



Faculty of Health and Human Sciences

Programme Specification

BSc (Hons) Urgent and Emergency Care

Graduate Diploma: Urgent and Emergency Care
Graduate Certificate: Urgent and Emergency Care

Date of approval: 25 February 2014

Proposed date of implementation: September 2014

Year of first award: 2015

Minor change approved by ADTL 26/07/2016

Programme Title: BSc (Hons) in Urgent and Emergency Care

The Programme Award

The **programme** will offer exit awards of:

- Batchelor of Science with Honours in Urgent and Emergency Care
- Graduate Diploma: Urgent and Emergency Care
- Graduate Certificate: Urgent and Emergency Care

Awarding institution/body: Plymouth University

Accrediting Body: Not Applicable

Expected date and process of re-accreditation: Not Applicable

UCAS and JACS codes: B773

Distinctive features of the programme and the student experience

The BSc (Hons) in Urgent and Emergency Care has developed through collaboration with key stakeholders including students, alumni, mentors, employers, representation from the College of Emergency Medicine, colleagues in the professional development unit, programme administration, researchers and academics.

The distinctive features of this programme and student experience are:

- The centrality of person centred, 'values based' care
- Cohesion between education outcomes, module and programme outcomes and improvement in patient outcomes (outcomes that matter to patients)
- A student centred programme enabling choice and equity of opportunity
- Opportunity to enhance/develop subject specific attributes, professional behaviours and demonstrate graduate attributes
- The focus on urgent and emergency care as a continuum of provision
- A multi-professional approach to learning and teaching
- A unique intercalation opportunity for medical students, that features placement within an emergency department and mentoring by a Consultant in Emergency Medicine
- Synergy between teaching, learning, practice, research and innovation
- Agility to respond to external factors influencing future revalidation of healthcare professions
- Student engagement in quality improvement, knowledge creation and dissemination of best practice through publication and presentation
- Curriculum enrichment, flexible learning opportunities and support to develop digital literacy
- Student and alumni involvement in programme management, design and recruitment
- A socially networked curriculum #FHECPU

Relevant QAA Subject Benchmark Group(s): The Programme is informed by the [Quality Assurance Agency \(QAA\) Framework for higher education qualifications in England, Wales and Northern Ireland \(2008\)](#)

Programme structure

The proposed BSc (Hons) in Urgent and Emergency Care has a modular structure and flexible design to enable choice for our student population who are:

- Registered healthcare professionals seeking professional development
- Medical students (undergraduate and pre-registration) seeking to intercalate whilst studying their primary medical degree (Bachelor of Medicine and Surgery).

The Student Pathway

There are unique differences between our student population and the pathway taken to achieve the award. These distinctive student experiences will be described with reference to two pathways:

