

Department of Health Sciences

University of Suffolk



A university for a
changing world
uos.ac.uk



Bachelor of Science (Hons)

PARAMEDIC SCIENCE

PRACTICE EDUCATOR HANDBOOK



Contents

	Page Number
Overview of PAD & PEd Handbook	3
Roles & Responsibilities	4-6
Placement Interviews	7
Assessing Elements of Practice	8
Formative & Summative Assessment	9
Action / Personal Development Plans	10
End of Placement Review	11
Passing or Failing	12
Glossary of Terms	13
List of Elements of Practice Criteria	14-15
Grading of Elements	16-18
Example of Completed Element	19
Example of Action / Personal Development Plan	20
Example of Placement Meeting Plan	21
Module Summary Year 1	22-24
Module Summary Year 2	25-27
Module Summary Year 3	28-30
Cause for Concern	31-33
Simulated skills confirmation sheet	34

Overview of PAD

This integrated document combines the student paramedics practice assessment document (PAD). It uses the University of Hertfordshire PAD as a template and is reproduced with their kind permission and includes contributions from the five higher education institutions which make up the East of England Paramedic Partners Group. This ensures that despite wherever a student will be within practice placement within the East of England Ambulance Service Trust (EEAST) the documents will all have a similar approach and process for student clinical assessments. This document supports the student's journey over the next three years and reflects on their learning as they apply theory to practice. The student will take ownership for this document and with the support of their Paramedic Educator (PEd) use it to document formative and summative assessment and complete practical skills required to practice as a paramedic. The PAD also recognises areas of practice where the student may struggle to meet the practice elements so a Personal Development Plan can be agreed between the student and their PEd to ensure they are supported to pass all summative aspects of assessment. It also documents the skills the student paramedic will develop over the next three years. This document has been developed in accordance with the HCPC Paramedic Standards of Proficiency and the Paramedic Curriculum Guidance from the College of Paramedics.

Overview of Handbook

This handbook has been produced by the University of Suffolk to support the Practice Educator (PEd) in placement setting with the University of Suffolk's BSc [hons] Paramedic Science students. This handbook will be supplemented by the University of Suffolk's PEd Website repository where notices, documents and dynamic amendments can take place. The handbook combines various pages from the student's Practice Assessment Document (PAD) along with PEd specific information.

ROLES AND RESPONSIBILITIES

The roles and responsibilities listed below are only an indicative summary of the key areas to be achieved during practice placements. Comprehensive guidance can be found in the Paramedic Handbook.

THE STUDENT

- The student must attend their designated placement location in the agreed time frame.
- The student must present their PAD on the first day of their placement to their PEd (or supervisor in non-ambulance placements).
- The student must have their PAD with them for each shift for potential assessment, review and feedback.
- The student must ensure that the placement information, signature sheet and record of attendance are completed for each practice placement area.
- The student must ensure that the required meetings (interviews) and assessments are undertaken with the PEd/supervising clinician.
- The student should be reflective and positive towards feedback they receive.
- The student must inform their link lecturer if a Development Action Plan (DAP) has been implemented.
- The student must ensure the safekeeping of their PAD throughout their programme.
- The student must submit their PAD for assessment using the designated university procedure on the date specified in the module guide.
- The student must maintain patient confidentiality at all times in line with current guidance
- Conduct must be always of a professional standard.

THE PARAMEDIC EDUCATOR (PEd)

Paramedic Educator (PEd) will be a qualified clinician who has undergone further training to develop teaching and learning skills to manage students learning and assessment needs in practice. They will be responsible for the student's clinical supervision and assessment in practice and will liaise with the students' link lecturer to support clinical development and progression on the course.

- The PEd should orientate the student to the placement area on their first day.
- The PEd must identify and provide access to appropriate learning opportunities and resources.
- The PEd should guide the student to reflect on experiences to facilitate learning in and from practice.
- The PEd must complete the appropriate sections of the practice assessment documentation.
- The PEd must undertake the appropriate assessment in an agreed time frame during and at the end of a placement within the scope of their practice.
- The PEd must ensure that both the student and the specified Link Tutor if any concerns or issues arise immediately.
- The PEd must utilise development action plans (DAP) plans to enhance the student's learning in identified areas.
- The PEd must only discuss student personal or developmental issues with appropriate members of staff when necessary.
- The PEd must demonstrate conduct of a professional standard at all times.

Your named Paramedic Educator (PEd) will have **ultimate** responsibility and be held accountable for your overall supervision and assessment of your knowledge, skills and attitude in practice. They are able to complete all aspects of the PAD but are **specifically responsible** for the completion of the preliminary, formative and summative meetings/interviews and for all summative assessments of elements of practice.

ANOTHER NAMED SUPERVISING CLINICIAN/PRACTITIONER

Sometimes you might be in a practice environment where there will be no registered paramedic or qualified mentor present, however the practice learning opportunity will be essential to develop your knowledge and skills. In this situation another registered professional will have overall responsibility and be held accountable for your supervision and assessment of your knowledge, skills and attitude in practice. The supervising clinician will have the same responsibilities as a PEd with regards to completing assessments, interviews and documentation. They will liaise closely with the link lecturer to ensure appropriate and timely completion of the preliminary, formative and summative meetings/interviews and for all summative assessments of the elements of practice.

