EPPs)

Due to the nature of the types of emergency medical conditions, paramedics may be prone to Exposure Prone Procedures (EPPs). These are procedures where the worker's gloved hands may be in contact with sharp instruments, needles tips or sharp tissues (eg bone or teeth) inside a patient's open body cavity or wound where the hands or finger tips may not be completely visible at all times. EPPs do NOT include taking blood, setting up and maintaining I.V.I, minor surface suturing or normal delivery of neonates. Education and Personal Protective Equipment will be provided to reduce these risks and Occupational Health support is provided to those that have been exposed to an EPP.

Section 3 - Record of Prior (Experiential) learning

3.1 Record of Prior learning

Applicants may enter the programme at various levels with Recognition of Prior Learning – certificated - (RPL) or Recognition of Prior Experiential learning – un-certificated - (RPEL) in accordance with the *University General Regulations*. Recognition of Prior Learning provides a means for people who do not hold qualifications specified in the University's entry requirements to demonstrate their suitability and preparedness to enter the programme and is the recognition of a previous study or experience which can be used to provide exemption from studying a specific module(s) or programme level. Exemption cannot be given for part of any module, only complete modules.

There are no fees to apply for a Record of Prior learning. Claims for RP(E)L against programme 'entry criteria' are dealt with through the admissions process. Applicants are required to provide the evidence of how their qualification/experience satisfies the criteria for

exemption. Academic admissions tutors are responsible for evaluating the claim, approving the claim, and ensuring transparency of process.

3.2 Advanced Standing

An Advanced Standing for the Recognition of Prior Learning for the FutureQuals certified award *Level 4 Diploma for Associate Ambulance Practitioners* is in place. This award has been mapped against part of the Level 4 element of the BSc (Hons) Paramedic Science programme. Applicants who meet the advanced standing criteria and the standard entry criteria can claim RPL exemption from the relevant programme modules listed below rather than via an individual RPL claim from September 2023. Proof of study via an original certificate awarded is required. Applicants who meet the criteria would then undertake the remaining 20 credit level 4 module: AHP402 prior to commencing level 5.

Advanced Standing exempt modules for 100 credits at level 4:

AHP401 – Introduction to Life Sciences

AHP403 – Foundations in Professional Practice

PAR402 – Fundamental Paramedic Placement

PAR403 – Underpinning paramedic assessment and management

Section 4 - Disclosure and Barring Service Requirements

4.1 Disclosure and Barring Service

All applicants successful in being offered a place on this programme will be subject to a satisfactory Disclosure and Barring Service enhanced clearance in respect of safeguarding children and vulnerable adults and in accordance with UK legislation. This is a legal requirement for those who may care or be solely in charge of children and specified activities with adults in receipt of health care or social care services. An enhanced level certificate contains details of all spent and unspent convictions, cautions, reprimands, and final warnings from the Police National Computer (PNC) which have not been filtered in line with legislation and includes a check of information held by police forces. The University will cover the cost of the initial DBS check for a student. Should a student require a new DBS certificate through the loss of the original, the cost of this will be charged to the student.

4.2 Consideration of criminal convictions

The University is committed to the fair treatment of all, and criminal conviction will not necessarily prevent an applicant from studying the programme. It will depend upon the nature and circumstances of the offence and the outcome of the DBS check. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our *Consideration of Criminal Convictions Policy & Procedure*. In line with the University's *Disciplinary Procedure for Students*, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

Section 5 - Suitability for Practice Procedure

5.1 Suitability for practice procedure

The *Suitability for Practice Procedure* will apply to those enrolled onto the programme. This procedure applies to students enrolled on a programme of study who undertake placements or professional practice as part of their studies, and whose professional conduct and practice during the period of academic study is a key element of their satisfactory progress toward an award and toward professional recognition.

During clinical placements within the programme you will be caring and supporting service users and the public. Students will be expected to follow all policies and guidance of Wrexham Glyndŵr University, those of the clinical practice providers, and the Health and Care Professions Council's *Guidance on Conduct and Ethics for Students* (2016).

5.2 Attendance

The BSc (Hons) Paramedic Science programme is a full-time programme, and the delivery will be organised into blocks which will be either learning on-campus in Wrexham or practice-based placements across Wales. During learning at the University, students should expect scheduled activities Monday to Friday between 09:00 and 17:00.

Clinical placements will be delivered within blocks of 4-8 weeks throughout all the years of study with external healthcare providers across Wales. You will be required to attend shifts like those of your Practice Educators working for services that provide 24-hour care 7 days a week. The University will follow the Government's working time regulations and you should not do more than 48 hours of placement a week on average.

