



Skills &
Education
Group Access



Access
Recognised by QAA

Access to HE Diploma (Paramedic)

Diploma Guide

Valid From August 2024
Learning Aim Code: 40014204



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Access to Diploma Background and Aims

The Access to Higher Education Diploma is a full Level 3 UK qualification. It is regulated by the Quality Assurance Agency for Higher Education (QAA) which licenses Access Validating Agencies (AVAs) to accredit and award the Access to Higher Education Diploma in the UK.

Access to Higher Education Diplomas enable students to acquire the knowledge and skills necessary to progress to higher education. They are key to widening participation from groups traditionally underrepresented at higher education institutions and are therefore aimed particularly, though not exclusively, at adults without traditional qualifications.

The aims of the Access to HE Diploma are to:

- prepare students who are returning to education for progression to Higher Education, further training in a related vocational or occupational area
- help students develop the skills and knowledge they need to achieve on their chosen HE course or career pathway
- familiarise students with the teaching and learning methodologies and assessment strategies found in Higher Education Institutions (HEIs)
- help students to gain confidence in their abilities, to review and monitor their own progress and to become independent students
- develop students' research, planning, analytical and evaluation skills
- enable students to make informed choices about future progression routes

Diploma development

Skills and Education Group Access has worked with curriculum specialists and higher education colleagues to develop the Access to HE Diploma (Paramedic Science). Every Diploma is validated by the AVA through a robust and rigorous peer panel process which then recommends approval to the AVA's Access to HE Committee. By taking into consideration the views of Further and Higher Education practitioners, the AVA ensures that the Diploma meets all QAA requirements and that it enables students to complete a planned, balanced and coherent programme of study, through which they have been able to acquire a subject knowledge and develop academic skills which are relevant to the intended progression route(s).

LC 50a: This QAA recognised Access to HE Diploma is validated for delivery within the UK by a provider with a main base in the UK (including the Channel Islands and the Isle of Man) only.

LC 50c: Only students with a UK address (including BFO) can be registered for an Access to HE Diploma

Diploma and Credit Specification

The QAA Diploma and Credit Specification states that the Access to HE Diploma is a:

unitised qualification, based on units of assessment which are structured in accordance with the Access to HE unit specification

- credit-based qualification, operated in accordance with the terms of the Access to HE credit specification
- graded qualification, as determined by the Access to HE Grading Scheme.

About this qualification

AVA Diploma Access to HE Diploma	Main Classification (Sector Subject Area)	Sub- Classification
(Paramedic Science)	1: Health Public Services and Care	1.2: Nursing and subjects and vocations allied to medicine

This Diploma specification is valid from: 01/08/2024

Diploma revalidation date: 31/07/2029

The Access to HE Diploma (Paramedic Science) provides students with a comprehensive foundation in the biological and health sciences, preparing them for Higher Education leading to careers as paramedics and emergency medical professionals. This course covers essential topics in biology, health science, and professional practice, equipping students with the knowledge, specific skills, and transferable skills necessary for success in the field of paramedic science.

A. Key Knowledge:

1. Biological Sciences:

- Understanding of body structure and function, including the musculoskeletal and endocrine systems.
- Knowledge of human growth and development, human sex and reproduction, and nutrition and digestion.
- Understanding of the cause and control of diseases, infection and immunity, and the structure and function of cells.

2. Health Sciences:

- Knowledge of cardiovascular and respiratory emergencies.
- Understanding of mental health, managing challenging behaviour, and professionalism in healthcare.
- Exploration of equality, diversity, and inclusion in healthcare settings, and principles of safeguarding.

3. Healthcare Communication and Professional Practice:

- Skills in healthcare communication and working within multidisciplinary teams.
- Understanding of the principles of safeguarding and professional behaviours required in healthcare.
- Knowledge of the ethical use of generative artificial intelligence in healthcare.

B. Subject-Specific Skills:

1. Medical and Biological Skills:

- Skills in analysing body systems, human growth, and development, and reproductive health.
- Develop an understanding about managing infection, immunity, and disease control.
- Know how to respond to cardiovascular and respiratory emergencies effectively.