PLACEMENT MEETINGS (INTERVIEWS)

Specific goals and assessments (formative and summative) will be set by course tutors and students will meet with their PEd/supervising clinician at the beginning of their placement (preliminary interview) to set a plan of action to meet these goals. This agreed plan and the student's development will be reviewed during a mid-way meeting (formative interview) halfway through the student's placement to ensure they are on track to meet their goals and pass their assessment(s). A development action plan (DAP) may be implemented at any time during the placement to maximise on opportunities for learning, especially in situations where elements and skills are not being met. A final meeting (summative interview) will take place towards the end of the practice placement to ensure that all assessment criteria for that placement have been met and to reflect on the student's progress.

- Preliminary Interview (within the first week of placement) to set a plan of action to meet practice elements and skills.

'A DAP may be implemented to maximise on opportunities for learning, especially in situations where elements and skills are not being met.'

- Formative Interview (mid-way in the placement) to review action plan and student development to ensure the student is on track to meet their goals and pass their assessment(s)

'A DAP may be implemented to maximise on opportunities for learning, especially in situations where elements and skills are not being met.'

- Summative Interview (within the last week of the placement) to ensure all assessment criteria have been met and to reflect on the students placement

ELEMENTS OF PRACTICE – THE ASSESSMENT PROCESS

The assessments in practice are referred to as elements of practice and they assess the student in 3 key areas of practice: knowledge, performance/practical application of skills and personal and professional awareness. These areas or domains (as they are referred to) are based on the work of Benjamin Bloom (1956) and his Taxonomy of Learning and originally classified as cognitive, psychomotor and affective domains respectively.

ASSESSING THE ELEMENTS OF PRACTICE

- Each element of practice will have a required level of practice of either Assisted (A) for the first year, Minimum supervision (MS) for the second year and Independent (I) for the third year. This will be determined by your knowledge and scope of practice relevant to your course.
- The PEd will discuss student progress and record their comments using the elements of practice criteria table. This will assess the student's knowledge, performance and personal attributes in each element of practice.
- If a student is assessed to need additional support in a specific area they may be asked to undertake a development action plan (DAP)
- **In order to pass each year, the student must have achieved the required level of practice for all the elements of practice required by their course of study.**
- If a student has not had the opportunity to undertake an element of practice, this should be recorded on the relevant page comments section of the formative assessment by their PEd and signed accordingly.

FORMATIVE AND SUMMATIVE ASSESMENT

The formative assessment provides both the student and the Paramedic Educator with feedback on how well an element of practice is being undertaken and can inform them as to how to develop, or maintain future practice to achieve competency.

The summative assessment is the final assessment determining the student's ability at the agreed stage of their practice placement.

- Where possible assessments should be pre-planned and agreed however, the student can be assessed formatively in any area, at any time.
- The student should have a minimum of one formative assessment recorded for every element of practice
- The PAD will be formatively reviewed by the University Module Leader/Tutor to identify those students who require additional support to achieve the required level by the end of the placement
- In order to pass at the first attempt the student **MUST** have one summative assessment recorded for each element of practice by the agreed time set by their course of study
- The PEd who undertakes the summative assessment must record the result in the record of achievement
- **All the elements of practice should be assessed by the student and the PEd but the PEd's decision will be considered as final.**

DEVELOPMENT ACTION PLAN (DAP)

Development action plans are a way of identifying key areas that students need to develop within an element (or elements) of practice. It should not be viewed as a 'notification of failure' but as a tool for students and PEds enabling them to focus on specific areas of development and agree and identify methods to achieve the required level of competency. A PDP is attached to each element of practice and follows the GROW technique of coaching and feedback (Whitmore, 2009)

- Development action plans must be implemented at the earliest opportunity
- A DAP must always be implemented when a student is assessed as dependent in any area of an element of practice.
- The DAP should clearly identify the area, or areas for student development with regards to knowledge, practical skills and personal or professional abilities.
- Options to achieve student goals for each area of development should be discussed and agreed with the student and written in the DAP.
- A realistic time scale should be agreed and the DAP should be reviewed as agreed and the student assessed.
- Paramedic Educators may request assistance with writing a DAP from their Team Leader, Link Tutor or Module Tutor in the strictest of confidence.

END OF PLACEMENT REVIEW

At the end of each placement, the student will be assessed on their professional standards as set out by the HCPC (2012b) and this may have a direct impact on their registration and employability.

- Students must document their placement location and their Paramedic Educator. If either the location of the placement, or their PEd changes during the duration of the placement this should also be logged.
- Students must record the date, shift time and call sign (or department) for every day of the placement individually.
- The PEd must complete the review of the students conduct, performance and ethics and all aspects must be recorded appropriately.
- If a student is assessed as not meeting any aspect of the conduct, performance and ethics this should be discussed with the student and documented in the 'Record of Meetings/Tutorials'. Specific behaviour should be commented on and what steps have been taken to modify the student behaviour must be documented.