Students are expected to attend all (100%) of timetabled directed learning (lectures, seminars, and workshops), whether face-to-face or online, and scheduled practice placement shifts. Holidays and vacations need to be taken outside of termtime during the scheduled timetabled breaks at Christmas, Spring and Summer. The programme team understand that absence may be needed through illness or other unavoidable causes. It will be the student's responsibility to follow the correct absence reporting procedure so that further support can be offered. The *Suitability for Practice Procedure* and the *Student Academic Engagement Policy* will be applied to ensure students satisfy the programme and module engagement requirements and to identify and provide support for any student who is not engaging with their studies.

Section 6 - Aims of the Programme

1. Own responsibility to deliver the expected professional standards of paramedic care, practising safely and competently in accordance with guidelines and, ethical and legal frameworks
2. Deliver person-centred care and support by understanding the factors contributing to individuality and health improvement while working in partnership with service users and other collaborators to care
3. Develop a sound understanding of the principles and concepts of paramedic practice to formulate and implement quality healthcare using sound clinical judgement and decision-making across a range of situations
4. Recognise the need to continue to remain competent and confident and to use evidence-based practice to inform innovative and contemporary solutions to enhance the quality of care

Section 7 - Distinctive Features of the Programme

- Study Paramedic Science in North Wales and support local service users and services during placements.
- The programme has been fully developed with the modern Paramedic professional in mind, benchmarked against the Health and Care Professions Council standards and the College of Paramedics Curriculum Guidance.

- A *spiral curriculum* where students will visit the same and relatable topics throughout their study with each encounter increasing in complexity and reinforcing previous learning
- Cohesion of module delivery to allow integrated learning of interconnecting topics
- Value placed on the importance and opportunities of practice-based learning
- Experience a truly integrated interprofessional approach to teaching and learning both on-campus and during clinical placements.
- Learn through Simulation-Based Education (SBE) which allows learners to apply theory to practice in safe realistic settings.
- Profession specific equipment and facilities within the University's new Health Education and Innovation Quarter thanks to investment from Health Education and Improvement Wales.
- Collaborative learning and sharing of experiences between students from different year groups and professions

Section 8 - Credit Accumulation and Exit Awards

Exit awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of *Certificate of Higher Education in pre-hospital care*. This does not confer eligibility to apply for HCPC registration and they cannot practice as a paramedic.

Successful completion of 240 credits at Level 5 entitles the student to a *Diploma of Higher Education in pre-hospital care*. This does not confer eligibility to apply for HCPC registration and they cannot practice as a paramedic.

Successful completion of 360 credits at Level 6 entitles the student to a BSc (Hons) Paramedic Science and eligibility to apply for HCPC registration to practice as a paramedic. Once registered with the HCPC, full membership with the College of Paramedics is available.

Section 9 - Programme Structure Diagram, Including Delivery Schedule

Modules with the prefix of AHP denotes interprofessional learning modules

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	AHP401	Introduction to life sciences	20	Core	Semester 1
Level 4	AHP403	Foundations in professional practice	20	Core	Semester 1
Level 4	PAR402	Fundamental paramedic placement	20	Core	Semester 1 & 2
Level 4	PAR403	Underpinning paramedic assessment and management	40	Core	Semester 1 & 2
Level 4	AHP402	Foundations in Research	20	Core	Semester 1

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 5	PAR501	Applied life sciences	20	Core	Semester 2
Level 5	PAR502	Paramedic practice and the community	20	Core	Semester 2
Level 5	PAR503	Developing paramedic placement	20	Core	Semester 1 & 2
Level 5	PAR504	Expanded paramedic assessment and management	40	Core	Semester 1
Level 5	AHP501	Evidence in practice	20	Core	Semester 2

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 6	PAR601	Investigating life sciences	20	Core	Semester 1
Level 6	PAR602	Leaders of paramedic practice	20	Core	Semester 2
Level 6	PAR603	Autonomy in paramedic placement	20	Core	Semester 1 & 2
Level 6	PAR604	Exploring paramedic assessment and management	20	Core	Semester 1
Level 6	AHP601	Research for practice	40	Core	Semester 1 & 2

Example of a Yearly Academic Planner

- = Teaching
- = Placement
- = Assessment weeks
- = Reassessment
- = Holiday
- = Assessment Boards

Week number	Year One	Year Two	Year Three
1 (starting August)			
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Week number	Year One	Year Two	Year Three
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Section 10 - Intended Learning Outcomes of the Programme

