University of Plymouth

Academic Partnerships

BICTON

Programme Specification

FdSc Rescue & Emergency Management

Academic Year 2022-2023

If you require any part of this Handbook in larger print, or an alternative format, please contact:

HE Operations
E-mail: *(CCHEA@cornwall.ac.uk)*

Please note:

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

PROGRAMME SPECIFICATION

Programme Title: FdSc Rescue & Emergency Management

Internal Programme Code: FT 3449   PT 5115

Partner Faculty: Academic Partnership, University of Plymouth

Partner Delivering Institution: Bicton

State Date: September 2022

First Award Date: July 2024 (FT)   July 2025 (PT)

Date(s) of Revision(s) to this Document: May 2015/ May 2019/ October 2020/ 9ᵗʰ November 2021/28 March 2022

Contents

PS1.   Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Cornwall College, Bicton
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full time (2 years), Part Time (3 Years)
Final Award:	FdSc
Intermediate Award:	
Programme Title:	FdSc Rescue & Emergency Management
UCAS Code:	**N290**
HECOS Code:	**100823**
Benchmarks:	Foundation Degree Qualification Benchmark (FDBQ) and FHEQ Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000).
Date of Programme Approval:	6 May 2015

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (Approx. 200-250 words)

This unique practical, higher education Foundation Degree programme has been designed for anyone wishing to develop specialised skills and knowledge prior to entry into the emergency services, emergency management or civil contingency sectors. The course has evolved in response to the Civil Contingencies Act 2004 and focuses on `bronze' operational and `silver' tactical management functions. It is designed to develop aspirant team leaders who understand this complex area of practice and can lead improvements in an organisation's service delivery and inter-agency working at all levels.

Industry practitioners have been involved with the design and delivery of the course since its inception ensuring that the course remains current and relevant to today's emergency services.

This enhances knowledge, skills and understanding of key topics and improves working practices.

The course includes many opportunities to meet with and participate in a wide-range of activities run by the emergency services such as live multi-agency exercises and visits to and from key industry specialists to enhance student learning and employability. These experiences help students to form their own networks of industry contacts to assist in their future careers.

A main driver for the course is its focus on interoperability and multi-agency working and relationships between the agencies involved in rescue and emergency management. The emergency services are currently engaging within the Joint Emergency Services Interoperability Programme

(JESIP & JESIP2) to ensure more efficient emergency response. This course is increasingly focussed on this area of activity.

Feedback from industry identifies the multi-agency and practical aspects of the course and has assisted in building further relationships with industry and has led to some real employment opportunities with students. Students find themselves very employable across the sector due to their breadth of knowledge across all agencies. This assists with employment and continuing education and access to courses.

Most students gain employment following the course or achieve a place on a further course assisted by this breadth of experience. For example, many students apply for Paramedic Sciences degree courses and achieve this in part by the quality of this programme and its unique learning content across the spectrum of the sector and the acquisition of transferrable skills taught across all modules. These include skills such as decision making, leadership, management, teamwork and problem solving.

PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)

Students are encouraged to join professional bodies such as the *Emergency Planning Society* (low cost) and affiliate to the *Journal of Search and Rescue (free service)*.

The Emergency Planning Society is an industry body consisting of local and national emergency sector workers. Students would be able to participate in free web-based seminars and other free or low-cost conference-type events. In addition, students would be able to begin to form their own networks of industry contacts.

The Journal of Search and Rescue is a free international web-based academic source of articles intended for the use by members of the emergency sector involved in search and rescue and emergency response. It is also an opportunity for students to publish their own work at the end of their course. The current programme manager for the FdSc Rescue and Emergency Management course is a member of the Journal's editorial board.

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet:
https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm*)*

N/A

PS5. Programme Aims

This programme will deliver:

A1: Meet the College's and Plymouth University's mission statements and core values.

A2: Provide an innovative programme of education focusing on specific aspects of rescue and emergency sector related topics in order to prepare students for continuing education and future employment in these industries.

A3: Produce students who can demonstrate a range of academic and study skills to a level commensurate with that required to equip them with the professional standards and skills demanded by the rescue and emergency services and to enable them to complete relevant continuing Higher Education courses or industry specific application requirements and any agreed and available automatic BSc top ups.

A4: Develop students who can demonstrate a wide range of personal and practical/vocational/transferable skills, which will enable them to be effective in seeking employment within the emergency services. This will be achieved by linking theory to industry practice and experience.

A5: Ensure the concept of interoperability and multi-agency work is embedded within all relevant elements of the programme to support likely outcomes of the Joint Emergency Services Interoperability Programme.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Knowledge and critical understanding of the well-established principles in the field of rescue and emergency management and the way in which those principles have developed.

2. Successful application in the workplace of the range of rescue and emergency management knowledge and skills learnt throughout the programme.

3. The ability to apply concepts and learning to real-life activity through participation in activities and exercises with industry experts within the emergency sector.

4. Knowledge of the main methods of enquiry within Rescue and Emergency Management with the ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context in relation to the rescue and emergency management industry.

5. An ability to work within the emergency sector in a multi-agency manner to enhance overall emergency response effectiveness.

6. A range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the rescue and emergency management sector in a work context.

7. Effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in the field of Rescue and Emergency Management and in a work context.

8. The further training, development of existing skills, and ability to acquire new competences that will enable them to assume responsibility within organisations.

9. Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.

10. The ability to utilise opportunities for lifelong learning.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

1. The Rescue and Emergency Management programme is unique in the South West and the rest of the UK.
2. Delivery through Cornwall College is ideal for students who wish for a higher education experience in Cornwall where support for the individual is maximised.
3. Cornwall College has strong links with local and regional emergency services and the programme has been developed in close collaboration with and in response to their needs.
4. The curriculum is delivered by experienced personnel, some of whom are serving or have served with the Fire and Rescue Services, Ambulance Services, Police Service, and International Rescue Agencies to ensure validity and relevance.
5. The Rescue and Emergency Management programme provides a valuable and distinctive course for serving rescue and emergency service personnel.
6. Modules are designed to be delivered flexibly, integrating relevant theory and current best practice, in order to enable students to lead their own development.
7. The programme utilises innovative teaching strategies to maximise work-based learning opportunities.
8. The Rescue and Emergency Management Programme utilises a wide network of key contacts and specialists across rescue and emergency services to participate in real industry training and exercising to ensure currency and relevance of the programme.
9. Work Based/Related Learning occurs throughout the programme period which enhances the overall student experience, learning and employability.
10. The programme has a clear focus on multi-agency working in line with the Joint Emergency Services Interoperability Programmes. It has been noted by agencies such as Kent NHS, Torbay NHS and Teignbridge District Council and Higher Education providers that the breadth of cross-agency knowledge is a key factor in their support for the course and provision of employment or continuing education possibilities. Course students are the preferred choice of NHS Kent and NHS Torbay for the provision of paid student placements where students have then proceeded to full-time employment.
11. The programme is designed to meet the requirements of responding organisations as described and required within the Civil Contingencies Act 2004 and includes that Act's requirement for the statutory emergency responders to work with the voluntary sector to assist in the resolution of an emergency situation.

12. The course teaches key transferrable skills such as decision making, leadership, management, team working and problem solving across the course which are key employability skills.

13. Students are particularly successful in gaining employment across the public services sector and gaining spaces on specialist Higher Education courses such as Paramedic Science degree courses.

14. Successful previous students often return to the college to advise and guide students in gaining employment or continuing education choices. Ex-students continue to engage via Social Networking sites both with current students and amongst themselves to offer employment and career opportunities via an Alumni group.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:
Minimum student numbers per stage = 14

Target student numbers per stage = 16

Maximum student numbers per stage = 25

PS9. Progression Route(s)

Approved "progression route(s)" are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to "top-up" to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however, progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

Students who successfully complete this programme are currently eligible to progress to

Cornwall College - Year 3 top up in BSc (Hons) Emergency Sector Management and Interoperability

City College Plymouth – BSc (Hons) Community and Public Services

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10. Admissions Criteria

Entry Criteria (Qualifications)	Details
Functional Skills	L2 Literacy and L2 Numeracy
GCSE (or equivalent)	Minimum of Grade C/grade 4 in Maths, English Language and Science (if science-based programme)
AS/A Levels	HNC/HND/Fd - 48 UCAS tariff points to include at least 32 points from A2 level in appropriate subjects
BTEC National Diploma/Extended Diploma	HNC/HND/Fd – 48 UCAS tariff points – PPP grades in an appropriate subject
BTEC L3 Diploma	HNC/HND/Fd – 48 UCAS tariff points –
BTEC 90 Credit Diploma/Subsidiary Diploma	HNC/HND/Fd – 48 UCAS tariff points – in an appropriate subject and considered only with combination of other relevant level 3 qualifications
City & Guilds (land based) L3 Diploma	*L3 Diploma - HNC/HND/Fd – 48 UCAS tariff points – M grades in an appropriate subject *Usually accepted in combination with other relevant L3 qualifications
City & Guilds (land based) Extended Diploma	HNC/HND/Fd – 48 UCAS tariff points - P grades in an appropriate subject
City & Guilds (land based) Advanced Technical Extended Diploma	HNC/HND/Fd – 48 UCAS tariff points – PPP grades in an appropriate subject
City & Guilds (land based) Subsidiary Diploma	HNC/HND/Fd – 48 UCAS tariff points – D grades in an appropriate subject
City & Guilds (land based) 90 Credit Diploma	HNC/HND/Fd – 48 UCAS tariff points – M grades in an appropriate subject
Access to HE Diploma	Successful completion of Access to HE Diploma with at least 45 credits at level 3 in an appropriate subject
International Baccalaureate	24 points
Irish/Scottish Highers	HNC/HND/Fd - 48 UCAS tariff points to include at least 32 points from Scottish Advanced Highers/Irish Highers
Other Level 3 qualifications	Will be taken into consideration and dependent upon subject area and number of units studied
Mature Applicants (over 21)	Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview
Accreditation of Prior Learning	

Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required	
Capability statement	

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

Additional stakeholders specific to this programme:
Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.
The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.
Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.
Curriculum meetings take place once a month to review progression, department provision, resources and staffing.
The programme has links to industry stakeholders, specifically with NHS Kent who offer one full time paid student placement per year to the students, Teignbridge District Council and Plymouth City Council who offer work-based learning and opportunities for students to shadow emergency planning officers. Shelterbox also offer student work experience and short-term internships. At present the programme is pursuing links with Cornwall Council which will see the students preparing real and usable community emergency plans as part of the Department of Food and Rural Affairs Pathfinder flood and emergency planning initiative. (The first such plan will be completed in 2015)
Duchy College and the wider Cornwall College Group are also developing Industry Boards to comment and advice on specific programme.