PASSING OR FAILING THE YEAR

- If the Paramedic Educator is concerned that the student may not achieve the elements of practice within the document, the relevant University Link Tutor, Module Leader/Tutor must be contacted promptly and prior to the end of the final placement period of the year in order to provide support.
- If at any point the Paramedic Educator is concerned that the student will not meet the required standard, then a Development Action Plan should be used to help the student achieve the identified elements of practice as set out above. If unresolved a **Cause for Concern** should be raised.
- The student will have passed the practice element of the module if they have successfully achieved the summative assessments for required elements of practice stated within the practice assessment document.
- If a student **has not passed** the practice assessment, it **must be** recorded in the record of achievement and the content of the discussions with the student leading up to this decision must be recorded in the record of meetings. A Cause for Concern should be raised if following an action plan the concern is not resolved.

GLOSSARY OF TERMS

Assessment of Practice	The assessment of practice is through the achievement of all the elements of practice. Practice assessment is a collaborative, constructive process undertaken between academic staff, clinical staff and students.
Non PE'd Paramedic	Supports the Paramedic Educator and provides opportunities for the student's personal and professional development. A non PE'd Paramedic may also assist in the assessment of the competence of a student and provide evidence through testimonials to support the PEd with their assessments of the students scope of their practice.
Formative Assessment	Formative assessment of practice is ongoing and is diagnostic and developmental. It provides opportunity for feedback to the student regarding their practice through discussion and documentation. It can take place in any placement setting and should also contribute to the outcome of summative assessment.
Elements of Practice Criteria	It is acknowledged that a student will develop their level of practice in performing care throughout the course. This may range from being dependent on another practitioner, to the student being fully able to provide that element of care independently in a safe and competent manner. Table 1 outlines these levels.
Elements of Practice	Throughout the document there are stated elements of practice that represent key aspects of the work of a paramedic. It is expected that the student will experience all of these elements whilst working with the ambulance service during the course.
Placement	A placement provides the student with opportunities to gain experience, which facilitates the development of knowledge and practice. The length of time a student may spend in a placement area will vary.
Portfolio of Practice	A collection of evidence that demonstrates the student's development over the course. This may include reflective accounts, feedback on performance, additional skills, certificates, letters of thanks etc.
Paramedic Educator (PEd)	Every student has a designated Paramedic Educator for each placement. The Paramedic Educator supports and facilitates the student in developing skills and knowledge in practice. The Paramedic Educator completes the summative assessments at the end of their Course.
Course Leader	Is an academic employed by the university who oversees the course and the student's progression through it.
Summative Assessment	Summative assessment determines successful achievement of the identified elements of practice and is undertaken in conjunction with the descriptors in Table 1.
Insights	This provides the students with opportunity to gain insight into a particular health related area. It normally occurs over one or two days. A longer experience is described as a placement.

LIST OF ELEMENTS OF PRACTICE CRITERIA

Element Number	Criteria
1	Communication (and technologies)
2	H&S – Moving and handling
3	H&S – Scene safety
4	H&S – Personal Protective Equipment
5	Infection protection control (cross-infection)
6	Patient health and wellbeing
7	Patient involvement
8	Consent
9	Confidentiality
10	Capacity – including refusal of care, treatment and or transportation
11	Patient records
12	Vulnerable adults/children
13	Monitoring, recording and interpreting observations (adults)
14	Monitoring, recording and interpreting observations (paediatrics)
15	4 and 12 lead ECG analysis
16	History taking – use of FE (adults and children)
17	History taking – mental health
18	Primary survey
19	Time critical patients
20	Respiratory system examination and management (adults)
21	Cardiovascular system examination and management (adults)

22	Nervous system examination and management (adults)
23	Gastrointestinal and genitourinary system examination and management (adults)
24	Musculoskeletal system examination and management (adults)
25	Obstetric and gynaecological presentations and management
26	System examination and management of the paediatric patient
27	Multiple casualties and resource management
28	Recognition, assessment and management of cardiac arrest (all ages)
29	Basic airway management (adults)
30	Advanced airway management (adults)
31	Patient ventilation (adult)
32	Paediatric Airways
33	Medicine management (adults)
34	Medicine management (paediatrics)
35	IM Injection
36	IV cannulation
37	IV infusion
38	Wound care and dressings
39	Cervical spinal care and immobilisation
40	Fractures – including splinting and traction
41	Patient transportation and positioning
42	Clinical decision making – including local trust pathways
43	Treatment centre/destination
44	Patient handover
45	Maintain fitness to practice/professional standards
46	Multidisciplinary working and collaboration

FINE GRADING PRACTICE COMPETENCIES

The assessment of the elements of practice at the University is adapted from the Experiential Taxonomy from Steinaker and Bell (1979). Students are assessed against these levels depending on the progress within the course. It is expected that all students will achieve the level of Assisted (A) within year one, Level of minimal supervision (MS) in year 2, and level of Independent (I) in year three. An additional grade of Dependent (D) can be awarded if there is a lack of engagement from the student and the student lacks the knowledge or skills to meet the assisted assessment criteria. Should a student receive a Dependent (D) in any elements of practice this will require the Paramedic educator to raise a Cause for Concern so that the Course leader and personal tutor will be contacted to arrange a development plan to assist the student in reaching the required clinical level.

The highlighted bold lettering within each assessed Element of Practice directly relate to Scope of Practice Document found on the Mentor Portal and provided by the Student as a hard copy.

