

Undergraduate Programme Specification

BSc Paramedic Science

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

1. GENERAL INFORMATION			
Programme Title	BSc Paramedic Science		
Final Award	Bachelor of Science in Paramedic Science		
Awarding Body	Glasgow Caledonian University		
School	School of Health and Life Sciences		
Department	Department of Physiotherapy and Paramedicine		
Mode of Study	Full-time		
Location of Delivery	Glasgow Campus		
UCAS Code	B950		
Accreditations (PSRB)	Health and Care Professions Council (HCPC) College of Paramedic Endorsement		
Period of Approval	From:	September 2020	To: August 2026

2. EDUCATIONAL AIMS OF PROGRAMME
<p>The aim of the programme is to provide students with the necessary skills and competencies to deliver care, in a range of health settings, as a member of an integrated health and social care team. The programme will prepare students to be proficient to undertake the full scope of practice for a paramedic leading to eligibility for them to apply for registration with the HCPC.</p> <p>The programme aims to inspire paramedic students to participate in the profession within an environment based on inclusiveness, mental and physical wellbeing, creativity, confidence and responsibility. The programme will promote a culture of evidence and research-based practice in line with the College of Paramedics Strategy 2019 – 2024 (CoP, 2019).</p> <p>The BSc Paramedic Science programme is designed to facilitate the progressive development of attributes, knowledge, understanding and skills as students advance through their programme of study. On completion of the BSc Paramedic Science programme, the graduate should be able to display the characteristics outlined below from levels 7 to 9 of the Scottish Credit and Qualifications Framework (SCQF, 2012) as contextualised for Paramedic practice.</p> <p>Graduates of the BSc Paramedic Science Programme will be eligible to apply for registration with the Health and Care Professions Council (HCPC). The programme includes an exit award after year 1 of Certificate of Higher Education Associate Ambulance Practitioner and year 2 of Diploma of Higher Education in Ambulance Studies. This does not confer eligibility for registration but may enable graduates to gain employment within the ambulance care sector or move into other education pathways.</p>

3. LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding;

- A1** Comprehensive knowledge and understanding of anatomy, physiology, pathophysiology and sociology to enable diagnosis, treatment and management of a range of conditions across the lifespan, and at end of life
- A2** Knowledge and understanding of communication and clinical decision-making theories to ensure safe and effective practice in a paramedic context
- A3** Apply the principles of ethics, professionalism, law and values to the application of paramedic practice
- A4** Demonstrate the knowledge and understanding required for safe and effective paramedic practice in unscheduled care and emergency/ urgent care settings
- A5** Analyse and interpret research and other relevant data required to make clinical decisions in a range of settings
- A6** Be aware of, and sensitive to, cultural, political and social factors which influence healthcare

B: Practice: Applied knowledge, skills and understanding;

- B1** Demonstrate knowledge and skills to apply clinical practical skills required for paramedic practice
- B2** Demonstrate relevant practical skills and knowledge required for a range of non-invasive, invasive, and pharmacological clinical interventions
- B3** Apply problem-solving skills and innovative solutions to clinical challenges with, and for, patients, carers, colleagues, to ensure safe and effective care
- B4** Demonstrate and ensure accurate record keeping with regard to the legal recording of patient care encounters
- B5** Demonstrate organisational and leadership skills in mass casualty and major incident situations with regard to operational, local, and national policies
- B6** Apply knowledge and skills of clinical assessment, treatment, management, documentation and referral to ensure safety netting in the context of patients that are cared for locally, or at home, to reduce hospital admissions

C: Generic cognitive skills;

- C1** Be self-aware of own personal and professional strengths and limitations to ensure consistent high standard of safe and effective paramedic practice
- C2** Be able to assess risk to self and others in multiple complex situations to ensure safe standards of care for patients and the public
- C3** Consistently display professional conduct to ensure the profession is not brought into disrepute
- C4** Ensure application of non-judgmental, non-stigmatising values and behaviour to all service users and carers
- C5** Be confident and capable of advocating for patients in a range of settings and situations
- C6** Ensure confidentiality in the handling of patient information in accordance with professional, legal and ethical frameworks

D: Communication, numeracy and ICT skills

- D1** Develop the values, behaviours and communication skills to ensure person centred care and effective interactions with carers, healthcare teams, and other agencies are maintained
- D2** Ensure accuracy in the demonstration of numeracy skills in the assessment, interpretation, and deliver of patient care
- D3** Use a range of approaches to undertake patient monitoring, communication, ICT equipment, to ensure timely application of treatment, management and referral
- D4** Use written, electronic and verbal communication to ensure support for decision making is accurately conveyed to patients, carers and other healthcare practitioners/organisations
- D5** Ensure use of correct terminology to communicate with healthcare practitioners, other agencies, patients, carers, and third sector organisations

D6 Apply knowledge of clinical, social, psychological, cultural and spiritual awareness to paramedic practice and how this can influence peoples' response to, and the acceptance of care

E: Autonomy, accountability and working with others.