FdSc Rescue & Emergency Management Handbook (2022-2023)

PS12. Programme Structure

College:	Cornwall College, Bicton	Programme Title:	FdSc Rescue and Emergency Management
Academic Year:	2022-2023	Mode of Attendance Course Duration:	Full Time Over 2 Years
Plymouth Programme Code:	3449	Total Credits:	120 Credits at Level 4 120 Credits at Level 5

FHEQ level: 4 For: FdSc Rescue and Emergency Management (Full Time: 3449)				
F/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	Core	20	CORC1013 – Personal and Employability Skills Development
1	All Year	Core	20	CORD1016 – The Role of the Voluntary Sector in Rescue & Emergency Management
1	Autumn	Core	20	CORD1018 – Operational Firefighting
1	Summer	Core	20	CORD1019 – Patient Assessment
1	Spring	Core	20	CORD1020 – Search Management
1	Spring/Summer	Core	20	CORD1035 – Research Skills and Secondary Analysis

FHEQ level: 5 For: FdSc Rescue and Emergency Management (Full Time: 3449)				
F/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	Summer	Core	20	CORD2067 – Resource Management
2	Autumn	Core	20	CORD2068 – Managing Incidents and Emergency Situations
2	Spring	Core	20	CORD2069 – Emergency Planning and Contingency Management
2	Spring/Summer	Core	20	CORD2070 – Technical Rescue
2	Summer	Core	20	CORD2075 – Managing Patients from Hostile Environments
2	All Year	Core	20	CORD2078 – Research Project

College:	Cornwall College, Bicton	Programme Title:	FdSc Rescue and Emergency Management
Academic Year:	2022-2023	Mode of Attendance Course Duration:	Part Time Over 3 Years
Plymouth Programme Code:	5115	Total Credits:	120 Credits at Level 4 120 Credits at Level 5

FHEQ level: 4 For: FdSc Rescue and Emergency Management (Part Time: 5115)				
P/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	Core	20	CORC1013 – Personal and Employability Skills Development
1	Summer	Core	20	CORD1016 – The Role of the Voluntary Sector in Rescue & Emergency Management
1	Spring	Core	20	CORD1018 – Operational Firefighting
1	Spring/ Summer	Core	10	CORD1035 – Research Skills and Secondary Analysis
2	Autumn	Core	20	CORD1019 – Patient Assessment
2	Spring	Core	20	CORD1020 – Search Management

FHEQ level: 5 For: FdSc Rescue and Emergency Management (Part Time: 5115)				
P/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	Spring/ Summer	Core	20	CORD2070 – Technical Rescue
2	Summer	Core	20	CORD2075 – Managing Patients from Hostile Environments
3	All Year	Core	20	CORD2078 – Research Project
3	Summer	Core	20	CORD2067 – Resource Management
3	Autumn	Core	20	CORD2068 – Managing Incidents and Emergency Situations
3	Spring	Core	20	CORD2069 – Emergency Planning and Contingency Management

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: FdSc Rescue and Emergency Management Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000) **By the end of this level of this programme the students will be able to demonstrate for a threshold pass:** • The underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study; (FDQB	**Primary:** A wide range of student-centred approaches are used including lectures, seminars, practical and theoretical workshops, group work, Web based CT and directed study.	2, 3,4 & 5	1,3,4,6,7	A variety of assessment methods are used that emphasise theory/practice links throughout the programme. These include essays, practice-focused assignments, project reports, clinical	CORD1035 CORC1013 CORD1018 CORD1019 CORD1020

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog Intended Learning outcomes	Range of Assessments	Related Core Modules
42:1/42:2/33) • Presenting, evaluating and interpreting qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study (HPPS 19: B10) • The skills necessary to enable employees to be versatile and adaptable in progressing to and within work (HPPS, 20:C2); • Effective multi-professional/multi-agency working practices; (HPPS, 20:C3); • Evaluating an individual patient's condition, the evaluation being based on the criticality of the patient, and apply treatment to nationally agreed evidence-based practice standards; (HPPS, 20:C4 / 13); • Reacting appropriately to multiple casualty situations employing triage and major incident procedures as appropriate to the circumstances and with reference to national and local policies; (HPPS, 20: C8) • The values that underpin anti-discriminatory working practices; • Provision of effective care delivery in response to special circumstances; • Provision of safe and sensitive care through the use of practical skills and knowledge of current best practice;	**Secondary/Supplementary:** Critical incident analysis and reflection on practice are used to enable theory/practice links. Inter-professional learning is emphasised in practice. Feedback from industry contacts and networks following visits, guest lectures and after participating within multi-agency exercises.			assessments, competency-based practice portfolios, seminar presentations and tests. Theory and practice are formatively and summatively assessed against criteria that measure academic and practice levels of performance. Students also participate in activities with industry specialists, organisations in the form of guest speakers and lecturers, taking part in live exercises and visiting local organisations. All students receive feedback after these events to establish understanding and in the case of exercises whether exercise outcomes were achieved.	