Progression should occur during practice placements and throughout the programme to enable the student paramedic to achieve an appropriate level of skill acquisition for the academic level of study:

- **Level 4 (Yr 1) – Skill Acquisition – Competent at Basic Skills / Assisted**
- **Level 5 (Yr 2) – Skill Acquisition – Minimal Supervision**
- **Level 6 (Yr 3) – Skill Acquisition – Independent**

Specific Guidelines for Fine Grading of Practice Competencies (Adapted from Steiner and Bell's (1979) Taxonomy of Experiential Learning)

Disengagement (Grade D)

- The student fails to show interest during observation of the skill / outcome.
- The student fails to recognise and action their responsibilities in identifying sources and types of information that may enhance their knowledge of the observed practice.

Exposure Grade D

- On observing a competent practitioner, the student shows awareness but lacks knowledge and skills.
- The student demonstrates a willingness to listen, observe and ask questions related to the outcome.
- The student is able to react to the experience and recognise their responsibilities in identifying sources and types of information that may enhance their knowledge of the observed practice.

Participation (Grade A) Assisted

- Under regular supervision, the student is able to participate in aspects of care related to the outcome.
- In relation to this outcome, the student is able to discuss rationale for care and explain their own decisions in care delivery. Problem solving with guidance is evident.
- The ability to acquire further information to support their practice in relation to this outcome is evident.

Identification (Grade MS) Minimal Supervision

- The student shows evidence of safely participating in the patient care related to this outcome with less direct supervision. Their ability / attempts to problem-solve in relation to this outcome are more prominent.
- The student is able to identify areas of their knowledge related to this outcome that need to be developed and demonstrates the motivation and skills to address this.
- The student recognises their professional limitations in relation to this outcome and seeks advice when appropriate.

Internalisation (Grade I) independent

- The student is able to reflect on previous experiences and show development of their practice related to this outcome as a result.
- The student's performance in this outcome is good and requires minimal supervision. Professional limitations are recognised.
- The student will need little prompting and has the ability to consistently use their initiative, based on their previous experience and/or level of knowledge.
- The student is able to discuss and apply underpinning theory to their practice and consider any discrepancies that may exist.

LEVELS OF ELEMENTS OF PRACTICE CRITERIA

Criteria Level	Knowledge / reasoning	Level of performance	Personal and professional awareness
Exposure (Dependent)	<ul style="list-style-type: none"> • <i>Lacks knowledge</i> • No awareness of alternatives • Unable to explain / give reasons for actions • Lack of engagement 	<ul style="list-style-type: none"> • Lacks accuracy and confidence • Needs continuous guidance & supervision • Weak organisational skills • No awareness of priorities 	<ul style="list-style-type: none"> • Actions & behaviour are not modified to meet the needs of the client and situation • No meaningful explanations given • Lacks insight into personal and professional behaviour
Participation (Assisted)	<ul style="list-style-type: none"> • Knowledge is usually accurate • Little awareness of alternatives • Identifies reasons for actions 	<ul style="list-style-type: none"> • Accurate performance but some lack of confidence & efficiency. • Requires frequent direction / supervision • Some awareness of priorities / requires prompting 	<ul style="list-style-type: none"> • Recognises the need to modify actions / behaviour to the client and situation, but unable to do so in non-routine situations • Gives standard explanations / does not modify information
Identification (Minimal Supervision)	<ul style="list-style-type: none"> • Applies accurate knowledge to practice • Some awareness of alternatives • Beginning to make judgements based on contemporary evidence 	<ul style="list-style-type: none"> • Safe and accurate; fairly confident / efficient • Needs occasional direction or support • Beginning to initiate appropriate actions • Identifies priorities with minimal prompting 	<ul style="list-style-type: none"> • Actions / interventions / behaviours generally appropriate for the client and situation • Explanation is usually at an appropriate & coherent Level • Identifies the need for assistance
Internalisation Independent	<ul style="list-style-type: none"> • Applies evidence based knowledge • Demonstrates awareness of alternatives • Sound rationale for actions • Makes judgements / decisions based on contemporary evidence 	<ul style="list-style-type: none"> • Confident / safe / efficient • Needs minimal direction / support • Able to prioritise • Able to adapt to the situation 	<ul style="list-style-type: none"> • Conscious / deliberate planning • Actions/ interventions/ behaviour are appropriate to the client & situation • Gives coherent / appropriate information • Identifies & makes appropriate referrals