10.1 Knowledge and understanding

	Level 4	Level 5	Level 6 (Hons)
A1	Describe the anatomy and the physiological functions of the human body and growth developments across the lifespan	Compare knowledge of anatomy and physiology to common illnesses and determine the impact of pathophysiological changes to someone's health	Consolidate knowledge of scientific principles, anatomy, physiology, and human development across the life span and the impact illness can have on these
A2	Explain the pathophysiological changes that occur due to the most common conditions across the life span	Differentiate between different pathophysiological conditions and interpret the clinical changes arising	Correlate the pathophysiology of conditions encountered by paramedics, the impact of these on an individual's health and the subsequent changes to clinical presentation
A3	Recognise the impact equality and diversity and political, social, economic, and institutional factors have on healthcare practice	Determine the importance of inclusivity, equality, culture, and diversity in the emergency and urgent care setting and the factors that influence health and wellbeing	Associate how the principles of diversity and behaviours impact health and health improvement
A4	Summarise the expected responsibilities to work professionally and in collaboration with service users	Explore the needs of different service user groups of all ages to promote a person-centred approach and the requirements for supporting and protecting individuals and groups	Evaluate the concepts of person-centred care to protect and promote health and wellbeing in paramedic practice focusing on the needs of the individual

10.2 Intellectual skills

	Level 4	Level 5	Level 6 (Hons)
B1	Identify a range of credible relevant resources, appraise evidence, and relate key findings to healthcare practice	Analyse and justify relevant sources of evidence and methodologies within healthcare practice	Appraise evidence-based practice so that decisions about health care in paramedic practice are based on the best available, current, valid, and relevant evidence
B2	Demonstrate the ability to reflect on personal and professional issues	Reflect on one's experiences to learn and improve as a practitioner	Critically reflect to assess one's learning and development needs and to identify opportunities to continually improve the quality of care provided

	Level 4	Level 5	Level 6 (Hons)
B3	Identify the fundamental professional communication skills needed to work in cooperation with colleagues, service users, and the public	Apply the relevant expected standards of professional communication abilities required within paramedic practice	Evaluate the theories of communication and listening skills to effectively interact and express opinions with others and to communicate effectively within team settings
B4	Recognise clinical situations when interventions should be initiated by a Registered Practitioner	Employ effective clinical judgement to determine appropriate differential diagnoses and initiate management plans	Investigate effective decision making by identifying a decision, gathering information, and assessing all alternative resolutions which are supported by evidence-based practice

10.3 Subject skills

	Level 4	Level 5	Level 6 (Hons)
C1	Contribute to the essential assessment and examination of service users and of each of the human body systems	Execute advanced clinical assessment and examination skills safely and effectively across all age ranges recognising variations from anticipated patient physiology	Incorporate and interpret comprehensive and detailed assessments and examinations into care to identify the holistic, individual needs of service users
C2	Discuss the management and treatment plans for commonly encountered conditions in the emergency and urgent care setting across all ages	Apply current standards and evidence-based guidelines to treatment and management plans	Formulate an appropriate medical opinion through the collection of various data and generate the most appropriate evidence-based management plan
C3	Demonstrate key clinical skills and interventions safely and effectively	Integrate advanced treatment and interventions safely into person-centred care across all age ranges	Select and proficiently demonstrate the most appropriate clinical skills and interventions by evaluating their effectiveness
C4	Perform fundamental ambulance operations and procedures according to relevant policies and legislation to ensure safe practice	Demonstrate advanced clinical assessment and management skills safely and effectively across all age ranges	Promote a culture of personal wellbeing and resilience and maintain a safe practice environment while reducing risk
C5	Relate the Paramedic scope of practice to own clinical practice placement by reflecting upon practice experiences	Compare the Paramedic scope of practice with own practice placement experience by reflecting upon own learning and performance	Justify the demonstration of the core characteristics of the Paramedic scope of practice during clinical practice placement and continued professional development

10.4 Practical, professional and employability skills

	Level 4	Level 5	Level 6 (Hons)
D1	Identify personal values, attributes and behaviours and their alignment to ethical, professional, and regulatory standards	Employ a professional approach, attitude and behaviour which adheres to all relevant standards and guidance	Evaluate own professional practice, and that of others, within the diverse context of paramedic practice in accordance with all relevant standards
D2	Adhere to relevant policies, guidelines, and legislation to ensure professional and safe practice	Apply all the relevant legal and ethical standards to paramedic practice	Critically analyse the legal obligations and ethical frameworks that govern paramedic practice and apply these to a range of uncertain situations
D3	Identify the roles, organisation, and operational structures within the ambulance service and the wider healthcare community	Contribute to the formulation and implementation of management plans in collaboration with service users and other healthcare professionals	Evaluate and apply appropriate concepts associated with effective leadership and management referring to specialist advice when needed
D4	Contribute to the assessment, treatment, and management of service users	Apply effective team membership and followship skills to collaborate with service users, healthcare professionals and the public to improve care	Appraise the theories associated with team working, the different roles within a team, and the impact of collaborative practice on healthcare

Section 11 - Learning and Teaching Strategy

11.1 Spiral curriculum

The learning throughout the programme will be based on the College of Paramedics (2019) recommendation of a *spiral curriculum* where key topics are presented frequently throughout the programme, but with deepening layers of complexity, or in different ways, at each level. The complexity of each level of study increases and matches the level descriptors set by the Quality Assurance Agency UK Quality Code for Higher Education (2014) which describes the depth of learning and the typical standard of achievement a student would be expected to have completed for each level of study.