FdSc Rescue & Emergency Management Handbook (2022-2023)

FHEQ level: FdSc Rescue and Emergency Management Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply knowledge and understanding skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					
Cognitive and Intellectual Skills: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000). **By the end of this level of this programme the students will be able to demonstrate for a threshold pass:** • Apply the skills needed for academic study and enquiry; (FDQB 42:6) • Demonstrate advanced problem-solving skill in order to make sustainable judgements in the context of practice (FDQB 42:2) • Successful application in the workplace of the range of skills learnt throughout the programme (FDQB 42:2) • Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context (FDQB 42:3) • Transfer knowledge and skills to a variety of settings and unexpected situations (HPPS, 18: A2)	**Primary:** Critical incident analysis and reflection on practice are used to enable theory/practice links. Inter-professional learning is emphasised in practice. **Secondary/Supplementary:** A wide range of student-centred approaches are used including lectures, seminars, practical and theoretical workshops, group work, Web based CT and directed study.	1, 2, & 3	6,7,8,9, &10	A variety of assessment methods are used that emphasise theory/practice links throughout the programme. These include essays, practice-focused assignments, project reports, clinical assessments, competency-based practice portfolios, seminar presentations and tests. Theory and practice are formatively and summatively assessed against criteria that measure academic and practice levels of performance.	CORC1013 CORD1016 CORD1018 CORD1035 CORD1019 CORD1020

FHEQ level: FdSc Rescue and Emergency Management Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog Intended Learning outcomes	Range of Assessments	Related Core Modules
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply knowledge and understanding skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					
Key Transferable Skills: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000). **By the end of this level of this programme the students will be able to demonstrate for a threshold pass:** • Evaluate own academic and professional performance; (HPPS 8) • Take responsibility for personal and professional learning and development; (HPPS 8) • Manage time, prioritise workloads, recognise and manage personal emotions and stress; (HPPS 8) • Literary and information processing; • Understand career opportunities and challenges ahead and begin to plan a career path; (HPPS 9) • Demonstrate literacy & numeracy skills; (HPPS 8) • Use a range of established techniques to initiate and undertake analysis of information in their field of study and in a work context; (FDQB 42:8)	**Primary:** Critical incident analysis and reflection on practice are used to enable theory/practice links. Inter-professional learning is emphasised and engagement in practice provides an opportunity for students to demonstrate many of these skills and presenting opportunities to be evidenced in the practice area. **Secondary/Supplementary:** A wide range of student-centred approaches are used including	3,4 & 5	1,2,3,4,5 & 8	A variety of assessment methods are used that emphasise theory/practice links throughout the programme. These include essays, practice-focused assignments, project reports, clinical assessments, competency-based practice portfolios, seminar presentations and tests. Theory and practice are formatively and summatively assessed against criteria that	CORC1013 CORD1016 CORD1018 CORD1035 CORD1019 CORD1020

FHEQ level: **FdSc Rescue and Emergency Management Level 4**					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
• Undertake further training and develop new skills within a structured and managed environment; (FDQB 42:9) • Have qualities and transferable skills necessary for employment and progression to other qualifications; (FDQB42:9) • Have the ability to utilise opportunities for lifelong learning. (FDQB42:10)	lectures, seminars, practical and theoretical workshops, group work, Web based CT and directed study. Feedback from industry contacts and networks following visits, guest lectures and after participating within multi-agency exercises.			measure academic and practice levels of performance. Students also participate in activities with industry specialists, organisations in the form of guest speakers and lecturers, taking part in live exercises and visiting local organisations. All students receive feedback after these events to establish understanding and in the case of exercises whether exercise outcomes were achieved.	
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply knowledge and understanding skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					
Employment Related Skills: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000). **By the end of this level of this programme the students will be able to demonstrate for a**	**Primary** • Project oral presentation			Students participate in activities with industry	CORD1019 CORD1020

FdSc Rescue & Emergency Management Handbook (2022-2023)

FHEQ level: FdSc Rescue and Emergency Management Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
threshold pass: • Identify and work towards targets for personal, career and academic development • Develop the skills necessary for self-managed and lifelong learning (that is, independent study, time management, organisational skills)	• Coursework reports **Secondary** Employer and placement manager feedback Feedback from industry contacts and networks following visits, guest lectures and after participating within multi-agency exercises.	4 & 5	1,2,3,4,5,6 & 7	specialists, organisations in the form of guest speakers and lecturers, taking part in live exercises and visiting local organisations. All students receive feedback after these events to establish understanding and in the case of exercises whether exercise outcomes were achieved. It is their performance and network-building skills that will make the students more employable.	CORD1018
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply knowledge and understanding skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					
Practical Skills: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000). **By the end of this level of this programme the students will be able to demonstrate for a threshold pass:**	**Primary:** Modules will include a mix of			Practice portfolios identify the practice based generic and specific competencies	CORD1018