**EXAMPLE RECORD OF ACHIEVEMENT FOR THE ELEMENT OF PRACTICE
YEAR 1**

<p>1. Communication (and technologies): Students may demonstrate breaking bad news, terminating resuscitation attempts, documenting using EPCR and handing over patient care using ASHICE/ATMISTER. Students may also demonstrate use of a range of IT communications including Tetra radio main sets/hand held's and mobile data terminals (MDT).</p>	
<p align="center">Formative</p> <p>Assessed level: Student.....MS</p> <p>Assessed level: PEd.....A.....</p> <p>Date....12/11/19.....</p> <p>PEd Name and Signature</p> <p>D Shepherd.../...D Shepherd.....</p>	<p><i>Comments</i></p> <p>When being mobilised onto a 'red call' from HEOC they lacked understanding and awareness of mobilising immediately and were unable to use the MDT function buttons in a structured way i.e. did not 'mobilise' to scene, press 'at scene', press 'leave scene' etc.</p>
<p align="center">Formative</p> <p>Assessed level: Student.....A.....</p> <p>Assessed level: PEd.....MS.....</p> <p>Date.....01/01/2020.....</p> <p>PEd Name and Signature</p> <p>.. D Shepherd.../... D Shepherd...</p>	<p><i>Comments</i></p> <p>They now understand the importance of mobilising immediately when passed a red call from HEOC although still require support with MDT functions, especially when 'leaving scene' so as to inform the receiving hospital of their intention to transport patient to them.</p>
<p align="center">Summative</p> <p>Assessed level: Student.....MS....</p> <p>Assessed level: PEd.....MS....</p> <p>Date.....01/04/2020.....</p> <p>PEd Name and Signature</p> <p>... D Shepherd.../... D Shepherd...</p>	<p><i>Comments</i></p> <p>They can now fully use MDT with direction utilising comments function boxes, refuelling buttons and basic mobilisation buttons etc. They are able to navigate around the MDT with basic understanding and knowledge of its importance.</p>

Personal Development Plan (if required) *The student will be asked to undertake a personal development plan should any difficulties/additional needs be encountered*

Reality: What are the issues/problems? (Tick relevant boxes) Knowledge <input checked="" type="checkbox"/> Practical <input checked="" type="checkbox"/> Personal and Professional <input type="checkbox"/>	
<i>They are unable to remember how to use the MDT function buttons to alert HEOC that they have mobilised to the emergency call they have been passed. Furthermore they lack insight in how to use these buttons in a structured manner and how to navigate the MDT generally.</i>	
Options: How can the student achieve their goals? (Tick relevant boxes) Knowledge <input checked="" type="checkbox"/> Practical <input checked="" type="checkbox"/> Personal and Professional <input type="checkbox"/>	
1. Review Trust guidelines on MDT functionality. 2. Review use of MDT with mentor. 3. Practice navigating the MDT functionality during 'down-time' 4. Continue to use MDT functions in a supervised live environment.	
When/Will: When will this plan be reviewed?	Date: 15/01/2021
I understand the reason for this Personal Development Plan which has been discussed and agreed with the Paramedic Educator and I understand I am responsible for informing my EEAST and university course tutors.	
Student Signature: <i>A. Student</i>	Date: 12/11/2019
A copy of this has been sent to the Link Lecturer/Course Leader	
Paramedic Educator (PEd) Name <i>D Shepherd</i>	PEd Signature: <i>D Shepherd</i>

PLACEMENT MEETING EXAMPLE

First Meeting Comments (agree an action plan)

Date:

The student will make an effort to integrate themselves into the practice setting and attempt to gain confidence in the early weeks whilst in the supernumerary position.

Mid-Way Meeting Comments (review action plans and any discuss concerns)

Date:

The student has gained confidence in communication particularly with the older demographic and has begun to involve themselves in the assessment area of patient contact. The student has stated that they are now feeling part of the team and they have integrated into the practice setting well.

Final Meeting (summarise placement, discuss summative assessment of practice elements)

Date:

The student has developed well throughout this practice placement and the majority of their elements have been signed off to a level 3. One early action plan produced supported the student in their professional conduct and subsequently achieved the goals set. The student progression was visibly evident during placement and this correlates from the formative to the summative sign offs.

PEd Name: A N Other

PEd Signature: *A N Other*

Student Name: A Student

Student Signature: *A Student*

MODULE SUMMARY – YEAR 1

Preparation For Paramedic Practice

The aims of this module are to provide students with a sound foundation on which to develop key transferable skills including communication; information technology; problem solving; numeracy; working with others; and, risk management and reflection. These skills will give the student confidence and raise their self-esteem enabling them to work and learn effectively within both the higher education and the workplace environments. It will also explore what it means to be a registered professional, and introduce the role of the student paramedic, exploring the physical, mental and practical applications of the role in preparation for practice.

Anatomy and Physiology

This module aims to provide students with an introduction to human anatomy and physiology. The emphasis of this module will be based upon normal biological function. It will enable students to have a clearer understanding of anatomy and physiology and will therefore aid the development of problem-solving skills in practice.

The emphasis of this module will be on human structure, function and homeostasis as a basis for physiological health. The module aims to provide students with a sound knowledge base from which to build upon throughout the course.

Paramedic Practice: Meeting Psycho Social Needs

The overall aim of this module is to gain an appreciation and understanding of the social, psychological and behavioural issues which affect individuals in contemporary society. The module is designed to enable the student to explore these issues in relation to the role of the paramedic.

There is increasing need to support those with mental health problems more effectively in times of crisis in line with government agendas to drive up the quality of service offered to those with mental health problems. The role of the paramedic and collaboration with other agencies is crucial in delivering compassionate multi-disciplinary holistic care. Clinical decision making in paramedic practice will be enhanced by understanding the psychosocial concepts that may affect the individual and their families who are experiencing mental distress.

This module will facilitate discussion, encourage debate and explore and challenge psychosocial issues that the student will encounter in practice. Issues relating to equality and diversity will also be addressed throughout.

In addition to having a clear link to application, the psychosocial issues explored within the module are underpinned with a sound theoretical base. This will enable the student contextualise health, illness and wellbeing, and to understand key issues and provide effective care in practice.