2. Health and Professional Skills:

- Know how to manage challenging behaviour and address mental health issues.
- Skills in promoting equality, diversity, and inclusion in healthcare settings.
- Develop skills necessary for working within multidisciplinary teams and understanding professional responsibilities.

3. Healthcare Communication Skills:

- Ability to develop skills to communicate effectively with patients, colleagues, and healthcare teams.
- Understanding the principles of safeguarding and ensuring patient safety.
- Skills in reflective practice and continuous professional development.

C. Transferable Skills:

1. Academic and Research Skills:

- Enhanced academic writing, research skills, and information literacy.
- Development of reading, note-making, and assignment writing abilities.
- Experience in conducting research projects and understanding opportunities in Higher Education.

2. Communication and Organisational Skills:

- Improved communication skills for interacting with patients and healthcare teams.
- Skills in organising and evaluating healthcare data and research findings.
- Development of numeracy skills and their application in healthcare contexts.

3. Professional and Ethical Skills:

- Understanding of ethical considerations in medical practice and research.

- Awareness of professional practices and the importance of reflective practice.
- Skills in applying healthcare principles in real-world scenarios.

Intended Progression Routes

LC 61a and 61b: Access to HE Diplomas are intended to provide a preparation for study in UK higher education, but the award of a Diploma does not provide guaranteed entry to UK higher education programmes.

The following progression routes were agreed at the point of validation as being appropriate choices for students who achieve the Access to HE Diploma (Paramedic Science), subject to the course entry requirements and application process.

- Paramedic Science
- Paramedic Studies
- Other health professional careers allied to health (e.g. nursing, physiotherapy and podiatry)
- General health and care qualifications (e.g. Health and Social Care, Health Sciences)

It is essential that providers delivering this Diploma consult receiving HEIs themselves to ensure that suitable and relevant progression opportunities are sound. Evidence of HEI consultation and progression possibilities will be identified in the provider's Programme Submission Document.

Access to HE Diploma provider assessment strategy advice

QAA states that the Access to HE Diploma provides '*HE progression opportunities for adults who, because of social, educational or individual circumstances may have achieved few, if any, prior qualifications*'. They also state that, '*Students who are awarded the Diploma will have completed a planned, balanced and coherent programme of study, through which they have been able to acquire subject knowledge and develop academic skills which are relevant to the intended progression route(s)*'. Therefore all approved providers need to develop diploma assessment strategies which outline what assessment activities the students will undertake, how they will be used and why they have been chosen in order to achieve the learning aims:

1. **What** is the the aim of the diploma assessment strategy?
2. **How** will it be achieved?
3. **Why** has this approach been chosen?

Assessment design:

Access to HE Diplomas should be assessed using innovative and contemporaneous methods, tailored to prepare students studying at Level 3 for study at Higher Education. Assessment design should be holistic, ensuring students can demonstrate attained knowledge, skills and behaviours in and across units and assessments should reflect those likely to be encountered on Higher Education courses in the same field of study. Specific assessment guidance should be provided for each unit to ensure consistency and fairness across all student achievements.

In addition, providers must ensure that assessment methods are chosen which afford students opportunities to demonstrate the requirements of the three Grading Standards; Knowledge and Understanding, Subject Specific Skills and Transferable Skills.

Assessment design should comply with the requirements of the QAA Grading Scheme (2024) and also be aligned to the principles of assessment: Validity, Authenticity, Reliability, Currency and Sufficiency (VARCS).

Assessment guidance specific to this diploma:

Further to the guidance above tutors could consider the following assessment methods:

- Case Studies
- Debate
- Essays
- Examinations (open or closed book)
- Experimental Reports
- Practical/Demonstrations
- Presentations
- Reflective log
- Reports
- Research Reports
- Roleplays/Simulations

- Viva Voce approaches

LC 50g: Tutor/Assessor qualifications and experience specifically required for delivery and assessment of this diploma:

Generally, and as a minimum, it is expected that provider staff teaching on the Diploma have the required professional competence and skills necessary for the mode(s) of delivery to be used, and the level of subject expertise necessary to teach and assess the units available on the Diploma.