E1 Apply knowledge of the theories of learning for self and patients to ensure continued professional development, lifelong learning and teaching of patients and others

E2 Be confident in decision-making to ensure current evidence based clinical practice is applied by self and within interprofessional teams

E3 Ensure professional boundaries are maintained and justification for actions can be made to others

E4 Be accountable for own decisions and apply care within the scope of professional practice, which takes account of patient choice

E5 Ensure professional conduct, ethics and candour are applied to all areas of practice, upholding the standards of paramedicine

E6 Respect the contribution of the wider health and social care team, demonstrating knowledge and skills for effective team working

4. LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:

- E-Learning through online lectures, discussion boards, podcasts, Wikis etc.
- Interactive and keynote lectures
- Learning portfolios
- Tutorials and seminars
- Practical workshops
- Case studies
- Work based learning
- Practice based learning
- Clinical simulation learning environments
- Simulated patient experiences
- Peer teaching
- Guest speakers, service users and service providers
- Group work

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

5. ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, reports, case studies, dissertations, literature reviews)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, laboratory work)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

The Course webpage specific to this programme is:

<https://www.gcu.ac.uk/study/courses/undergraduate-paramedic-science-glasgow>

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS¹

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
M1B102521	Fundamentals of Human Physiology	Core	7	20		100	
M1B926429	Introduction to Clinical Practice for Paramedics: Clinical Skills	Core	7	20	100*		*Linked to PAD
M1B926427	Core Principles in Paramedic Science	Core	7	20	100		
M1B726428	Introduction to Clinical Practice for Paramedics: Assessment and Management	Core	7	20		100	
M1B926430	Practice Based Education: Ambulance Care Practice	Core	7	40	100*		*Linked to PAD
M2B926432	Developing Clinical Practice for Paramedics: Advancing Skills	Core	8	40	100*		*Linked to PAD
M2B726440	Understanding Evidence Based Practice	Core	8	20	100		
M2B926432	Developing Clinical Practice for Paramedics: Advancing Assessment	Core	8	40	40*	60	*Linked to PAD
M2B726433	Psychosocial Health in Paramedic Practice	Core	8	20	100		
M3B726434	Applying Evidence Based Practice	Core	9	20	100		
M3B926436	Leadership in Paramedic Practice	Core	9	20	100		
M3B926435	Consolidating Clinical Practice for Paramedics	Core	9	40	50*	50	*Linked to PAD
M3B926439	Preparation for Practice: Continuing Professional Development	Core	9	20	100		
M3B930324	Practice Based Education: Consolidating Practice	Core	9	20	50*	50	*Linked to PAD

¹ Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here: www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

The following final and early Exit Awards are available from this programme²:

Certificate of Higher Education in Associate Ambulance Practitioner - *achieved upon successful completion of 120 credits*

Diploma of Higher Education in Ambulance Studies- *achieved upon successful completion of 240 credits*

Bachelor of Science in Paramedic Science- *achieved upon successful completion of 360 credits*

² Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:

www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case No: 209

CASE FOR EXCEPTION FROM UNIVERSITY POLICIES, PROCEDURES OR ACADEMIC REGULATIONS

CASE NO: 209

PROGRAMME(S) AFFECTED

Programme Code

P03109

Programme Title

BSc Paramedic Science

MODULE(S) AFFECTED

Module Code

All Programme Modules

Module Title

EXCEPTION(S) BEING SOUGHT

M1B926429 INTRODUCTION TO CLINICAL PRACTICE FOR PARAMEDICS: CLINICAL SKILLS

This is assessed via submission of the practice assessment document (PAD). Exception requested for the threshold pass grade to be set at 75% as opposed to 40%. Grade will be normalised for entry into student profile.

M1B726428 INTRODUCTION TO CLINICAL PRACTICE FOR PARAMEDICS: ASSESSMENT & MANAGEMENT

This is assessed via a scenario based OSCE, which is administered as a class test. Exception requested for the threshold pass grade to be set at 75% as opposed to 40%. Grade will be normalised for entry into student profile.