Patient Management: Care of the Individual

The focus of this module is the development of the essential knowledge, skills and value based attitudes necessary for the student paramedic to contribute to management and assessment of individual patient's in a range of practice settings. Introducing the students to the fundamentals of paramedic practice this module will reflect the integration of theory and practice drawing upon case studies, a range of clinical simulation approaches and demonstration of clinical skills.

Successful patient assessment and management requires the student paramedic to apply theory and skills to the real life setting which the practice element of this module will enable them to achieve.

The module will use a systems based approach to patient assessment and management enabling the student to focus on the care of an individual patient.

The aims of this module are:

- To examine contemporary practice through a range of clinical decision making exercises that foster enquiry, reasoning and appraisal.
- To examine the delivery of care with respect to the environment and situation encountered.
- To explore and comply with issues surrounding consent and capacity across the life span.
- To demonstrate an effective methodology for patient assessment and management that utilises a structured systems based approach.
- To demonstrate assessing, moving and handling of the individual patient within a wide range of clinical situations with appropriate selection and use of equipment and techniques.

MODULE SUMMARY – YEAR 2

Patient Management: Priorities of Care

This module will build upon skills and knowledge gained during the year one module Patient Management; Care of the Individual and will develop the student's ability to make clinical decisions for more complex cases.

The student will build upon previous knowledge and value based attitudes developing an analytical approach to disease, minor injuries and trauma process's to develop appropriate treatment plans for the patient with co morbidities.

The module will develop further the students competence in the range of skills required for paramedic practice and will allow practice of these skills through simulation. The module will encourage the student to reflect upon their developing role as a practitioner, applying knowledge gained from the first and throughout the second year to their paramedic practice.

The aims of this module are:

- To enable the students to analyse priorities of care for various traumatic and non-traumatic conditions.
- To encourage the student to evaluate physical assessment and advanced interpretation of patient data.
- To enable the students to engage and critically debate a range of issues that impact on professional practice in unplanned out of hospital emergency care.
- To develop understanding and competence of the invasive and non-invasive clinical skills required for paramedic practice.
- To facilitate the student to establish and maintain a safe practice environment.

A fundamental principle for this module is the integration of theory with students' practice experiences. Classroom activities will reflect the integration of theory and practice drawing upon reflective case studies, a range of clinical simulation approaches with performance of clinical skills. The use of Objective Structured Clinical Examinations (OSCE) as both teaching and assessment strategies integrate the knowledge and skills that are crucial for paramedic development.

An important component of this module is practice based learning in a variety of health care settings. The practice experiences will link with concurrent theoretical teaching and wherever possible students will be encouraged to follow the patient's journey through the various departments such as accident and emergency and coronary care. The students will therefore become part of a larger learning community wherein colleagues and peers are participating in the learning and teaching processes.

Pharmacology for Paramedic Practice

This module will develop the students understanding of the principles of pharmacology and the related legal and ethical issues. The module will explore cell biology, pharmacodynamics and pharmacokinetics and their relevance to health care practice. Service user issues relating to medicines therapy will be examined and the responsibilities of the paramedic in relation to these in the context of professional practice, underpinned by safe administration of medicines.

The aims of this module are:

- To develop the students understanding of the principles of pharmacology and the related legal and ethical issues.
- To develop the students understanding of medicines management and safe practice.
- To facilitate reflection on the current and future responsibilities of paramedics in medicines management and monitoring.

Research Methods for Paramedics

For the last decade enhancing the quality of care has been a driving force for the provision of all health care. The increasing emphasis on theoretically informed practice, and supported by directives such as clinical governance requires paramedics to be able to reliably access, assess and implement appropriate research evidence. This ability demands an appreciation of research methods, concepts and applications that are consistent with the academic and professional requirements to develop both knowledge and skills.

The overall aim of this module is to extend the students' knowledge and appreciation of research issues, from an examination and understanding of methodology and means of application, to an understanding of research in the broad context of paramedic practice. A range of health related topics will be utilised to explore the content of this module.

The aims of this module are:

- To raise awareness of the key concepts, language and perspectives of the research process.
- To enable students to explore and critically evaluate a variety of research methods.
- Explore the utilisation of research in the development of informed and innovative practice.
- Extend the students' knowledge and understanding of the ethical implications of systematic inquiry.

Application of Anatomy, Physiology and Pathophysiology to Paramedic Practice

The human body relies upon a series of anatomical and physiological processes in the maintenance of homeostasis. Understanding such processes is crucial for the Paramedic student in the understanding of pathophysiology and subsequent patient management.

The student will apply knowledge and understanding of anatomy and physiology and the pathophysiology of a range of major and minor illnesses/injuries and develop the ability to critically analyse approaches to clinical decisions. Building upon knowledge gained from Human Anatomy and Physiology in year 1 they will explore processes concerned with maintaining the body's homeostatic balance and how these impact upon the pathophysiological processes of illness, disease and trauma.

The student will have the opportunity to analyse physiological and clinical data which has an impact on the wellbeing, safety and management of the patient.