Rules of Combination

Where options are available within a single set of rules of combination, which allow alternative requirements for the achievement of a named Diploma, the alternatives permitted by the options are consistent, in terms of academic challenge and demand, and will require equivalent standards for achievement, whenever and wherever it is delivered.

Access to HE Diploma (Paramedic Science)	
Credit Value of the Diploma:	60
Students must achieve all the units within the Diploma.	
<p>All Diplomas are 60 credits, irrespective of the place, subject or mode of study. Of the 60 credits 45 must be from graded units concerned with academic subject content, with the remaining 15 credits to be achieved from ungraded units.</p> <p>In addition, all students must study a minimum of ten 3 credit units and at least one 9 or 6 credit unit, which may or may not be graded.</p>	
Students can achieve up to a maximum of 30 credits at Level 3 through credit transfer and the award of credit through the recognition of prior learning.	
<p>Students undertaking any Access to HE Diploma, whatever their mode of study, must be:</p> <ul style="list-style-type: none"> a) registered and certificated for units to a maximum value of 60 credits b) registered for units to the value of 60 credits no later than 84 days from the start date of their Access to HE course, or before the student makes a formal application to a higher education course through UCAS or any other application process, whichever date occurs first. 	

Appendix 1 - Units of Assessment – Access to HE Diploma (Paramedic Science)

For every unit included in the table, further information is included in the Unit Specifications, including learning outcomes and assessment criteria.

Grading Standards (Applied to all graded units)

1	Knowledge and Understanding of the Subject	KU
2	Subject Specific Skills	SS
3	Transferable Skills	TS

There are no mandatory units. Students must study a minimum of TEN, 3 credit units and at least ONE 6 or 9 credit unit up to a maximum of 30 credits.

Graded Units. Choose 45 credits from:

Unit Title	New Unit ID	New National Code	Level	CV
Endocrine System	YHS824	RH4/3/AA/02G	Three	3
Human Musculoskeletal System	YHS839	RH4/3/AA/04G	Three	3
Human Sex and Reproduction	YHS841	RH4/3/AA/06G	Three	3
Nutrition and Digestion	YHS848	RH4/3/AA/09G	Three	3
The Cause and Control of Disease	YHS853	RH4/3/AA/10G	Three	3
Equality, Diversity and Inclusion in Healthcare Settings	YHS917	PA1/3/AA/01G	Three	3
Managing Challenging Behaviour	YHS929	PH4/3/AA/05G	Three	3
Mental Health	YHS930	PH4/3/AA/04G	Three	3
Professionalism and Multidisciplinary Teams	YHS934	PA1/3/AA/02G	Three	3
Human Growth and Development	YHS838	RH4/3/AA/13G	Three	6
Infection and Immunity	YHS843	RH4/3/AA/08G	Three	6
Cardiovascular Emergencies	YHS938	PD5/3/AA/01G	Three	6
Respiratory Emergencies	YHS945	PD5/3/AA/02G	Three	6
Body Structure and Function	YHS815	RH4/3/AA/01G	Three	9

Ungraded Units. Choose 15 credits from:

Unit Title	New Unit ID	New National Code	Level	CV
Healthcare Communication	YHS921	PA1/3/AA/01U	Three	3
Principles of Safeguarding	YHT022	PR2/3/AA/01U	Three	3
Academic Writing Skills	YHT071	HC7/3/AA/01U	Three	3
Reading and Note Making	YHT064	HC7/3/AA/02U	Three	3
Reflective Practice	YHT072	HC7/3/AA/03U	Three	3
Researching and Understanding Opportunities in Higher Education	YHT067	HC7/3/AA/04U	Three	3

Unit Title	New Unit ID	New National Code	Level	CV
The Safe and Ethical Use of Generative Artificial Intelligence	YHT073	CK5/3/AA/01U	Three	3
The Structure and Function of Cells	YHS830	RH3/3/AA/01U	Three	6

There are no barred units in this Diploma.