M2B926432 DEVELOPING CLINICAL PRACTICE FOR PARAMEDICS: ADVANCING SKILLS

This is assessed via submission of the practice assessment document (PAD). Exception requested for the threshold pass grade to be set at 80% as opposed to 40%. Grade will be normalised for entry into student profile.

M2B926431 DEVELOPING CLINICAL PRACTICE FOR PARAMEDICS: ADVANCING ASSESSMENT

This is assessed via 2 pieces of assessment, submission of the practice assessment document (PAD) and a scenario based OSCE, which is administered as a class test. Exception requested for the threshold pass grade to be set at 80% as opposed to 40%. Grade will be normalised for entry into student profile.

All Modules with Two Assessment Elements

For all modules with 2 pieces of assessment both elements must be achieved with a minimum of 40%.

Admissions Criteria

IELTS Level 7, no element below 6.5 - PRSB Requirement for registration

Case 206

ESC 19/28/1CASE FOR EXCEPTION FROM UNIVERSITY POLICIES, PROCEDURES OR ACADEMIC REGULATIONS

CASE NO: 206

PROGRAMME(S) AFFECTED

Programme Code	Programme Title
P01640	BSc (Hons) Diagnostic Imaging
P01641	BSc (Hons) Radiotherapy and Oncology
P00308	BSc (Hons) Podiatry
P00310	BSc (Hons) Physiotherapy
P00307	BSc (Hons) Occupational Therapy
P02679	BSc Oral Health Sciences
P03109	BSc Paramedic Science

MODULE(S) AFFECTED

Module Code **Module Title**

All modules

EXCEPTION(S) BEING SOUGHT

The exceptions being sought are in relation to the programme specific regulations currently in place within the Allied Health Professions programmes within the School of Health and Life Sciences.

The attached form details all exceptions being sought. These replace/supersede previous Health and Social Care exceptions (approved 2009 and 2014/cases 63 and 143). **N.B. These exceptions no longer apply to the BA (Hons) Social Work programme.**

The main amendments are:

- Point 1 (attached) has been updated to reflect the current assessment regulations.
- The honours classification exception has to be rescinded. The programmes will operate under the current "best 180" system utilised throughout the University.
- All regulations relating to voiding placements have been removed as this regulation is not applied across all the programmes considered.
- All references to the 35% minimum attainment have been removed as the University Assessment Regulations incorporate this.

REGULATION(S) TO WHICH EXCEPTION IS RELEVANT:

The requested amendments refer to alteration of the Programme Specific Regulations for the Allied Health Science programmes within the School of Health and Life Sciences. As there are multiple amendments the updated regulations are attached as an appendix for review.

RATIONALE FOR EXCEPTION

The rationale for the amendment to the Programme Specific Regulations is to ensure they are reflective of the new University regulations. Changes have occurred within the University regulations since the approval of the Programme Specific Regulations which has meant many are no longer required.

It is requested that the 70/30 Honours classification regulation be rescinded as there has been extensive work undertaken by programme teams within the last approval period to limit the potential skewing of honours classifications due to clinical assessments. This means that the rationale for introducing this regulation is no longer relevant. By conforming to the University guidance this ensures greater parity of the application of regulations concerning the use of profiling as currently there is no universally agreed procedure within those programmes adopting the 70/30 criterion.

Exceptions relating to voiding of practice based learning have also been rescinded as this is not relevant to all programmes adopting these programme specific regulations.

Undergraduate Programme-Specific Assessment Regulations for the following HCPC regulated awards:

- **BSc (Hons) Diagnostic Imaging**
- **BSc (Hons) Radiotherapy and Oncology**
- **BSc (Hons) Podiatry**
- **BSc (Hons) Physiotherapy**
- **BSc (Hons) Occupational Therapy**
- **BSc Oral Health Sciences**
- **BSc Paramedic Science**

1 University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Committee. These Health and Social Care Programme-Specific Regulations override the University's standard Assessment Regulations (Approved September 2019) in Sections 6, 9, 10, 13, 14, 15 and 23.

2 These Programme-Specific Assessment Regulations apply to the above-named programmes. They apply to all modules irrespective of the number of credit points allocated.

3 Due to the time commitments and Practice Based Learning elements of the professional programmes hosted by the SHLS, students may not be registered on a second full-time programme of study while enrolled on any Health or Social Care programme.

4 Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)

Students are normally required to re-enter Level 4 with attendance. The offer of re-entering Level 4 without attendance is normally permissible only in exceptional medical/personal circumstances, which are documented appropriately.