Example of a topic within the spiral curriculum	
Level 4	The structures and functions of the heart, the process of a heart attack and the standard care expected for someone with chest pain.
Level 5	The effect a heart attack has on all the functions of the human body and how to distinguish a heart attack from other conditions that can cause chest pain by the signs and symptoms. The advanced treatment and assessment needed to diagnose and treat someone specifically with a heart attack and how the experience will be different for each individual.
Level 6	The combined effect on the human body of a heart attack along with other present ongoing chronic health conditions and medications. Comparing established and new treatments and management for heart attacks and deciding which is best for the individual.

11.2 Active Learning Framework

The programme has been developed with the University's Active Learning Framework baseline principles in mind where a blended learning approach, a balance between classroom elements and digitally enabled (online) activity, will be used to deliver the programme.

The Active Learning Framework (ALF) baseline principles are:

1. Flexible and accessible learning
2. Student engagement
3. Innovative, flexible, and accessible assessment

Pre- and post-session *asynchronous* learning will be done through online programme materials, such as recorded teaching, quizzes, worksheets, and readings. This provides flexible and accessible learning activities which can be accessed anytime, anywhere. This will be particularly beneficial during clinical placement blocks when you may be away from the university campus for periods of time but still able to access the learning activities and feel connected with your peers and the teaching team.

Synchronous learning will take place in real time, whether face-to-face or online, and be teacher or peer led involving discussions, debates, and problem-solving tasks through seminars, groupwork, and case studies. Practical workshops will involve simulated clinical skill stations and clinical patient scenarios to allow you and your peers to practice clinical abilities in assessment and management while being supported by the teaching team. These learning activities are aimed to support active and creative student engagement that allows the application of theory into practice.

Example of teaching using the Active Learning Framework

Pre-session – asynchronous

A short, pre-recorded introduction on the principles of consent and recommended reading available online before the teaching session.

Session – synchronous

Tutor led group discussions and problem solving of service user case studies and consent.

Post-session – asynchronous

Short, formative, quiz about consent to check your understanding and, further case studies within an online class discussion forum.

11.3 Strategy for Supporting Student Learning and Achievement

The programme has been designed to meet the University's *Strategy for Supporting Student Learning and Achievement* principles which inspires teaching with learning that is informed by paramedic practice and prepares students to become healthcare professionals.

The University's Strategy for Supporting Student Learning and Achievement principles are:

1. A Relevant Curriculum
2. Great Teaching
3. Innovative Assessment
4. Personalised Support
5. Students as Partners

A Relevant Curriculum

A contemporary, profession specific curriculum has been created using the standards set by the Health and Care Professions Council (2014, 2016), the Quality Assurance Agency (2019), and the College of Paramedics (2019). These define the nature of study and the academic standards expected of graduates in paramedic science. They describe what graduates might reasonably be expected to know, do, and understand at the end of their studies to become registered paramedics.

The programme is made up of distinct modules which focus on specific relatable concepts and topics within paramedic science for example, patient assessment or life sciences. Each module has its own teaching hours, learning outcomes, syllabus, and assessment criteria. However, rather than these modules being viewed individually and delivered in isolation the programme delivery has been designed so that topics will be covered in sequence with lessons that relate to each other across different modules. As you progress through the levels of study your perception of the interconnections between topics and modules will develop.

Example of interconnections between modules	
Module	
AHP401 Introduction to life sciences	The structures and functions of the skeletal system and what happens when a bone fractures
PAR403 Underpinning paramedic assessment and management	Discussion and skill stations on how to assess for a broken bone and manage one with equipment and medications

Example of interconnections between modules	
PAR402 Fundamental paramedic placement	Practice outcomes relating to patient scenarios and broken bone management

Great Teaching

The programme will follow the required *HCPC Standards of Education and Training Guidance* (2017) of ensuring there will be an adequate number of educators within the teaching team to effectively deliver the programme. Those involved in teaching and assessment will have appropriate qualifications and experience relevant to paramedic science and have relevant healthcare professional registration. For the teaching team to remain competent and contemporary they are required to continue their professional and academic development. University teaching and assessments will be enhanced by other visiting healthcare professionals with relevant specialist expertise who will be able to share their knowledge and expertise with learners.

Personalised Support

During your study on the paramedic science programme, you will be apportioned a Personal Tutor from the beginning of the programme. Your personal tutor will play a role in helping you adjust to university life and getting the best experience from your time at Wrexham Glyndwr University. You and your personal tutor will meet regularly, and they will offer mentoring and guidance on both academic and personal matters. Your personal tutor will also act as your Link Tutor during your clinical practice placements to provide regular support and a connection between yourself, the University, and your Practice Educator.