FdSc Rescue & Emergency Management Handbook (2022-2023)

FHEQ level: FdSc Rescue and Emergency Management Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
• Computer and information technology skills; (HPPS15) • Presentation and oral communication skills; • Written communication; (HPPS14) • Effective care delivery in response to special circumstances; (HPPS14) • An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of knowledge and in a work context; (HPPS13 / FDQB42:5) • Manage themselves, their practice, and that of others, in accordance with recognised national guidelines and standards, recognising their own abilities and limitations;(HPPS18: A2) • Transfer knowledge and skills to a variety of settings and unexpected situations; (HPPS18: A7) • Practice in accordance with the professional ethical and legal frameworks and with due regard to health and safety consideration, modifying practice accordingly to reflect individual situations; (HPPS 18: A9) • Demonstrate sound judgement and teamwork across a range of situations; • Contribute to public protection by creating and maintaining a safe environment; • Demonstrate an understanding of the roles of others, by participating in multi-professional	work based, practical sessions and project work, requiring students to integrate theory with practice. Students will experience multi-professional team working that promotes the principles of inter-professional working. The use of critical incident analysis and reflection on practice will help to bridge the theory-practice gap. **Secondary/Supplementary:** Feedback from industry contacts and networks following visits, guest lectures and after participating within multi-agency exercises.	4 & 5	2,3,5,6 & 7	necessary for successful completion of the programme. Reflective accounts of practice will be included in the portfolios. Students participate in team activities during a number of modules and utilise practical hands-on skills such as medical scenario evaluations, oral interviews and presentations. All activities are assessed by means of formative or summative methods.	CORD1019 CORD1020

FHEQ level: **FdSc Rescue and Emergency Management Level 4**					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
activity; • Recognise potential risk and intervene to prevent, where possible, complications occurring in order to maintain high standard of patient, public and personal safety;					
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply knowledge and understanding skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					

FHEQ level: **FdSc Rescue and Emergency Management Level 5**					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000). **By the end of this level of this programme the students will be able to demonstrate for a threshold pass:** • The well-established principles underpinning their field of study and the way in which those principles have developed; • The main methods of enquiry in their subject;	**Primary:** A wide range of student-centred approaches are used including	3,4 & 5	1,3,4,6,7	A variety of assessment methods are used that emphasise theory/practice links throughout the	CORD2075 CORD2000 CORD2070 CORD2067

20 | P a g e

FHEQ level: FdSc Rescue and Emergency Management Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog Intended Learning outcomes	Range of Assessments	Related Core Modules
• The limits of their knowledge, and how this influences analyses and interpretations based on that knowledge; • The skills necessary to enable employees to be versatile and adaptable in progressing to and within work; • Effective multi-professional/multi-agency working practices; • Evaluating an individual patient's condition, the evaluation being based on the criticality of the patient, and apply treatment to nationally agreed evidence-based practice standards; • Reacting appropriately to multiple casualty situations employing triage and major incident procedures as appropriate to the circumstances and with reference to national and local policies; • The values that underpin anti-discriminatory working practices; • Provision of effective care delivery in response to special circumstances; • Provision of safe and sensitive care through the use of practical skills and knowledge of current best practice; • Demonstrate knowledge and understanding of organisations, the external environment in which they operate and how they are managed.	lectures, seminars, practical and theoretical workshops, group work, Web based CT and directed study. **Secondary/Supplementary:** Critical incident analysis and reflection on practice are used to enable theory/practice links. Inter-professional learning is emphasised in practice. Feedback from industry contacts and networks following visits, guest lectures and after participating within multi-agency exercises.			programme. These include essays, practice-focused assignments, project reports, clinical assessments, competency-based practice portfolios, seminar presentations and tests. Theory and practice are formatively and summatively assessed against criteria that measure academic and practice levels of performance. Students participate in activities with industry specialists, organisations in the form of guest speakers and lecturers, taking part in live exercises and visiting local organisations. All students receive feedback during and after these events to establish understanding and in the case of exercises whether exercise outcomes were achieved.	CORD2068 CORD2069

FdSc Rescue & Emergency Management Handbook (2022-2023)

FHEQ level: FdSc Rescue and Emergency Management Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog Intended Learning outcomes	Range of Assessments	Related Core Modules
An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply transferable skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					
Cognitive and Intellectual Skills: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000). **By the end of this level of this programme the students will be able to demonstrate for a threshold pass:** • Apply the skills needed for academic study and enquiry; • Critique and analyse the theory and evidence underpinning practice; • Demonstrate advanced problem-solving skill in order to make sustainable judgements in the context of practice • Successful application in the workplace of the range of skills learnt throughout the programme • Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context • Ability to evaluate critically the appropriateness	**Primary** • Class exercises • Tutorial/seminar discussions • Feedback via coursework assessment process (essays, reports) **Secondary** • Policy and practice analysis in tutorials • Computer-based practicals on data and measurement problems • Classroom discussion and feedback	1, 2, & 3	6,7,8,9, &10	Cognitive and intellectual skills are assessed via; • Essays/projects/ dissertations • Examinations /tests • Coursework/ group work on practical application questions Assessed presentations	CORD2075 CORD2000 CORD2070 CORD2067 CORD2068 CORD2069