5 Attendance Requirements (Attendance Policy: Taught)

Students within the above-named programmes are expected to attend all classes, practice visits, laboratory sessions and Practice Based Learning placements. Where a student has unauthorised absence of, or in excess of, 20% in any module he/she may be required to retake the module with attendance prior to undertaking Practice Based Learning Modules, or proceeding to the next level of the programme. Unauthorised absence in more than one module may result in the student being required to withdraw from the Programme.

6 Students within the above-named programmes are normally required to successfully complete all modules identified in the Definitive Programme Document for their programme as these are protected titles leading to an academic and professional qualification and require successful completion of all core modules.

7 Compensation (Undergraduate Assessment Regulations, Section 13.2)

Compensation for failure in a single module, where a student has passed modules at any one level, will not normally apply to modules leading to the award as identified in the definitive programme document for the above-named programmes. Compensation of a fail in Practice Based Learning modules is not permitted. This is consistent with the guidelines set by Regulatory/Professional Bodies.

8 For Honours degree programmes the submission of the Honours Project is compulsory. Failure to submit an Honours Project will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

9 Failure in any Level 4 module at second attempt will result in the award of an unclassified degree (e.g. BSc in Health and Social Care) and will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

10 A student may be required to withdraw from the programme if he/she is deemed by the Fitness to Practise Board, and ratified by the Assessment Board, to be professionally unsuitable or guilty of professional misconduct. Students will be required to declare at the commencement of each session his/her Fitness to Practise and Good Character through Self-Disclosure.

A student who is considered to be professionally unsuitable or guilty of professional misconduct will be one who:

- has failed to abide by the SHLS Fitness to Practice Policy and GCU Code of Student Conduct,
- and/or has failed to meet the standards, policies or codes of conduct laid down by partner organisations that provide Practice Based Learning Placements
- and/or is unable to meet the programme requirements despite reasonable adjustments.

11 Aegrotat Awards (Undergraduate Assessment Regulations, Section 23)

Due to the requirements of the Regulatory/Professional Bodies there will be no aegrotat awards on the above-named programmes.

12 Students who are awarded one of the above-named awards are eligible to apply for Registration with the Health and Care Professions Council (HCPC) / General Dental Council (GDC) and/or Membership of the named Professional Body.

13 In the case of HCPC regulated Programmes, all Programmes will have at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, will be from the relevant part of the Register.

ADDITIONAL ASSESSMENT REGULATIONS SPECIFIC TO PRACTICE BASED LEARNING

1 All Practice Based Learning Modules must be passed, including Elective Placements where offered.

2 Module Pass Criteria (Undergraduate Assessment Regulations, Section 13.1)

For Practice Based Learning Module assessments that consist of multiple components, all components must be passed at a minimum of 40% in order to complete the module successfully.

3 Maximum Number of Attempts at a Module (Undergraduate Assessment Regulations, Section 14)

Only two attempts are permitted for Practice Based Learning Modules at all levels of the programme.

4 Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)

A student who fails or is unable to successfully complete Practice Based Learning Module(s) will be required to re-enter the module(s) either during the student's summer recess, or re-enter with attendance the following academic year, as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.

5 A student must complete satisfactorily all requirements laid down by Regulatory/Professional bodies in relation to Practice Based Learning, e.g. number of placement days/ hours (as specified in the Programme Handbook). Failure to do so will require additional placements to be undertaken.

Case 248

In keeping with the approved *Fit To Sit Oversight Group: Placement, Longitudinal & Practical Assessment Guidance*, this is an application to exempt all placement/work-based/practice-based learning (placement/WBL/PBL) assessment components in modules on the programmes noted above from the Fit To Sit declaration process. All academic assessments will continue to operate within the full Fit To Sit policy unless they have an approved exception in place.

It is intended that the University's Extreme and Exceptional Extenuating Circumstances approach (Section 2 of the Fit To Sit Policy) is retained. Exemption from the Section 1 of the policy (the right to make Fit To Sit declarations) effectively prevents students from engaging with the Fit To Sit declaration process (Section 2.1) and consequently students will be eligible to make a EEEEC application(s) in the described way (Section 2). In addition, all other provisions within the policy, including a maximum number of two preservation for any single component of assessment (including placement/WBL/PBL), will be retained.

For clarity, exemption would only apply to those assessment components that are undertaken in the clinical or professional workplace environment (including simulated environments where the number of hours / days contribute to the total number of placement hours required on a programme) and that are concerned with the direct assessment of professional skills, competence and abilities to practice. Any academic assessment components of modules that include placement (i.e., those that do not involve the direct assessment of professional skills, competence and abilities in practice) will not be exempt and therefore Fit To Sit could be used as per the policy provisions.

