

BSc (Hons) Paramedic Science (2020 entry or later)

Practice Education Handbook

Department of Psychology, Health and
Professional Development

Faculty of Health and Life Sciences

Oxford Brookes University

Jack Straws Lane

Marston

Oxford

OX3 0FL

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Introduction

A core theme of your development during the BSc (Hons) Paramedic Science programme is practice education. Two important documents, this Practice Education Handbook (PEH) and your electronic Practice Assessment Document (BePAD) contain information relating to the practice education component of your programme. These documents support each other and should be read carefully together to enhance your practice education experience.

The PEH is a reference document containing information about practice organisation and governance. It also provides guidance to help develop your reflective learning skills and contains a glossary of useful terms in Appendix 1, to support completion of your BePAD.

BSc (Hons) Paramedic Science Programme

The following modules contain the assessment of practice placement hours for the BSc (Hons) Paramedic Science programme. As you progress through your programme, it is your responsibility to ensure that you access the module Moodle site and your specific placement timetable to confirm how many hours you are required to complete for each module.

| Module Number | Module Title | Number of Hours |
|---------------|-------------------------------|-----------------|
| PARA4008 | Paramedic Clinical Practice 1 | 750 |
| PARA5009 | Paramedic Clinical Practice 2 | 750 |
| PARA6002 | Paramedic Clinical Practice 3 | 750 |

The planned distribution of practice education hours in each setting is described below:

| BSc (Hons) Paramedic Science Placement Hours 2021/22 Placement Patterns | | | | | | | | | | |
|---|-----------|-------|---------------|-------|------------|-------|---------------|-----------------------|----------------------|-------|
| | Ambulance | | Non-ambulance | | Simulation | | S&M* training | | Total | |
| | Weeks | Hours | Weeks | Hours | Weeks | Hours | Weeks | Hours | Weeks | Hours |
| Year 1 | 12 | 450 | 4 | 150 | 5 | 112.5 | 1 | 37.5 | 22 (16 for practice) | 750 |
| Year 2 | 12 | 450 | 6 | 225 | 2 | 75 | | | 20 (18 for practice) | 750 |
| Year 3 | 12 | 450 | 6 | 225 | 2 | 75 | | | 20 (18 for practice) | 750 |
| Please note there is a -10% tolerance on these hours | | | | | | | | Total for programme = | | 2250 |

*Statutory and mandatory

Whilst we would expect students typically to be planned for 37.5 hours per week of activity during placement weeks, there is inherent flexibility with this structure to allow self-directed learning to take place and support the completion of academic assessment pieces.

Due to COVID-19 in the academic year 2021-20 the amount of time scheduled for clinical placements could be subject to change due to operational pressures facing placement providers. The HCPC provided guidance for education providers to respond flexibly during this COVID pandemic and Programme changes have been approved by relevant quality mechanisms.

Placement Themes For The BSc Paramedic Science Programme: General overview

First Year Placements:

The theme of the first-year placements is to develop your knowledge and skills to enable you to safely assess service users and identify and manage their care during transportation to an appropriate care facility. You will develop an awareness of the importance of professionalism, care, communication, and compassion. The skills needed for fundamental care are introduced during your first placement and will ensure that you have exposure to the fundamental care skills that are required of all healthcare professionals and will be developed further in all subsequent placement areas. You are likely to complete one two-week block in a special school and the other in a care/residential home.

Second Year Placements:

During the second-year placements you will continue to develop your emergency care skills. In addition, you will perform more detailed service user assessment and focus on the management of service users presenting with illness or injury within an increasing scope of practice. You will begin to identify when the transfer of care to a specialist centre or referral to another professional is appropriate for your service user. You will therefore be placed in areas of care that manage acute and chronic conditions and traumatic injuries.

Third Year Placements:

The theme of the third year is to develop your autonomous practice and skills for managing minor injuries/illness and unscheduled/urgent care. You will learn to safely see, treat, and discharge service users and give advice on self-management/care. Where you are unable to manage service users within your own scope of practice you will be able to safely recognise issues and refer your service user to the most appropriate care provider. You will enhance your student paramedic skills, management skills and develop autonomous practice.

Further suggestions for learning objectives can be found in Appendix 2: BSc Paramedic Science - Generic Learning Themes. These are designed to help you prepare for your placement visits and help you discuss your objectives with your placement visit facilitator.