1. Intercalation (IC)
2. Professional Development (PD)

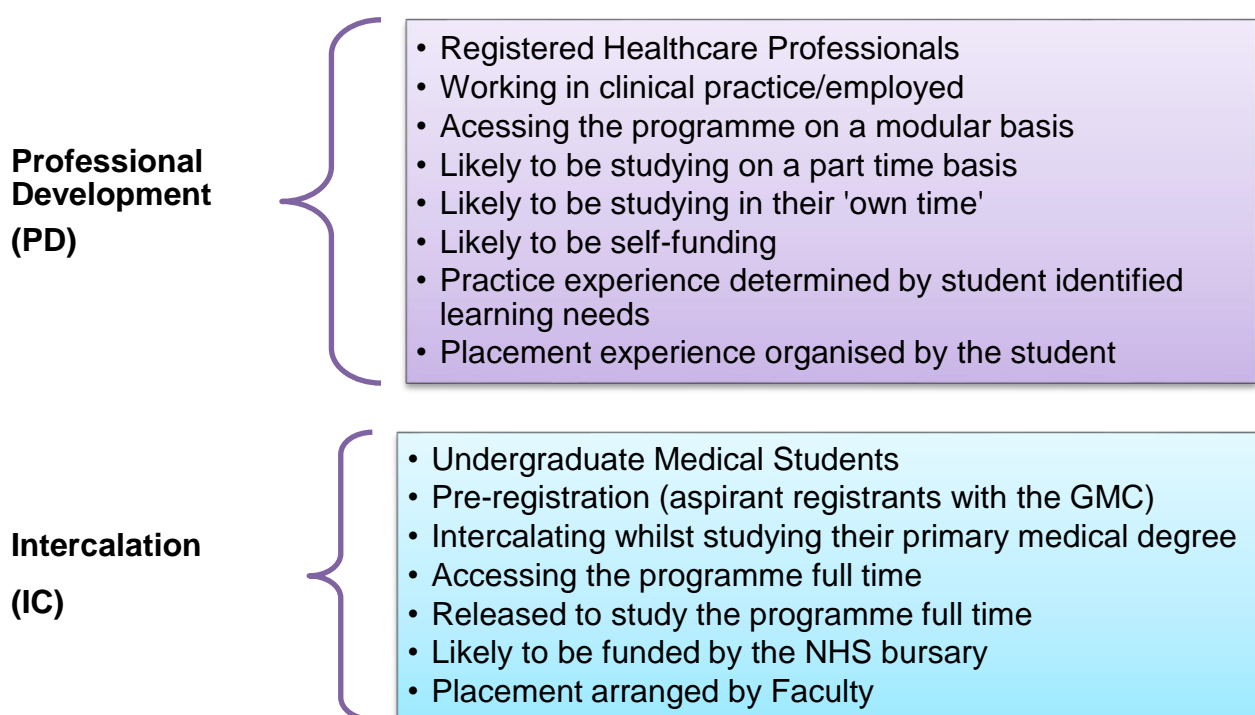


Figure 1: Student Pathway through the Programme

The Intercalation Pathway: Suitable for Medical Students

Our programme offers medical students undergraduate exposure to the speciality of emergency medicine through an [intercalated](#) degree. The opportunity to intercalate and the point at which a student can take a break in their medical degree, is determined by the students medical school. However for the purpose of this clinically based intercalation we normally require the student to have successfully completed their 4th year and have the permission of their medical school.

Applications are processed through the Professional Development Unit to include confirmation of Occupational Health clearance and [Disclosure and Barring Service Checks \(DBS\)](#). Members of the programme team to include students, alumni and clinical colleagues support the recruitment process. Successful applicants are invited to participate in a 'induction and introduction' event in September.

Following induction students commence a 9 month placement in an emergency department, working full time and experiencing a range of shift patterns. This placement duration exceeds the traditional placement experience for undergraduates in emergency medicine (EM), and is longer than the current six month EM placement, undertaken as part of the 2 year Acute Core Common Stem ([ACCS](#)) training programme. Clinical practice undertaken within the emergency department (or in other relevant practice areas when following a patient pathway) is a very important element of this intercalated degree.

The intercalated student is required to work clinically for a minimum of 3 days per week. The remaining 'practice' based days (2 days) can be allocated to engage in project work, for example audit activity, to participate in related committees, meetings, conferences, and/or to study the academic elements of the programme. The programme team will advise students and mentors individually to ensure practice hours accommodate variation in learning opportunity and student ambition. Each student will be required to complete a 'time-sheet' detailing the hours/shifts worked in practice during the 9 months placement experience. This will be verified and signed by their clinical mentor **or** another registered healthcare professional who has worked clinically with the student. Time-sheets will be submitted at 3 monthly intervals (or more frequently) to the Programme Administrator.

Medical students on the intercalation pathway have a unique practice experience supported by a mentor, 'normally' a Consultant in Emergency Medicine, for the duration of the placement experience. As undergraduates (pre-registration with the GMC), students who are intercalating work **at all times**, under the supervision of a registered healthcare professional i.e. Doctor, Nurse, Paramedic. Students are actively encouraged to work with and to 'learn from' others in the team i.e. nurse practitioners. All members of the team can offer the student feedback on their performance, sharing evidence with the student (and with their mentor) to support progression/development. It is highly recommended that the student spends at least one clinical shift each month working with their mentor, to enable direct mentor evaluation of the students' knowledge, skill and attitude (competence) in practice. We also recommend brief fortnightly meetings between the mentor and student, to enable regular review of their progress. This review should be student led; the mentors' role is primarily supportive, enabling the student to reflect on their strengths and areas for development. The mentor also has a significant role enabling access to learning opportunity and resources.