FdSc Rescue & Emergency Management Handbook (2022-2023)

FHEQ level: FdSc Rescue and Emergency Management Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
of different approaches to solving problems in their field of study and apply these in a work context • Transfer knowledge and skills to a variety of settings and unexpected situations • Demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management.					
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply transferable skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					
Key Transferable Skills: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000). **By the end of this level of this programme the students will be able to demonstrate for a threshold pass:** • Evaluate own academic, professional and clinical performance; • Take responsibility for personal and professional learning and development; • Manage time, prioritise workloads, recognise and manage personal emotions and stress; • Literary and information processing; • Understand career opportunities and challenges ahead and begin to plan a career path;	**Primary**: Critical incident analysis and reflection on practice are used to enable theory/practice links. Inter-professional learning is emphasised and engagement in practice provides an opportunity for students to demonstrate many of these skills and	3,4 & 5	1,2,3,4,5 & 8	A variety of assessment methods are used that emphasise theory/practice links throughout the programme. These include essays, practice-focused assignments, project reports, clinical assessments, competency-	CORD2075 CORD2070 CORD2067 CORD2068 CORD2069

FdSc Rescue & Emergency Management Handbook (2022-2023)

FHEQ level: FdSc Rescue and Emergency Management Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
- Demonstrate literacy & numeracy skills; - Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context; - Undertake further training, develop existing skills, and acquire new competencies that will enable them to assume responsibility within organisations; - Have qualities and transferable skills necessary for employment and progression to other qualifications; - Have the ability to utilise opportunities for lifelong learning.	presenting opportunities to be evidenced in the practice area. Feedback via coursework assessment process (essays, reports) **Secondary/Supplementary:** A wide range of student-centred approaches are used including lectures, seminars, practical and theoretical workshops, group work, Web based CT and directed study. Feedback from industry experts after visits, lectures and participation in exercises.			based practice portfolios, seminar presentations and tests. Theory and practice are formatively and summatively assessed against criteria that measure academic and practice levels of performance. Students, during participation in activities with industry specialists, organisations in the form of guest speakers and lecturers, taking part in live exercises and visiting local organisations will receive feedback after these events to establish understanding.	
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply transferable skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					
Employment Related Skills: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS)					

FHEQ level: FdSc Rescue and Emergency Management Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog Intended Learning outcomes	Range of Assessments	Related Core Modules
(2001) General Business and Management (GBM) (2000). **By the end of this level of this programme the students will be able to demonstrate for a threshold pass:** • Identify and work towards targets for personal, career and academic development • Develop the skills necessary for self-managed and lifelong learning (that is, independent study, time management, organisational skills) • Demonstrate interpersonal and team work skills • Organise a team effectively and contribute effectively to team work through the identification of individual and collective goals • Recognise and respect the views of others and reflect on performance as an individual and team member	**Primary:** • Group work awareness and practice • Practical sessions • Reflection sessions Feedback via coursework assessment process (essays, reports) **Secondary/Supplementary:** • Employer and placement manager feedback • Feedback from industry contacts and networks following visits, guest lectures and after participating within multi-agency exercises.	PLO 4, 2,3	PILO 2,3,4,5	Formative assessment and feedback by industry practitioners during guest lectures, visits and participation in multi-agency exercises. Essays, reports, presentations, oral interviews and vocational assessments such as writing emergency plans.	CORD2070 CORD2069 CORD2068
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply transferable skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					
Practical Skills: Foundation Degree Qualification Benchmark (FDQB) (2004) Healthcare Programmes - Paramedic Science (HPPS) (2001) General Business and Management (GBM) (2000).					

FdSc Rescue & Emergency Management Handbook (2022-2023)

FHEQ level: FdSc Rescue and Emergency Management Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog Intended Learning outcomes**	**Range of Assessments**	**Related Core Modules**
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: • Computer and information technology skills; • Presentation and oral communication skills; • Written communication; • Effective care delivery in response to special circumstances; • An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of knowledge and in a work context; • Manage themselves, their practice, and that of others, in accordance with recognised national guidelines and standards, recognising their own abilities and limitations; • Transfer knowledge and skills to a variety of settings and unexpected situations; • Practice in accordance with the professional ethical and legal framework and with due regard to health and safety consideration, modifying practice accordingly to reflect individual situations; • Demonstrate sound judgement and teamwork across a range of situations; • Contribute to public protection by creating and maintaining a safe operating environment; • Demonstrate an understanding of the roles of others, by participating in multi-professional	**Primary:** Modules will include a mix of work based, practical sessions and project work, requiring students to integrate theory with practice. Students will experience multi-professional team working that promotes the principles of inter-professional working. The use of critical incident analysis and reflection on practice will help to bridge the theory-practice gap. **Secondary/Supplementary:** Feedback from industry contacts and networks following visits, guest lectures and after participating within multi-agency exercises.	4 & 5	2,3,5,6 & 7	Formative assessment and feedback by industry practitioners during guest lectures, visits and participation in multi-agency exercises. Essays, reports, presentations, oral interviews and vocational assessments such as writing emergency plans and participating in technical rescue water and rope learning where assessments will be practical and vocational-based.	CORD2070 CORD2067 CORD2068 CORD2069

FHEQ level: FdSc Rescue and Emergency Management Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog Intended Learning outcomes	Range of Assessments	Related Core Modules
activity; • Recognise potential risk and intervene to prevent, where possible, complications occurring in order to maintain high standard of patient, public and personal safety; • Use appropriate research and other evidence to underpin decision making, even when making decisions on the basis of limited information;					
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply transferable skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of assessments throughout this unit.					