Practice Education

Student Competencies

Year 1

Students commence their studies with varying levels of prior experience. Benner (1984) contends that healthcare students are considered novice at the start of their study, becoming beginners by the end of the first year. By the end of the first year of study it is anticipated that a student will be able to identify, describe, explain, and discuss fundamental knowledge and principles of their practice, which support their ability to participate and gain experience in placement. The teaching and learning focus are on basic principles of paramedic practice including the fundamental understanding of anatomy, legal and ethical principles of paramedic practice, patient assessment and management. At this point in their educational journey the student is expected to require supervision and input from their PEd regardless of their clinical environment but should be encouraged to gain independence when appropriate to do so.

Year 2

Building on the foundation knowledge gained from their first year of education and practice placement, the student progresses to the level of advanced beginner. At the beginning of the year students are equipped with the knowledge to provide more specific assessment and intervention to support service users, but it is anticipated the student will require some support and guidance supporting patients with more complex medical and social needs. With this additional education, support, and practice placement the student is able to develop his/her clinical knowledge and decision making allowing him/her to take greater responsibility in the healthcare arena.

Year 3

The student paramedic's final year of education is the opportunity to consolidate knowledge and build confidence to become competent in practice and prepare him/her as a newly qualified Paramedic. The student will build on knowledge gained in the first and second years to be able to provide holistic, patient centred care to numerous patient groups. In placement the third-year student will remain supervised at all times, but it is expected that the third-year student will be competent and confident enough to practice within the scope of a newly qualified paramedic and not require input from their PEd.

Experience

The practice education experience is a valuable component of the programme where you can learn to be a professional practitioner. It is important that you always act in a professional manner and fulfil your professional responsibilities as outlined in the [Standards of Conduct: fitness to practise for Pre-Registration Students](#) which can be found on the [Practice Education](#) web pages. This is also in line with the [Health & Care Professions Council \(HCPC\) Guidance](#).

Your Practice education experience will be undertaken in NHS ambulance settings, NHS Trusts and in private, voluntary, and independent (PVI) settings. These placements are designed to increase your exposure to specific practice experiences and to facilitate your reflection on practice. Your use of reflection will enable you to explore these experiences and use this as evidence for how you are developing in relation to the relevant placement learning outcomes. For more information on reflection see pages 28-30.

The allocation to placements across your programme will ensure relevant practice learning experience to enable achievement of the programme learning outcomes. Throughout the practice learning experience, you will be encouraged to explore and challenge existing knowledge and experience to develop your practice. You will be expected to engage with the competency framework as applicable to the current placement. You will need to plan your competency development in negotiation with your Clinical Team Educator (CTE) and Practice Educator (PEd) and with reference to the specific learning opportunities available within each placement.

Your development as a Student Paramedic is expected to follow the pathway shown in the table below:

| Level of Practice Development | | | |
|-------------------------------|---------------------------|---------------------|-------|
| | Practice Assessment Point | | |
| Year | Initial | Mid | Final |
| 1 | Assisted | | |
| 2 | Assisted | Minimal Supervision | |
| 3 | Minimal Supervision | Independent | |

Learning Overview

The paramedic programmes are designed in close collaboration with our placement learning partners to ensure the programme content is relevant and reflects current practice. The Programme integrates the theory delivered in modules with practice experience and learning. To achieve this the practice placements are organised in a variety of settings.

You are expected to use your experience in practice to enhance your understanding of the theory modules and to be able to demonstrate the ability to identify and apply the theory underpinning practice. This integration of theory and practice modules is paramount throughout the programmes and is achieved by:

- Involving practice colleagues in teaching and assessing practical skills
- University staff – including the Link Lecturer team, Practice Education Lead and Programme Lead - supporting you in your learning
- The learning outcomes from theory modules relating directly to the aims and objectives of practice
- Using knowledge, skills and attitudes gained in practice as a basis for theory learning in future modules

What is a placement?

A placement is a practice setting in which you are placed to achieve programme practice education learning objectives/outcomes and assessment requirements. Placements will include the provision of appropriately qualified practice colleague(s) to support your learning, and staff who will support you in practice.

The Paramedic Science program utilises conventional ambulance service placements as well as several different practice placements learning opportunities/activities. These learning opportunities are designed to enhance your skills and provide you with an insight into difference clinical areas, examples include:

- NHS and private hospitals
- Paediatric care
- Emergency departments/admissions units
- Critical care areas
- Nursing and residential care homes (including dementia care specialists)
- GP practices/walk-in centres/specialist practitioners
- Mental health units
- Fundamental care areas

For further guidance on potential placement areas see the current [College of Paramedics Curriculum Framework](#).