The allocation of the mentor is arranged by the Programme Lead. The students' placement in the emergency department is subject to educational audit using the audit tool for practice placement available on the [Plymouth Online Practice Placement Information](#) (POPPI) website. Currently this programme has contracted placement provision in Bangor, Cardiff, Wakefield, London, Manchester, Preston, Liverpool, Taunton, Barnstaple, Exeter, Torbay, Plymouth and Truro.

Distinctive Features of the Intercalation Pathway include:

- Full time: completion of the award within one academic year
- Placement arranged by the Programme team (Faculty) within a host Emergency Department
- Mentoring of the medical student by a Consultant in Emergency Medicine
- Practicing within the Emergency Department (under supervision) with opportunity to contribute to the care of adults and children presenting with minor injuries and illness, major illness and trauma
- Practice experience beyond the emergency department; for example working with a Paramedic in the pre-hospital arena
- Opportunity to follow the patients pathway to appreciate the holistic experience
- Opportunity to develop specialist and transferable competences within an e-portfolio
- Opportunity to participate in quality improvement for example through engagement in audit activity
- Eligible to credit prior learning from their medical degree through AP(E)L up to 60 credits.

The recent 'Shape of Training Report' ['securing the future of excellent patient care'](#) whilst predominantly focused on postgraduate medical education, highlights the 'blurring of boundaries' between primary and secondary care and the need for all doctors to be able to manage acutely ill patients, including those with multiple co-morbidities. This report also emphasises effective communication, leadership, quality improvement, patient safety and teamwork as required capabilities based on the domains of [Good Medical Practice](#). These requirements are considered within the programme design and distinctive features of the intercalated pathway. This learning experience will also be enhanced as a result of engagement with students undertaking this degree, part time for the purpose of continuous professional development.

The [Professional Development \(PD\) Pathway:](#) Suitable for Nurses, Paramedics and Allied Health Professionals

Our programme offers qualified (registered) healthcare professionals, opportunity to develop their practice in urgent and emergency care. The programme has a modular design enabling students to access modules as unique elements, or to accrue 120 credits at level 6 (Degree level) over a maximum period of 5 years (from the point of registration) to achieve the graduate award. All students apply for a module (or modules) through the Faculty's Professional Development Unit.

AP (E) L is a term applied to both Certificated and Experiential Learning. The AP(E)L procedure within the Faculty of Health and Human Sciences is Quality Assured; for this reason we actively encourage healthcare professionals who express an interest in this degree to consider processing an [AP\(E\)L claim](#). The benefit to the student, afforded by the APEL process, includes the accelerated route to graduation. This is particularly beneficial to healthcare professionals combining academic study (professional development) with professional practice/employment. The APEL process focuses as it is on prior experience, learning and achievement shows respect and explicit value for applicants' previous endeavour.

Students undertaking modules for the purpose of Professional Development do not have placement/s arranged by the Faculty. For this reason students' seeking to access this programme will need to be practicing within the continuum of provision reflecting urgent, and emergency care; this is important to enable achievement of personal goals, learning needs, module and programme learning outcomes. Frequently the required experience will be gained as a result of practice undertaken as part of their normal employment **or** as negotiated with other employers.

The programme team fully appreciate the value gained when students are afforded the support of a mentor to facilitate learning. Therefore we recommend that students undertaking a module or modules from this programme, for the purpose of professional development, seek a mentor who:

- Has achieved a qualification in mentorship, clinical supervision or equivalent
- Is working towards or has completed academic study at (or beyond) level 6 (degree level)
- Is working clinically within urgent and/or emergency care

Normally we will **not** permit a student on the Professional Development pathway to be mentored by another student studying a module (or modules) from this **or** other programmes delivered by the Faculty of Health and Human Sciences during the same time period; i.e. Term or Academic Year. This exclusion acknowledges the role of the mentor as complex and time consuming; factors that might impact on the mentors capacity to fulfil their own ambition as a student.