PS14. Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 4 FdSc Rescue and Emergency Management					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
WBL Activity includes attending and participating in industry led and organised exercises and activities. These cannot be identified in advance as they all depend on the good will availability/occurrence of activity. In addition, students benefit from the programme manager and course tutor network of contacts and facilities for the students to engage within and at.	Transportation arrangements. The programme has access to firefighting equipment and related equipment such as incident commander tabards and first aid equipment at Level 4 In addition, stakeholders and organisations allowing student visits are content to allow students to utilise resources and facilities as part of their visits and learning.	3, 4 & 5	1, 2, 3,4, 5, 6 & 7	Report writing Practical assessments including search management and medical-based scenarios. Case Studies Presentations Oral interviews Preparation of emergency plans	CORD1018 CORD1019 CORD1020

An explanation of this map:

WRL occurs on the programme by utilising industry contacts as effectively as possible for students. This is done by seeking to take part in emergency exercises and events and by taking students to other organisations such as police/fire/ambulance premises and speaking to industry experts and employers.

This is not scheduled in the programme but fitted in as available and as required during the course.

The visits/exercises can span all elements of the programme in both years and all modules.

In addition, the programme manager is currently pursuing opportunities for students to undertake WBL work experience through attachments and shadowing with industry-based organisations and contacts. These include NHS Cornwall, NHS Kent, Teignbridge District Council, Plymouth City Council and Shelterbox. These activities and opportunities will take place throughout Level 4 and 5 and depend on the availability and agreement with industry.

These activities and opportunities will take place throughout Level 4 and 5 and depend on the availability and agreement with industry. The extent to which student contribution to WBL and WRL will be limited by the timing within the course but no worthwhile opportunities for WRL/WBL are missed for this reason. Students are prepared in advance through tutorials and discussion to prepare them for this activity.

FHEQ level: 5 FdSc Rescue and Emergency Management					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
WRL Activity includes attending and participating in industry led and organised exercises and activities. These cannot be identified in advance as they all depend on the good will availability/occurrence of activity.	Transportation arrangements. The programme has access to rope and water related rescue equipment and related equipment such as incident commander tabards and first aid equipment. In addition, stakeholders and organisations allowing student visits are content to allow students to utilise resources and facilities as part of their visits and learning.	3, 4 & 5	1, 2, 3,4, 5, 6 & 7	Report writing Practical assessments including rope, water and medical-based scenarios. Case Studies Presentations Oral interviews Preparation of emergency plans	CORD2075 CORD2070 CORD2067 CORD2068 CORD2069

An explanation of this map:

WRL occurs on the programme by utilising industry contacts as effectively as possible for students. This is done by seeking to take part in emergency exercises and events and by taking students to other organisations such as police/fire/ambulance premises and speaking to industry experts and employers.

This is not scheduled in the programme but fitted in as available and as required during the course.

The visits/exercises can span all elements of the programme in both years and all modules.

In addition, the programme manager is currently pursuing opportunities for students to undertake WBL work experience through attachments and shadowing with industry-based organisations and contacts. These include NHS Cornwall, NHS Kent, Teignbridge District Council, Plymouth City Council and Shelterbox. These activities and opportunities will take place throughout Level 4 and 5 and depend on the availability and agreement with industry. The extent to which student contribution to WBL and WRL will be limited by the timing within the course but no worthwhile opportunities for WRL/WBL are missed for this reason. Students are prepared in advance through tutorials and discussion to prepare them for this activity.

Examples of Work Based/Related Learning

The following are some examples of work based/related learning undertaken by students of the FdSc Rescue and Emergency Management Course.

Item No.	Activity	Comments
1	Multi-agency emergency Exercise Land's End Airport	Assisted airport emergency preparedness revalidation
2	Multi-agency emergency services search and rescue exercise Dartmoor	Students were casualties and actors and were given a flight in a Sea King exercise
3	Visit to Shelterbox – International humanitarian relief agency	Students able to see how a UK charity assists in overseas disasters. Students allowed to pack some of their relief boxes.
4	Guest speaker Simon Dell, MBE for services to Search and Rescue	Simon talked about his search and rescue experiences.
5	Attended mass decontamination exercise at Okehampton army camp run by the Fire Service.	Students experienced the entire process of mass decontamination after a chemical/biological incident and actually were 'decontaminated'
6	Guest speaker Marilyn Wignall – Devon and Cornwall Police Trauma and counselling co-ordinator	Talking to students about coping with and dealing with stress and traumatic incidents in the emergency services
7	Guest speaker Jamie Whitford-Robson – Civil Protection Officer speaking about the role of the Local Authority in responding to major incidents	
8	Guest speaker Chief Inspector Brendan Brookshaw – Police major incident manager	
9	Multi-agency emergency Exercise Newquay Airport.	Students witnessed fire service putting out a fire on an aircraft and then took part in the exercise to deal with survivors and casualties.
10	Guest speakers from Devon and Cornwall 4x4 Response group	Voluntary service used in major incidents.
11	Visit to Cornwall search and Rescue team base	Voluntary Search and rescue group activity
12	Guest speakers from the Coastguard Service and the Border Agency/Force	Main speaker was an ex-student
13	Guest speaker Ian Arrow, HM Coroner	
14	Follow-on from 13 above – visit to Torbay Mortuary to see processes and expose students to the unpleasant side of the emergency services	
15	Attended and observed large scale police mass fatalities and identification exercise at Okehampton	Students observed and participated in body recovery and mortuary/forensic procedures.