You will be expected to attend all placements and all allocated placement visits. You need to be prepared to travel, sometimes at a distance, to your placement allocations and be prepared to work shifts during the day, night, weekend, and bank holidays. It is also important for you to be prepared in advance for visiting new placement areas. The first step in doing this is contacting the placement area well in advance of the allocated start/visit date.

Professional conduct

Professional conduct is the way in which you behave and conduct yourself now that you have entered a professional programme. The Health and Care Professions Council (HCPC) expect you to meet their standards of conduct, performance, and ethics. More information can be found at:

<https://www.hcpc-uk.org/education/learners/while-i-am-studying/how-hcpc-standards-apply-to-learners/>

<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

These pages outline how you should manage your conduct, behaviour, and attitudes. You are also expected to behave appropriately in your personal life, as inappropriate behaviours may impact on your engagement with and continuation on the programme.

The following documents are produced by the university to aid your understanding of the standards that are expected of you and where necessary will be used for disciplinary purposes:

<https://www.brookes.ac.uk/documents/practice-education/standards-of-conduct/standards-of-conduct-pre-reg/>

How are placements organised?

Practice education is structured around practice modules and is intended to develop your clinical and professional practice competencies. Your initial and early practice observations will lead to you participating increasingly in supervised patient management and care.

Placement locations are determined by the [Fair & Equitable Placement Allocation Policy](#). This will include determination of your SCAS Resource Centre (Ambulance Station) location and your specialist practice education placements which will take place at hospitals and health and social care facilities. These are dependent upon placement provider healthcare student placement capacity; you are likely to be required to travel further afield, although a key principle of Practice Placement planning is to avoid students having to travel longer than 1.5 hours (each way) for some specialist experiences, this may on occasion be required please see: [the Pre-Qualifying Placement Allocation Principles](#). A map of the Paramedic Practice Placement area is [available](#).

An important element of your practice is to appreciate the way professions work together for the benefit of the patient and to gain skills that are common to many professions involved in health and social care. A collaborative approach to learning will foster mutual understanding and respect amongst people working together in health and social care. During the programme you will have the opportunity to learn from health and social care professionals from other disciplines (and related professions). In addition, you will have the opportunity to share collaborative learning experiences and opportunities with fellow students.

This approach will develop your knowledge of how various complex roles within professional health care can work together to enhance patient care, professional learning, and development of the evidence base. In addition, you should consider that the people and families within your care are also part of this collaborative team and so you should reflect upon their role and experiences as you develop throughout the programme.

These placements have been guided by the national and regional data regarding the top ten calls for paramedics and are intended to increase your exposure to specific clinical conditions and available services. All specialist practice education placements have specific learning outcomes and guidance to aid you and the staff supporting you in practice.

During practice education placements, you will be expected to engage with the competency framework and learner outcomes applicable to each of the placement areas. Moreover, you will need to plan your competency achievement in negotiation with key personnel, including your Clinical Team Educator, practice educator and link lecturer team. All assessment of your practice is recorded in your BePAD.

Your practice education placements are organised by the Programme Team and PEU working in partnership with placement providers. As placement quality and capacity is governed by strict policies and procedures aimed at ensuring equity and parity among students, no student is authorised or permitted to seek out placement opportunities themselves. There are jointly agreed principles which govern placement allocation as well as agreed contractual arrangements between HEETV placement providers and the University, to which the PEU must adhere. Contravention of these processes by individual students is not possible or permitted, and any contravention will be regarded as unprofessional behaviour: guidelines regarding [Pre-Qualifying Students professional](#) behaviour are available.

Any further enquiries relating to your practice education placement should be directed to the PEU or Paramedic Practice Education Lead in the first instance.

Will I be supernumerary?

Most of your practice will be spent in direct contact with patients. Your main role as a student on placement is that of a learner. Supernumerary status of students means that students are extra to the staffing figures. You will be supervised by health care professionals and remain supernumerary for the duration of the course. However, as you become more knowledgeable and experienced, it is expected that with increasing confidence and competence you will contribute positively to the teams you are learning with. Thus, you will gradually make a greater contribution to the work of the practice area. More information about supernumerary status can be found at:

<https://www.brookes.ac.uk/documents/practice-education/supporting-supernumerary-status-and-practice-hours/statement-in-relation-to-supernumerary-status-of-students/>

What are reasonable adjustments?

There are a wide range of individual circumstances which may require reasonable adjustments to be made, in practice. We encourage you to let us know of any issues which may impact on your ability to achieve the practice learning requirements of your programme. The requirements of practice often demand different reasonable adjustments to the requirements of the academic setting.