Each student will be advised individually with regard to the suitability of their chosen mentor. Where required the programme team will also seek advice from colleagues who manage placement and practice learning. Resources to support students, mentors and the programme team are also accessible via the Plymouth Online Practice Placement Information Website ([POPPI](#)).

It is important to note that all students accessing the programme for the purpose of professional development, will, as registered healthcare professionals, remain accountable for their practice. They will be responsible for arranging practice experience and the supervision of their practice by others (i.e. a clinical mentor) with guidance from the Programme team (as noted above).

Distinctive Features of the Professional Development Pathway:

- Modular design that can be studied full time or part time with the option to complete the award within 5 years of registration
- Opportunity to develop specialist and transferable competences within an e-portfolio
- Opportunity to learn with and from other healthcare professionals and medical students
- Opportunity to credit prior learning through A P (E) L to a maximum of 60 credits.
- Students with a health related honours degree at 2:2 (or above), can opt to accumulate level 6 (Degree) credit towards a Graduate Certificate (60 Credits) or Graduate Diploma (120 Credits).

Modules

This programme has a modular design with each module equating to 20 academic credits at degree level (Level 6). Together they represent the building blocks of the curriculum leading to the graduate award (120 Credits at Degree Level 6).

Modules:

- Understanding Evidence to Inform Clinical Decision Making ¹ **(Core)**
- Evidencing Professional Development in Urgent, Emergency and Critical Care via (e) Portfolio **(Core)**
- Urgent, Emergency and Critical Care: Leadership and Innovation **(Core)**
- Mental Health Assessment in Urgent, Emergency and Acute Care
- The Child or Young Person Requiring Urgent or Emergency Care
- Developing Expertise in Clinical Practice

Rationale for Core Modules: We have designed a flexible programme enabling choice and recognition of students' prior certified and experiential learning. However to ensure the distinctive aims of this programme are met we require all students to successfully achieve the 3 Core Modules.

Professional Development: Students accessing this programme as professional development, who apply A P (E) L up to the maximum 60 credits, will need to achieve the 3 core modules to be eligible for the award of BSc (Hons) in Urgent and Emergency Care.

Intercalated medical students: are normally eligible to A P (E) L the core module 'Evidence-Informed Decision Making' and other prior learning up to the maximum of 60 credits. Where this is the case, they will be required to select the 2 outstanding core modules and one optional module (from the 3 available) to be eligible for the award of BSc (Hons) in Urgent and Emergency Care.

This programme has one optional module at Level 7 module titled 'Management of children/ young people requiring urgent or emergency care'. This module offers professional development for graduates (for example graduates of the [BSc \(Hons\) Nursing \(Child Health\)](#), seeking to enhance their clinical and professional practice in the recognition, assessment and management of children/young people who require urgent or emergency care for illness/injury in a range of settings. This can be accessed as a single optional module however it can also be presented for APEL within the MSc in Contemporary Healthcare, Advancing Practice pathway. Mindful of the progress towards graduate status at the point of registration, we also offer students, with a health related honours degree at 2:2 (or above), seeking academic and clinical development, the opportunity to accumulate level 6 (degree) credit towards a Graduate Certificate (60 Credits) or Graduate Diploma (120 Credits).

¹ This module is shared with other undergraduate healthcare programmes delivered by the Faculty of Health and Human Science.

Programme Aims

This programme intends to:

1. Prepare students as competent and capable graduates able to deliver increasingly flexible urgent and emergency care, which is 'person centred', evidence based and outcome focused
2. Develop gradueness defined by a commitment to lifelong learning, professional development and values based behaviours consistent with the professional standards expected of them
3. Promote a critically reflective individual confident in their ability to appraise and disseminate evidence, generate knowledge and manage information (including digital literacy)
4. Develop the students confidence, competence and emotional resilience to consistently exercise personal responsibility and professional accountability for decision making and the provision of high quality, safe, care

Programme intended learning outcomes:

The Intended Learning Outcomes for the BSc (Hons) in Urgent and Emergency Care reflect the Level 6 Qualification Descriptors provided by the [Quality Assurance Agency \(QAA\) Framework for Higher Education Qualifications \(FHEQ\)](#)

Knowledge and understanding (subject specific)

Cognitive/intellectual skills (generic)

Key transferrable skills

Subject specific practical skills

Employment related skills

This enables 'others' to judge the value of this qualification through improved understanding of the level of intellectual and conceptual activity demonstrated by our graduates. It defines their capability in respect of their knowledge of urgent and emergency care and the associated transferable skills that enhance employability. It also provides a reference point for other level 6 qualifications across the Higher Education sector.