Students as Partners

The experience of our student paramedics is central to the quality, effectiveness, and continuous improvement of this programme. Learner's input and feedback will be regularly sought on the design, delivery and review of modules, assessments, and the programme itself. This will be through surveys, working partnerships, student representatives and open informal discussions between learners and the teaching team.

Reflective practice

Reflective practice will be introduced early at the start of the programme and used throughout the programme. Reflection is the process of making sense of an experience to learn and improve. Reflecting can be the link between theory and practice and a useful means of using theory to inform practice and therefore promoting evidence-based practice. Using reflection within health and social care has benefits for patients and the profession by improving practice. It is also a requirement for all HCPC Registered paramedics be able to reflect on and review their practice. Reflection will be used formatively throughout all the modules for you to consider your learning and how you can further improve your development. Reflective assignments are also included as summative assessments within some of the programme's modules. This is to aid in the development as a reflective healthcare practitioner and provide you with the skills needed for Continued Professional Development.

Modules with reflective practice summative		
Level	Module	Learner Outcome
Level 4	AHP403 - Foundations in Professional Practice	LO2 - Demonstrate reflective skills in a personal and professional context
Level 5	PAR502 - Paramedic practice and the community	LO1 - Reflect on the importance of inclusivity, autonomy, culture, and diversity in healthcare

Modules with reflective practice summative		
Level 6	PAR602 - Leaders of paramedic practice	LO4 - Reflect on different learning, coaching, supervision and mentoring ideas and their impact on practice
Level 6	PAR604 - Exploring paramedic assessment and management	LO4 - Reflect on effectiveness of own and wider paramedic practice based on current evidence and guidance
Level 6	AHP601 - Research for practice	LO4 - Critically reflect upon the experience of carrying out the research process

11.5 Interprofessional Education

A key learning strategy for this programme will be the commitment of valuable Interprofessional Education (IPE) where you will learn about, from, and with other students from different healthcare professions to enable effective collaboration and improve health outcomes.

Each level of study will include at least one designated module that is delivered interprofessionally as well as regular scheduled interprofessional workshops and seminars throughout each academic year. During practice placements you will join interprofessional placement workshops with other healthcare students to discuss and share experiences. This allows an insight into the different professions involved in service user care and through this experience you will gain a greater understanding of holistic care but also a sense of belonging within the growing healthcare community at Wrexham Glyndŵr University.

All WGU healthcare students will be allocated to an IPE Learning Group on commencement of their programme to meet and explore common interprofessional themes that are evident at all levels of all professional programmes. The students will stay in their interprofessional group for the duration of their programme. As students complete the programme, new students will join the group, therefore keeping the dynamic of the group fresh, allowing senior students to develop their leadership and group work skills, and more junior students to learn from experienced students.

11.6 Simulation-Based Education

Simulation-based education (SBE) will be integral to the teaching and learning within the programme. SBE is a means of providing you with the opportunity to practice learned skills in real-life simulated, safe situations and allows you to reflect and receive constructive peer and tutor feedback. Simulation will be used for teaching of clinical skills and non-technical skills, it will include techniques that imitate pre-hospital patient situations and are designed to demonstrate procedures, decision-making, and critical thinking.

Simulation provides the exposure needed to learn how to manage incidents that are low frequency, high impact and are only rarely encountered in clinical practice. You will be taught how to perform a procedure or intervention, and then hands-on practice will allow you to practice and feel much more comfortable and confident. Practicing with mock or real patients in a dedicated clinical environment such as an ambulance or a home environment helps you learn to make appropriate decisions at various points within the scenario.

Funding made available by Health Education and Improvement Wales (HEIW) has been invested to enhance the student paramedic experience including an emergency ambulance to allow you to practice your skills within a realistic environment, like those you will be performing in when responding to emergencies. Paramedic response bags and equipment that replicate those that are used by the Ambulance Service enables you to become familiar and feel confident when using them in real emergency and urgent situations. The equipment that can be found within an emergency ambulance, and that paramedics would be expected

to use, is available for teaching and learning and includes gas cylinders, medications, extrication boards, splints, patient monitoring equipment and the supplies needed for all injuries and illness that could be encountered. There has also been an investment in patient simulation to allow student paramedics to learn and apply their patient assessment and clinical skills in realistic scenarios. Including adult and child manikins, clinical skill trainers and wound and injury moulage.

11.7 Service user involvement

Service users and carers will be welcomed to join teaching sessions to share their unique experiences and expertise. They will also be invited to participate in role-play and simulated clinical scenarios. Clinical leads within practice and service users' Charities will be invited to deliver service user focused teaching sessions on improving person-centred care. Student paramedics will be required to collect feedback from the service users and carers that they encounter during their clinical placements as part of their assessments.