The aims of this module are:

- To enhance the student's knowledge and expertise in relation to applied anatomy, physiology and pathophysiology and engender the skills required for this to become lifelong study.
- To enable the students to apply the principles of anatomy, physiology and pathophysiology to the clinical decision making relating to the patient.
- To explore how knowledge and understanding of normal anatomy, physiology and pathophysiology underpins patient assessment management.
- To develop understanding and appreciation of the importance of clinical reasoning in care delivery of assessment, prioritisation, care and treatment options.

MODULE SUMMARY – YEAR 3

Patient Management: The Complex Environment

This module will enable the student to practice as an independent paramedic, able to implement their own professional judgment in demanding and complex environments drawing on knowledge and skills gained throughout Patient Management: Care of the Individual, Patient Management: Priorities of care and through successful completion of years one and two practice assessments.

At this stage of their development the student will have been exposed to many of the realities of paramedic practice. There are specialist areas and situations that, although encountered infrequently, remain an important aspect of paramedic practice and will be explored within this module.

With a focus on current policies, research, evidence and professional debates relating to the scope of practice the student will work in partnership with other professions, building and sustaining relationships and recognising those principles and practices that will allow them to contribute or lead effectively.

The aims of this module are:

- To evaluate clinical decisions and the impact on the patients journey.
- To evaluate the assessment, management and critical decisions made applying scientific evaluation as to the effectiveness.
- To explore the professional role of a paramedic from a developing evidence base and analyse the factors that drive paramedic practice.
- To evaluate own professional practice for delivery of care as an independent practitioner and employ effective communication ensuring patient comfort and dignity at all times.

Transition into Registered Paramedic Practice

This module will explore the role of the registered paramedic by enhancing the students' professional knowledge and will further explore their professional and legal obligations when delivering and managing care in the care environment.

The students will be given an opportunity to explore the theory and science that underpin the role of registered paramedic. In addition they will be able to explore personal development, self-awareness, role transition and safe and effective decision making which are essential in order to function successfully within a health care environment.

The aims of this module are:

- To enable the student to respond flexibly to service initiatives and organisational and personal change to ensure safe and effective practice.
- To facilitate a critical understanding of the concepts of leadership, management and change and their application to contemporary practice.
- To promote personal and professional development in self and others that will enable effective care and develop collaborative practice.

Dissertation

This module will provide an opportunity for the student to produce an individual study project developed from an aspect of paramedic practice in which they are particularly interested. It will enable students to further develop skills acquired throughout the programme such as enquiry based learning, problem solving, critical thinking and reflection. Using a problem solving approach students will either engage with either the principles of service improvement or systematic literature review in order to further their understanding of the evidence base and its application to practice. The dissertation module will provide a mechanism by which students will be able to demonstrate autonomy and self-direction whilst undertaking a real problem solving exercise within a topic area of their choice relevant to paramedic practice.

The module will build on previous study undertaken by students during Research Methods at level 5. Students will, therefore, already have the basic skills to undertake a literature search, review the literature and, critically evaluate published research.

The aims of this module are:

- To provide the student with the opportunity to investigate an area of particular interest in either a theoretical or an applied field.
- To develop problem solving skills.
- To deepen the student's appreciation of the scope and limitations of research and to facilitate the students to consider the stages of the research process.
- To enable the student to further their abilities in critically evaluating research material.