This Bachelor degree with honours is awarded to students who have demonstrated:

Knowledge and Understanding	Achieved through:
Systematic understanding of the provision of urgent and emergency care	Teaching and learning methods and strategies that include: Seminars, Peer Learning Lectures, Tutorials, Guided study Independent study/enquiry, Problem based learning Assessed through: Coursework, Essays, Reports, Journal 'style' articles, Observation in Practice, Simulation
Coherent and detailed knowledge of contemporary evidence supporting their professional practice	
The ability to use credible techniques of analysis and enquiry to promote high quality, person-centred care	

Cognitive and Intellectual Skills	Achieved through:
<p>Conceptual understanding informs critical debate to support innovation and practice development</p> <p>Critically reflect 'in' and 'on' practice showing insight, personal responsibility and accountability for decision making.</p> <p>Critically analyse contemporary research (primary and secondary)/other original evidence (i.e. scholarly reviews/material) appropriate to the provision of/ and to inform delivery of urgent and emergency care</p> <p>Demonstrates resilience, capability and the initiative required to lead and manage appreciative of ambiguity, complexity and the limits imposed on practice and limitations of personal knowledge</p>	<p>Teaching and learning methods and strategies that include: Seminars, Peer Learning Lectures, Tutorials, Guided study Independent study/enquiry, Problem based learning, Debate, Practice experience</p> <p>Assessed through: Coursework, Essays, Reports, Reflection, Journal 'style' articles, Critical Incident Analysis, Personal Development Profiles (PDP), Professional Development Profile, Peer Observation of Practice, Simulation</p>
Key and Transferable Skills	
<p>Apply knowledge and understanding to initiate, plan, carry out and report on projects</p> <p>Critically evaluate arguments, challenge assumptions, deconstruct abstract concepts to inform judgments, frame practice based questions and solve problems</p> <p>Initiate timely communication in the transfer and receipt of information presented to be understood by a non-specialist and specialist audience</p>	<p>Teaching and learning methods and strategies that include: Seminars, Peer Learning Lectures, Tutorials, Guided study Independent study/enquiry, Problem based learning, Debate, Practice experience, scenarios</p> <p>Assessed through: Coursework, Essays, Reports, Reflection, Journal 'style' articles, Critical Incident Analysis, Personal Development Profiles (PDP), Professional Development Profile, Peer Observation of Practice, Peer Assessment, and Simulation.</p>
Employment Related Skills	
<p>Confirm their commitment to professional development, values based behaviour and the inherent standards of professional registration and/or practice</p>	<p>Teaching and learning methods and strategies that include: Seminars, Peer Learning Lectures, Tutorials, Guided study</p>

<p>Ability to monitor the provision of care to promote effective outcomes and patient safety</p> <p>Perform with initiative and personal responsibility in the accomplishment of the expectations of employers, professional bodies and regulators</p>	<p>Independent study/enquiry, Problem based learning, Debate, Practice experience, scenarios</p> <p>Assessed through: Coursework, Essays, Reports, Reflection, Critical Incident Analysis, Personal Development Profiles (PDP), Professional Development Profile, Peer Observation of Practice, Simulation, Presentation, Self and Peer Assessed</p>
<p>Practical Skills</p>	
<p>Demonstrate increased fluency and confidence in the performance of the clinical skill associated with provision of urgent and emergency care</p> <p>Facilitate the development of self and others through collegiate engagement in learning activities incorporating feedback into a cycle of evaluation and improvement</p>	<p>Teaching and learning methods and strategies that include: Practice experience, Peer Learning and Peer assessment. Mentorship and Supervision, Guided study, Independent study/enquiry, Problem based learning, Scenarios, Workshops, Simulation.</p> <p>Assessed through: Coursework, Reflection, Critical Incident Analysis, Personal Development Profiles (PDP), Professional Development Profile, Peer Observation of Practice, Simulation, Presentation, Self and Peer Assessed</p>