Section 12 - The Wrexham Glyndwr Graduate

At Wrexham Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities, referred to as the Glyndŵr Graduate Framework.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students, and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

Section 13 - Work Based/Placement Learning Statement

13.1 Practice Introduction

Each level of the programme incorporates a 20-credit module dedicated to practice-based learning. Not only does this allow you to apply the theory and skills learnt within university to clinical practice but this also meets the requirements of the University *Modular Curriculum Framework* and the conditions of the Health and Care Professions Council (HCPC) and the College of Paramedics (CoP) to ensure practice-based learning is integral to the programme.

13.3 Types of placements

Most of your practice-based placements will be in a supernumerary role with an emergency ambulance crew during timetabled placement blocks where you will mirror their working shift patterns. These will be throughout the week including weekends and shifts through the 24-hour day so that you can experience the variety of encounters and service users typical for an emergency ambulance crew. You will participate in the assessment and management of the service users you encounter with the clinical competencies and the standard of your proficiency increasing accordingly at each level of study.

Alternative practice-based placements, other than an emergency ambulance, are also integrated within the programme including placements within the community, other emergency and urgent, and health and social care settings. These are valuable to establish how paramedic care fits within wider healthcare provision and the importance of interprofessional, collaborative working to provide holistic, person-centred care.

Alternative practice-based hours		
Level	Module	Placement hours
Level 5	PAR502 - Paramedic practice and the community	100
Level 6	PAR604 - Exploring paramedic assessment and management	100

13.4 Practice placement hours

The HCPC and the CoP do not set or measure the number of hours that a student needs to have achieved for clinical placements, these are decided at the programme level by the University. The minimum requirement of practice hours to successfully complete the placement modules has been set to ensure that all students have the sufficient opportunity to achieve the learner outcomes of each level's practice module as they progress through the programme and to meet the HCPC Standards of Proficiency (2014). Students are required to record all practice placement hours which are confirmed and signed by Practice Educators. Sickness and absence must be reported, and missing hours will need to be recuperated. An additional reassessment opportunity and placement hours are available for those students that were unsuccessful in achieving the learner outcomes of the module's assessment.

Minimum requirement of practice hours		
Level	Module	Placement hours
Level 4	PAR402 - Fundamental paramedic placement	600
Level 5	PAR503 - Developing paramedic placement	600
Level 6	PAR603 - Autonomy in paramedic placement	700

13.5 Practice Educator

During your practice placements you will be allocated to a Practice Educator who will provide the environment and opportunities for learning and facilitate and assess your development to achieve the required learning outcomes and competencies for the practice modules. A Practice Educator will be supportive and facilitate you to develop and bridge the gap between the theory and practice learnt in University to the real life aspects of practice in the ambulance service. Effective practice education is essential to support the development and progression of learners in practice.

Practice Educators within WAST will be HCPC registered Band 6 Paramedics who will have completed their preceptorship and a Practice Educator course within the Trust. This course details the benefits of practice education for the learner, the Practice Educator, and the wider Trust. It covers student progression, assessment, feedback, and creation of action plans

whilst instructing them on the process of supporting a student paramedic from 'novice' to 'competent clinician'.

Practice Educators will be provided with induction training to ensure they are familiar with the support mechanisms, University policies and processes where applicable and assessment methods.

13.6 University support

Students are supported throughout placements and retain full access to student support services. WGU prioritises continuous assessment and feedback between students and placement providers. Regular feedback and monitoring will ensure students are on track to meet their learning outcomes.

Your personal tutor will act as your placement Link Tutor during your practice placements who will be your University point of contact. They will arrange regular tutorials throughout the year but are also available to you and your mentor when needed for further information or support.

13.7 Practice placement assessment

The Learner Outcomes for the practice modules will be assessed during your clinical placements by a Practice Educator. A Clinical Practice Assessment Document (CPA) will be used to record your ongoing progress and the final assessment decision. The CPA contains all the paperwork that will be used by you and your mentor when you are in practice and the feedback and assessments that you gain from each placement opportunity will help you develop your professional practice.

The CPA records all the statutory and mandatory training required for practice-placements and the formative and summative assessments. All practice outcomes need to be assessed summatively and achieved at the appropriate level of competency. There will be the opportunity for yourself and your mentor to record reflections and feedback however the final summative assessment decision will be marked as either a pass or a fail.

The Practice Outcomes within each level's CPA will ensure you meet the Health and Care Professions Council's (HCPC) Standards of Proficiency for Paramedics (2014) and the Quality Assurance Agency for UK Higher Education (QAA) Subject Benchmark Statement for Paramedics (2019). These standards set out the safe and effective practice expected necessary to protect members of the public. They set out what a student must know, understand and be able to do by the time they have completed their learning, so that they are able to apply for professional registration.

Interprofessional learning with other healthcare students at Wrexham Glyndŵr University will be included within the practice-based module in the form of group workshops. During these, students from other disciplines will connect to share and reflect upon their own placement experiences and discuss a variety of healthcare topics together. This provides an opportunity to connect and learn with and from other healthcare students while sharing your placement experiences.