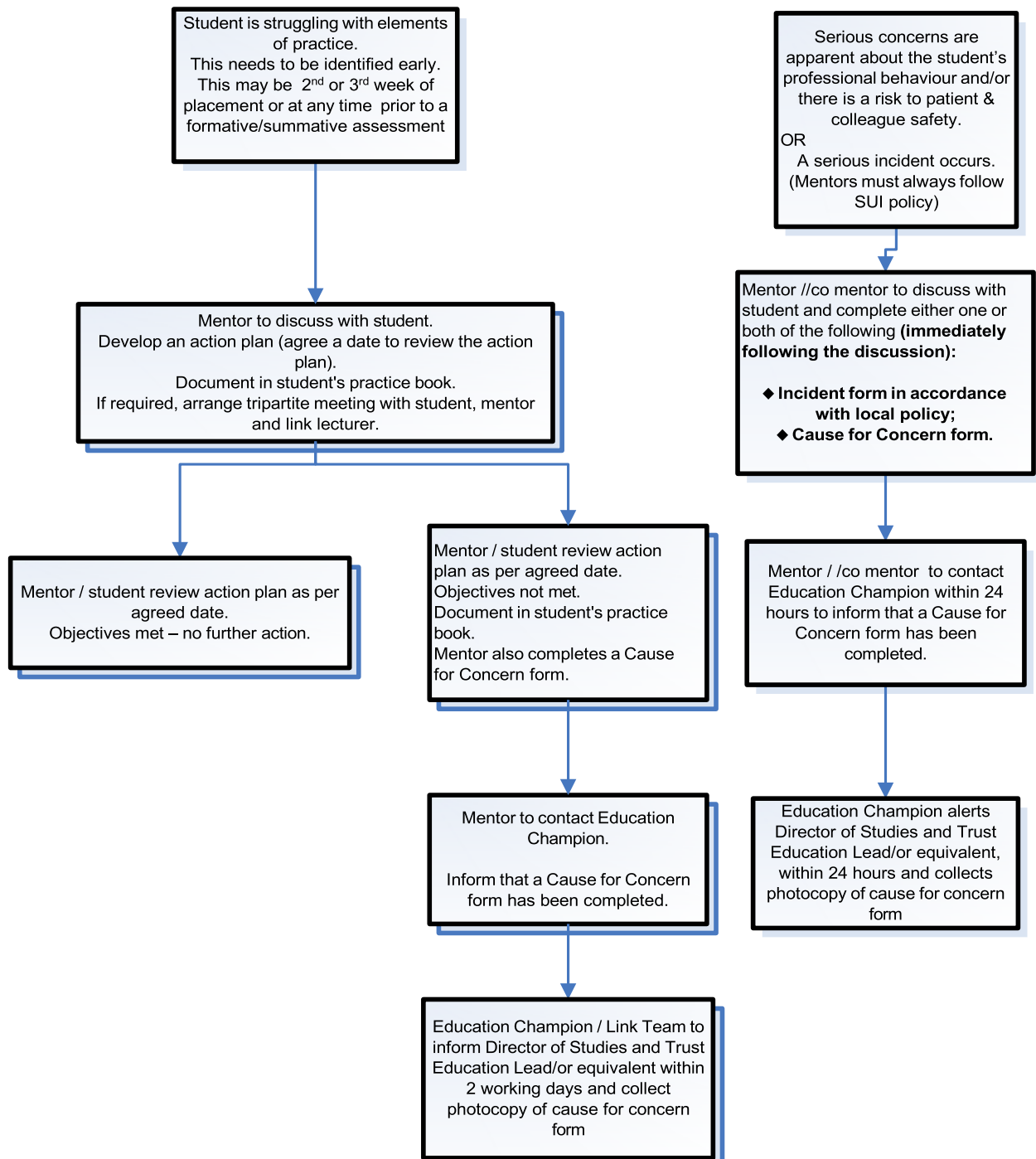
Collaborative Learning and Coaching

The key aims of the module are to provide Paramedic students with a range of methods of promoting collaborative learning in the practice setting and to develop coaching skills. This will enable them to manage different situations and challenges with both colleagues and students in the workplace upon registration. Students will be able to consider the selection, implementation, and evaluation of a range of skills and strategies that can be used to enhance learning in both a uni and multi professional context.

The aims of this module are:

- To provide students with a range of methods of promoting collaborative learning in the practice setting and to develop coaching skills.

Cause for Concern (CFC)



Cause for Concern

This may cover – conduct / behaviour / clinical performance / attitude

Contact made by:

Name: _____

Date: _____

Position: _____

Name of Placement Provider _____

Tel: _____

Clinical Area: _____

E-mail: _____

Mentor Details (if different to above)

Student Details:

Name: _____

Name: _____

Tel: _____

Cohort: _____ Course: _____

Cause for Concern Summary: (*This form **MUST** be submitted with supportive evidence i.e. copy of student formative/summative feedback on their poor performance*)

Actions Taken to date: (*This form **MUST** be submitted with examples of actions taken. Unless it is a SUI there is an expectation the student has received verbal/written feedback on performance /Action plan/discussion with Mentor/ Education champion/Evidence of mentor working together.*)

MENTOR: on completion please contact the following:

Education Champion Name:	Contacted: YES/NO	Method of Contact:	Date:
Ward Manager/Team Leader Name:	Contacted: YES/NO	Method of Contact:	Date:
Trust/Organisation Education Lead/or equivalent Name:	Contacted: YES/NO	Method of Contact:	Date:

EDUCATION CHAMPION: On receiving this form please contact the following:

(*If the concern is related to sickness/absence this form should be given to the Course Leader for investigation. If necessary, following investigation, the Director of Studies and Course Group Leader should be provided with this detail*)

Course Leader Name: (for sickness/absence)	Contacted: YES/NO	Method of Contact:	Date:
Link Team Member Name:	Contacted: YES/NO	Method of Contact:	Date:
Trust/Organisation Education Lead	Contacted: YES/NO	Method of Contact:	Date:
Personal Tutor Name:	Contacted: YES/NO	Method of Contact:	Date:

Course Group Leader	Contacted: YES/NO	Method of Contact:	Date:
Director of Studies Name:	Contacted: YES/NO	Method of Contact:	Date:

Adapted from Fitness to Practice Guidelines for Mentors in Practice (NHS East of England SHA)

Mentor to ensure photocopy of this form and supporting evidence is given to Education Champion / Link Team

Lack of supporting evidence will result in this form being returned.

Simulated skills confirmation sheet

The student has demonstrated the following skills in simulation or specialist placement under direct supervision of a lecturer, paramedic or specialist HCP. The lecturer/tutor has determined that the student is able to perform the skill **safely** by following a **systematic approach**.

The continued practice of these skills must be performed under **direct supervision** and at the **discretion** of their paramedic or supervisor in practice.

You may not perform these skills in a clinical setting until you have been signed off in simulation or the specialist setting.

	Signature	Date
Oro / Naso-pharyngeal airway		
I-gel / LMA		
Intubation (including bougie and end tidal co2)		
Ventilation BVM		
Needle Cricothyroidotomy		
Needle Thoracentesis		

Intramuscular injection		
Subcutaneous Injection		
Intravenous Cannulation		
External Juglar Cannulation		
Intraosseous Cannulation		
Infusions		
ALS – Adult		
ALS Paediatric / Neonate		