Admissions Criteria

A P (E) L

Credit for prior learning, whether certificated or experiential, may count towards the requirements for this award up to the maxima permitted 60 credits (at Level 6)

Entry Criteria for Professional Development: Students seeking access to this programme for professional development must be on a professional register (i.e. NMC, HCPC) and working in practice in an area that reflects the continuum of provision for urgent and emergency care. They will be eligible to commence Level 6 studies if they have completed a level 5 Diploma award and/or progress through the A P (E) L process. Each student will be considered and advised individually (where required) by the programme team and Professional Development Unit. Applications are processed by the Professional Development Unit in the Faculty of Health and Human Sciences.

Entry Criteria for Medical Students seeking to Intercalate: Students seeking to intercalate on this BSc (Hons) Urgent and Emergency Care will be required to provide written permission to intercalate from the medical school where they are studying their primary medical degree. They are also required to evidence (via transcript) completion of clinical skills and research to the level normally expected of a 4th year undergraduate medical student. This evidence is required to invoke the A P (E) L process and ensure the individual student is suitably prepared for the associated placement experience.

Students seeking to intercalate are subjected to a recruitment process that includes shortlisting against criteria and interview. This is necessary to ensure the student is adequately prepared and likely to gain from the opportunities afforded. We also have to balance the applications received with the finite number of placements and clinical mentors (i.e. Consultants in Emergency Medicine).

We welcome applications from medical students studying their primary medical degree outside of the United Kingdom (UK). Applicants will be required to have a suitable [English language qualification](#) at NQF 6 or above and fulfil all [Entry Requirements for International Students](#) in addition to meeting our normal admissions criteria for intercalation.

Graduate Certificate and Graduate Diploma

If a student seeking professional development has previously obtained a health related honours degree at 2:2 or above, they are eligible to access the programme via the Graduate Certificate/Diploma route.

- Graduate Certificate: Urgent and Emergency Care (60 credits at Level 6)
- Graduate Diploma: Urgent and Emergency Care (120 credits at Level 6)

Students seeking to achieve the Graduate Certificate or Graduate Diploma in Urgent and Emergency Care will be required to achieve the 2 distinctive 20 credit core modules:

- Evidencing Professional Development in Urgent and Emergency Care via (e) Portfolio **(Core)**
- Urgent, Emergency and Critical Care: Leadership and Innovation **(Core)**

Each application to the Graduate Certificate or Graduate Diploma will be considered individually by the programme team (normally the Programme Lead) and colleagues in the Professional Development Unit.

Titles and criteria for final and intermediate awards:

The **programme** will offer exit awards of:

- Bachelor of Science with Honours in Urgent and Emergency Care
- Graduate Diploma: Urgent and Emergency Care
- Graduate Certificate: Urgent and Emergency Care

Exceptions to Regulations

[Normal Plymouth University Regulations](#) will apply to this programme and award

Disability Assist Services

This programme is designed to enable students through an equitable experience. We work collegiately with expert colleagues in [Disability Assist](#) (within the Learning Gateway) to ensure students, who consider studying our BSc (Hons) in Urgent and Emergency Care, received timely advice on the support available. This is particularly important for a programme that has a professional element and requirements for practice. Students can declare a support requirement or disability – via the [Disclosure for applicants'](#) pages.

Transitional Arrangements

All students on the current BSc (Hons) in Emergency Care will be contacted to inform them of changes resulting from programme re-approval.

Intercalated Pathway: Students on the intercalated pathway, who commenced their programme in September 2013 and achieve programme outcomes, will complete their award by the end of this academic year. They will therefore be eligible, on successful completion, to receive the graduate award of a BSc (Hons) in Emergency Care.