13.8 Placement allocation

Planning and monitoring of placement allocation are effective using ARC Placement Communication software system to provide systems and records for the administration of practice-based learning. Students access this system using the *Placement on the Web* app. ARC releases placement allocation at least 4 weeks in advance of placement. Practice placement and Practice Educator availability accessible to the programme for allocation is regularly updated by the practice provider coordinators.

Students have clear visibility of placements and robust insight of specialist placement areas. All placements have an educational audit and learning opportunities are identified in a placement induction pack to prepare students. We adopt a personal approach to placement optimising outcomes. Student strengths and needs are considered against placement offers. Our placement plan in all healthcare programmes is available electronically and can easily be accessed by commissioners.

13.9 Paramedic Scope of Practice

The role of a contemporary Paramedic and the way the profession contributes within the emergency and urgent care sector continues to transform and develop. The College of Paramedics reviewed the scope of practice for Paramedics (CoP, 2021) to provide an updated, clear outline of the fundamental principles, standards and guidelines underpinning the range of capabilities applicable to reflect modern-day Paramedics working across all settings, and all areas of practice. The CoP identified four core characteristics that are associated with the identity and uniqueness of the paramedic profession: managing uncertainty; broad capabilities; gatekeeping clinicians and integrated working. These concepts are interwoven throughout the teaching of the programme to support you to become a competent, operational Paramedic. During each practice placement you will be required to reflect on your practice placement experiences and how you have, and can continue, to demonstrate these core characteristics. Using reflection within health and social care has benefits for patients and the profession. Undertaking these reflections within your practice assessments will prepare you for the requirement of all HCPC registered Paramedics to be able to reflect on and review their practice and it will also provide you with the skills required for portfolio creation and evidencing competencies during a Newly Qualified Paramedic preceptorship stage.

Section 14 - Welsh Medium Provision

The programme will be delivered through the medium of English. Students are entitled to submit assessments and sit examinations in the medium of Welsh as per University policy and a translation service and Welsh language proofing tools on University computers will be used if required. You must inform the programme team beforehand if you wish to undertake your assessments in Welsh.

Proficient Welsh speakers can request to be provided with placement opportunities in communities that are predominantly Welsh speaking. This will be accommodated whenever possible but may be limited due to practice placement availability.

You can ask for a Welsh-speaking personal tutor, provided there are Welsh-speaking members of the teaching staff in your subject area. If there are no fluent Welsh-speaking academic staff members in your area, an appropriate member of staff from within your faculty will be asked to tutor you.

The University offers all its administrative services bilingually, upon registration, you will be asked in which language you would like to receive correspondence from the University. Wrexham Glyndŵr University is also host to a branch of the Coleg Cymraeg Cenedlaethol. You can become a member of the branch, which is responsible for developing the University's Welsh language medium opportunities.

Although teaching will be delivered in English, during learning and teaching sessions, key medical terminology and phrases will be presented on resources in both English and Welsh. This is to allow you to become familiar with Welsh health vocabulary which will be beneficial during clinical practice.

Section 15 - Assessment Strategy

15.1 Assessment strategy

The assessment strategy has been designed to consider the learning journey and experience of the student, to meet the aims of the programme, and the expected standards of proficiency for paramedics registered with the Health and Care Professions Council.

A variety of assessment techniques will be used throughout the programme, rather than relying on one or two traditional academic assessment methods. This is to allow each student the opportunity to utilise their strengths and improve upon their less-developed learning skills.

The use of *Authentic Assessment* will be used, where creative learning experiences test students' skills and knowledge in realistic situations that are relevant to the skills required of them once they've finished the programme and become Paramedics. The authentic assessments are all relevant to paramedic practice and each will develop specific intellectual skills – such as reflection, critical analysis, and presentation skills – that you will use during your professional career.

Where possible, the assessments allow choice and flexibility on the topics or areas of interest so that they are more personalised and so that you can take responsibility for your own learning.

The use of self-assessment and peer-assessment during academic and practical work is integral to the curriculum, this helps students to develop as autonomous learners with reflective and evaluative skills and develops collaboratively working.

15.2 Formative assessment

Feedback is an essential part of the student experience and is designed to help to promote learning and assuring academic standards and quality. Formative assessments are tasks or activities that creates feedback - or feedforward - for students about their learning. It has a developmental purpose and does not contribute to module marks. Formative feedback can take multiple forms and can be one-to-one, group or cohort based. Formative assessment is incorporated into each module to provide you with opportunities for preparation and practice before any summative assessments. This helps you to understand what is expected, track your progress, and take action to improve upon your work. The formative assessment and feedback opportunities will be outlined in the assessment strategy in each module handbook and all students should undertake formative assessments within the first four to six weeks of each module.