Previous updates to the School of Health and Life Sciences Fitness to Practice Policy were intended to address the distinctiveness of practice placement with regards to Fit to Sit. However, case examples from the current academic session have highlighted the need for more explicit clarification; this forms the basis of this current application. Following consultation with QAE, this application is made at programme-, rather than module-, level. The school will have in place a monitoring system to ensure that modules in the programmes listed above are reviewed on an annual basis to identify placement assessments that should be exempt from Fit To Sit as described in this application. This will be communicated to students in a transparent way in programme documentation (e.g., programme and module handbooks).

Rationale

The rationale for this is three-fold:

First, as described in the *Fit To Sit Oversight Group: Placement, Longitudinal & Practical Assessment Guidance*, placement/practice-education/work-based learning assessment typically involves educators (or others) offering students formal/informal feedback on their performance during the placement/WBL/PBL activity. This feedback means students are explicitly informed about their performance, and they are able to infer the likely outcome. This may encourage students use Fit To Sit as a way of withdrawing from the assessment process to preserve their attempt. In addition, because it is not possible to disentangle placement/WBL/PBL attendance and assessment, if students were to use Fit To Sit to withdraw from a placement/WBL/PBL assessment their attendance would cease, and they would effectively make themselves a part-time student.

Second, all students in the School of Health and Life Sciences (SHLS) who undertake a course of study leading to professional registration as a health or social care professional are required to comply with the SHLS Fitness To Practice Policy. The policy sets out the principles concerning health, capability and conduct underpinning the requirement that SHLS students are and remain fit to practice for the duration of their studies. Currently, students who take sickness absence from placement are managed in line with programme practice guidelines and are normally expected to provide self-and/or medical certification, dependent on duration of absence. Therefore, the use of EEEEC process in the way described above would be consistent with existing processes within the School.

In recognising that the SHLS's Fitness To Practice Policy is distinct from the University's Fit To Sit Policy, Section 4.6 of the SHLS Fitness To Practice Policy notes states that: "It is important to note that this policy is distinct from the University's 'Fit to Sit' policy. The purpose of the 'Fit to Sit' policy is to enable a student to self-declare that they were unable or unfit to undertake a piece of assessment and/or their performance was impaired. However, SHLS students are reminded that they have a professional responsibility to ensure they are 'fit to practise' before attending a practice placement. Attendance on placement is a self-declaration of being 'fit to practise' and hence 'fit to sit' any assessment (including cumulative/continuous assessments) that takes place in the placement environment and/or coincides with being on placement, notwithstanding any emergent circumstances that arise on the day of or immediately prior to an assessment. Students who are unsure of the eligibility of their circumstances for 'Fit to Sit' in the placement environment should consult with their Module lead in the first instance". In other words, there is an explicit assumption in the Fitness To Practice Policy that attendance at placement/practice-learning/work-based learning is a student declaration of being Fit To Practice, and consequently, Fit to Sit.

Third, placements/WBL/PBL are typically offered by GCU partners and delivered in a service context whereby the number of placements provided is formally agreed to accommodate student numbers in Practice Placement Agreements between the University, placement providers and NHS Education for Scotland. This means placement/WBL/PBL opportunities have a significant reputational risk associated with them. Giving students the opportunity to withdraw early from placement/WBL/PBL on receipt of feedback, or to exit early for other reasons (e.g., distance to placement), and use Fit To Sit to preserve their attempt risks reputational damage and has the potential to impact on service users.

Taking point 1, 2 and 3 together, it would be inappropriate for a student to be able to declare themselves not Fit to Sit during a placement/WBL/PBL period, having already attended and received formal/informal feedback. However, it is recognised that circumstances may develop immediately before or during the placement/WBL/PBL that result in students being unable to complete the required number of hours / days and who may not have met the threshold number of hours for a summative assessment to be made. In such circumstances, it is proposed that the EEEC process should be used as a means of requesting attempt preservation and that independent and verifiable evidence should be submitted as per the normal EEEC requirements. This is in keeping with expectations of professionalism required in placement/WBL/PBL, as described in the Fitness To Practice Policy.

VERSION CONTROL (to be completed in line with AQPP processes)

Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.

<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	Review period extension to align with department and school reviews	18/09/2023	18/09/2023
2.0	Updated module code and assessment per changes approved by programme board.	01/09/2024	09/09/2024
2.1	Corrected error in credit size for module M1B926430	July 2025	July 2025
3.0	Addition of new exception case 248. Extended coverage of exception case 206 to include full wording.	15/09/2025	15/09/2025