16	Attended Boscastle and students were spoken to by a coastguard responder during the flash floods of 2004.	
17	Visit by NHS Kent to demonstrate decontamination procedures and equipment, the role of the NHS in emergencies and to discuss annual student work placement.	
18	Arranged for summer term 2015 Attend Police HQ, Middlemoor to attend a question and answer session with Assistant Chief Constable Paul Netherton and Public Health England lead on the Ebola Virus, Deborah Lapthorne.	Students will take part in a Q&A session with the two named senior officials to talk about their roles and in particular the police and health response to any large outbreak of the Ebola Virus in the UK.

The course has the following links to partner organisations which offer work based and related activities:

NHS Kent – Offer a paid 1-year student placement in emergency planning per year.

NHS Devon (Exeter) – As above

Shelterbox – Opportunities for short term internships

Ambulance Service – Opportunities for students in own time to work with a trained paramedic crew

NHS Cornwall – voluntary work experience at local hospitals

Teignbridge District Council – Planning to arrange exercises that students can run for their staff.

Plymouth City Council – Offered shadowing opportunities for students to attend emergency planning and Local Resilience Forum events

Developing links with Cornwall Council to allow students to complete 'real' emergency community plans for 'at-risk' communities as part of their studies. This involves meeting communities, writing and exercising plans.

Students are encouraged to join the Emergency Planning Society to enable them to join in with professional training events and free activities in order to build their own professional network of contacts.

Students are encouraged to join the 'Journal of Search and Rescue' which is about to incorporate a 'student submission' section which will be administered by the FdSc Rescue and Emergency management programme manager. This will encourage submission of student academic work.

PS15. Appendix – Module Details

Module Code	Module Title	Assessment Mode	Short Module Descriptor
CORC1013	**Personal and Employability Skills Development**	100% (CW)	This module is designed to equip students with the necessary knowledge and skills to develop themselves in terms of their personal and employability skills.
CORD1016	**The Role of the Voluntary Sector in Rescue and Emergency Management**	100% (CW)	This module is designed to equip students with the necessary knowledge and skills to understand the role of the voluntary sector in rescue and emergency management and how they operate and work with the public sector.
CORD1018	**Operational Firefighting**	50% (CW) 50% (Practical)	This module provides an overview of modern firefighting operations covering firefighter training and development and the hazards encountered by fire service personnel.
CORD1035	**Research Skills and Secondary Analysis**	50% (CW) 50% (Practical)	This module is designed to develop the student's academic study skills and knowledge of the underpinning principles of research design and data analysis. Students will also examine and analyse existing research from industry sources and identify future continuing research opportunities.
CORD1019	**Patient Assessment**	50% (CW) 50% (Practical or Pass / fail)	This module enables students to develop their knowledge, skills and understanding of patient assessment through focusing on the various developmental stages in human life. Students will reflect how knowledge of a wide variety of theoretical perspectives on assessment will promote and enhance individualised patient care.
CORD1020	**Search Management**	50% (CW) 50% (Practical)	This module looks at the broad spectrum of search management from the practitioner's point of view and encompasses the work of agencies involved in land, sea and aerial search.
CORD2078	**Research project**	100% (CW)	This module allows students to select a topic for examination, to undertake a review of the literature on the subject and a conduction a detailed original investigation.
CORD2067	**Resource Management**	50% (CW) 50% (Practical)	This module develops an understanding of the monitoring and budgetary control of physical and financial resources in order to maximise operational performance and make recommendations for team and organisational improvement.
CORD2068	**Managing Incidents and Emergency Situations**	50% (CW) 50% (Practical)	This module develops knowledge relevant to the management of operational incidents and major emergency situations and provides an understanding of the factors and priorities that influence the decision-making process.

FdSc Rescue & Emergency Management Handbook (2022-2023)

CORD2069	**Emergency Planning and Contingency Management**	50% (CW) 50% (Practical)	This module provides the knowledge and understanding necessary to develop effective multi-agency planning strategies for the management of emergencies.
CORD2070	**Technical Rescue**	60% (CW) 40% (Practical)	This module covers the two technical rescue disciplines of swift water rescue and rope rescue.
CORD2075	**Managing Patients from Hostile Environments**	50% (CW) 50% (Practical)	This module provides knowledge and critical understanding of strategies underpinning effective advanced life support and extrication from hostile environments, enabling first contact rescue practitioners to co-ordinate initial patient centred emergency care and to assist health care professionals.