15.3 Assessment schedule

Level 4

Module code & title	Assessment type and weighting	Indicative submission date
AHP401 Introduction to Life Sciences	100% - In-class test	Wk 29, Sem 1
AHP403 Foundations in Professional Practice	100% – Written reflection assignment	Wk 27, Sem 1
PAR402 Fundamental paramedic placement	Pass/fail - Practice Assessment Document	Wk 48, Sem 2

Module code & title	Assessment type and weighting	Indicative submission date
PAR403 Underpinning paramedic assessment and management	100% - OSCE	Wk 42, Sem 2
AHP402 Foundations in Research	100% - Written assignment	Wk 20, Sem 1

Level 5

Module code & title	Assessment type and weighting	Indicative submission date
PAR501 Applied life sciences	100% - coursework	Wk 40, Sem 2
PAR502 Paramedic practice and the community	25% - Written assignment 75% - Academic poster	Wk 46, Sem 2 Wk 43, Sem 2
PAR503 Developing paramedic placement	Pass/fail - Practice Assessment Document	Wk 45, Sem 2
PAR504 Expanded paramedic assessment and management	100% - OSCE	Wk 28, Sem 1
AHP501 Evidence in practice	100% - Written assignment	Wk 42, Sem 2

Level 6

Module code & title	Assessment type and weighting	Indicative submission date
PAR601 Investigating life sciences	100% - Case report	Wk 20, Sem 1
PAR602 Leaders of paramedic practice	100% – Written reflection assignment	Wk 45, Sem 2
PAR603 Autonomy in paramedic placement	Pass/fail - Practice Assessment Document	Wk 48, Sem 2
PAR604 Exploring paramedic assessment and management	100% - Presentation	Wk 25, Sem 1
AHP601 Research for practice	100% - Dissertation	Wk 43, Sem 2

Section 16 - Assessment and Award Regulations

16.1 Derogations

- Compensation of marginally failed modules is not permitted
- Condonement of failed modules is not permitted
- Students must pass each practice placement module (PAR402; PAR503; PAR603) before progressing to the next level practice placement module
- Students will not be permitted more than one resit attempt at practice placement modules (PAR402; PAR503; PAR603) due to limited placement availability

- Where students are repeating a level of study, if they have previously passed the practice placement module (PAR402; PAR503; PAR603), they will not repeat this practice placement module due to limited placement availability. The original mark will contribute to the overall mark for that level
- Repeating of any practice placement module (PAR402; PAR503; PAR603) will be dependent on the availability of clinical placements and at the next available opportunity, which will not necessarily be in the following academic year

16.2 Borderline classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules must have been passed at the first attempt
- The mark achieved for *AHP601 – Research for Practice* is within the higher classification

16.3 Accreditation

Once you have successfully completed a Health and Care Professions Council approved education and training programme, you will be eligible to apply to join the Health and Care Professions Council Register. You will need to do this to practice using the legally protected title 'Paramedic'. Full Membership with the College of Paramedics is open to UK paramedics registered with the Health and Care Professions Council.

Section 17 - Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire
 Student Voice Forum
 Individual student feedback
 Student representatives
 Annual Monitoring reports
 Periodic review and re-validation process
 External Examiner reports
 PSRB requirements and accreditation activities
 National Student Survey (NSS)

Section 18 - Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

Trauma Risk Management Programme

The Welsh Ambulance Service NHS Trust provides support and assistance through the Trauma Risk Management Programme (TRiM) for student paramedics who have experienced a traumatic event during placement. TRiM is aimed to reduce the impact of negative responses following any event that can be considered outside of an individual's usual experience and causes physical, emotional, or psychological harm. You can either self-refer or be referred by your Practice Educator.

Raising concerns

All Healthcare students have a responsibility to make sure that they take appropriate steps to limit the risk of harm to service users, carers, and others. This includes escalating concerns relating to service users, carers, and others in practice learning environments. The *Raising and Escalating Concerns Guidelines* enable students to alert appropriate individuals e.g.) Practice educator, lead clinician, Practice Education Lead and Professional Lead to ensure that all concerns are dealt with promptly and effectively.

The Health and Care Professions Council provide guidance for students and registrants for reporting concerns:

<https://www.hcpc-uk.org/education/learners/while-i-am-studying/guidance-on-conduct-and-ethics/reporting-concerns/>

Section 19 - Equality and Diversity

In 2021 Wrexham Glyndŵr University was announced first in the UK – for the second year running - for social inclusion in the *Times and Sunday Times Good University Guide*, demonstrating our commitment to inclusion and widening participation. Our culture celebrates aptitude for healthcare careers, recognising character and experience alongside qualifications.

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. The University is dedicated to supporting, developing, and promoting equality and diversity in our practices and activities. We aim to establish an inclusive culture, free from discrimination, based on the values of dignity and respect.

Our Equality & Diversity Policy for staff and students applies to the entire University community and this programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.