Professional Development (PD): Students, following the part time, modular programme will be considered individually. This is important to ensure they receive guidance and advice which is relevant for them and their development/career aspirations. The Programme team recommend that:

- A Professional Development student who has achieved 60 credits (or more) on the existing BSc (Hons) Emergency Care Programme by the end of the 2013 academic year, be permitted to continue and graduate with this award **if** their credit accumulation includes Core Module HEAC364 'Foundations in Emergency care'.
- If they have **not achieved** core module HEAC364 they will be advised to APEL their 60 credits (or more) across to the new programme, accessing the 2 core modules and other optional modules (if required) from the BSc (Hons) in Urgent and Emergency Care.
- A Professional Development student, who has achieved **less than 60 credits**, will be advised to APEL credits across to the new programme. If they have achieved the Core Module HEAC364 this will be credited against the new Core Module 'Urgent, Emergency and Critical Care: Leadership and Innovation'

Design to Delivery

Following approval the Programme Team will develop a student (Programme) handbook. This will include key information to enable students to understand the programme structure specifically modular components, core programme requirements, distinctive features, assessment and the programmes contribution to

professional practice and career aspirations. It will also provide information on resources such as staffing, student support and other University services.

Modules Mapped to Programme Aims and Intended Learning Outcomes

For the purpose of Mapping Modules are coded A, B, C, D, E, and F:

- A. Understanding Evidence to Inform Clinical Decision Making ² (Core)
- B. Evidencing Professional Development in Urgent, Emergency and Critical Care via (e) Portfolio (Core)
- C. Urgent, Emergency and Critical Care: Leadership and Innovation' (Core)
- D. Mental Health Assessment in Urgent, Emergency and Acute Care
- E. The Child or Young Person Requiring Urgent or Emergency Care
- F. Developing Expertise in Clinical Practice

See Appendix A

² This module is shared with other undergraduate healthcare programmes delivered by the Faculty of Health and Human Science.

Appendix A: Modules Mapped to Programme Aims and Intended Learning Outcomes at Level 6

Knowledge and Understanding	Programme Aim	Related Module/s
<p>Systematic understanding of the provision of urgent and emergency care</p> <p>Coherent and detailed knowledge of contemporary evidence supporting their professional practice</p> <p>The ability to use credible techniques of analysis and enquiry to promote high quality, person-centred care</p>	1, 3, 4	A, C, F
Cognitive and Intellectual Skills		
<p>Conceptual understanding informs critical debate to support innovation and practice development</p> <p>Critically reflect 'in' and 'on' practice showing insight, personal responsibility and accountability for decision making.</p> <p>Critically analyse contemporary research (primary and secondary)/other original evidence (i.e. scholarly reviews/material) appropriate to the provision of/ and to inform delivery of urgent and emergency care</p> <p>Demonstrates resilience, capability and the initiative required to lead and manage appreciative of ambiguity, complexity and the limits imposed on practice and limitations of personal knowledge</p>	1,2,3,4,	A, B, C, D, E, F

Key and Transferable Skills	Programme Aim	Related Module
<p>Apply knowledge and understanding to initiate, plan, carry out and report on projects</p> <p>Critically evaluate arguments, challenge assumptions, deconstruct abstract concepts to inform judgments, frame practice based questions and solve problems</p> <p>Initiate timely communication in the transfer and receipt of information presented to be understood by a non-specialist and specialist audience</p>	1, 2, 3, 4	A, B, C, D, E, F
Employment Related Skills		
<p>Confirm their commitment to professional development, values based behaviour and the inherent standards of professional registration and/or practice</p> <p>Ability to monitor the provision of care to promote effective outcomes and patient safety</p> <p>Perform with initiative and personal responsibility in the accomplishment of the expectations of employers, professional bodies and regulators</p>	1, 2, 4,	B, C
Practical Skills		
<p>Demonstrate increased fluency and confidence in the performance of the clinical skill associated with provision of urgent and emergency care</p> <p>Facilitate the development of self and others through collegiate engagement in learning activities incorporating feedback into a cycle of evaluation and improvement</p>	1, 4	B, D, E, F