We will discuss appropriate support with you, provide advice and put in place reasonable adjustments when and if necessary. There is a legal duty under the Equality Act 2010 to students/employees to consider and, where appropriate, make reasonable adjustments both for students at University and as trainees/prospective employees in the workplace. We work in partnership with our placement partners to provide a positive learning environment and offer the opportunity to achieve the requirements of the programme.

The purpose of putting in place any reasonable adjustments that you may require is to make sure you are able to complete the requirements of the programme with the appropriate support in place. Our aim is to prevent you from being disadvantaged and so we encourage you to disclose any issues at an early a stage as possible rather than risk failing an aspect of the practice education requirements. If you start the programme with a need for a reasonable adjustment, or if your circumstances change whilst you are on the programme and you become in need of reasonable adjustment, there are processes to be followed to ensure your needs are assessed.

Following assessment and the identification of any reasonable adjustments that may be required, adaptations to the programme and practice experiences will be made to

accommodate your needs. It may not always be possible to make an adjustment or further adjustments, for example, in the case of increasing disability.

The University provides assessment and support through disability services and links to local hospital trusts occupational health departments. You will find the role of these departments are explored more fully on the Oxford Brookes University intranet and Practice Education Unit (PEU) website <https://www.brookes.ac.uk/hls/support/practice-education/>

You will find more information in the following documents: Equality Act 2010:
<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Code of practice for the assurance of academic quality and standards in higher education:
<http://www.qaa.ac.uk/quality-code>

Reasonable adjustment: for health impairment and disability guidelines for implementation in professional practice programmes: <https://www.brookes.ac.uk/documents/practice-education/reasonable-adjustment-and-mitigating-circumstances/reasonable-adjustment-for-health-impairment-and-disability-guidelines-1-/>

Recording Practice Hours

You are required to record your practice hours in your BePAD. This means that each time you attend practice education you will record the hours you have worked, and the registrant or practice educator you worked with will approve and authenticate those hours.

It is important to note that only the official recording of verified hours constitutes proof of your participation in practice education. Should it be deemed that you did not participate in the hours required it may mean that you are unable to proceed with your studies or graduate. Minutes are to be rounded up/down to the nearest 30 minutes.

Any attempts made to claim hours which were not worked could constitute fraud and may be subject to investigation within the Standards of Conduct: Fitness to Practise.

Maximising potential from practice placement

During the practice placement, you should make the most of the opportunities available to you to develop into a well-rounded clinician. This can be achieved by:

Being enthusiastic about learning opportunities and showing a willingness to learn:

You will get a much better response if you can demonstrate your enthusiasm rather than being withdrawn and reticent. You may feel very nervous and lack confidence but be aware of your body language and the impression you are giving.

Being proactive in seeking out experiences for your level of practice:

Ask your CTE/PEd if you can observe or participate in different experiences. Arrive prepared for each shift and have an idea of what you want to achieve or do during that time. Take the initiative in planning your learning experiences. Take your Placement Visit Guidance (PVG) with you to discuss with your PEd.

Identifying things to do when your CTE/PEd is busy:

What can you do without supervision? Spend some time with other members of the team and learn about their roles. Read appropriate material available to you within the placement setting or bring your own revision. Take the opportunity to talk to patients and try to imagine what receiving care is like from their perspective.

Using your observation skills:

Observe your CTE/PEd and other members of staff. How do they communicate? How do they make decisions? How do they perform certain skills or procedures? How do they approach patients and their families?

Preparing for the times when you can sit down and talk with your CTE/PEd:

Keep a notepad to jot down things you want to ask about. Keep a reflective diary so that you can remember the details of events when you come to talk about them with your CTE/PEd.

Developing your reflective practice:

Use your reflective diary (or if you are using BePAD your reflections) to reflect upon events and describe what happened. What were you thinking? What theory were you using? What was the outcome? How effective were you? Were there any other factors involved?

Being prepared to work as a team member:

Sometimes this will be to meet your own learning objectives but sometimes you will be asked to work with others who require additional help. Teamwork is a vital component for healthcare work, and you will be able to learn a lot from participating as a member of the team.

Knowing when to ask for help and seeking support:

Your CTE/PPE will expect you to ask lots of questions and to acknowledge your own limitations. Self-reflection will help you recognize these.

Keeping a record of your own progress:

Note how your confidence and competence are developing. Return to the action plan you set at the beginning of the placement and record your progress. Self-assess your level of competence using the capability and skills frameworks. This will ensure you are prepared for any meeting with your CTE/PEd about your progress.

Support in Practice

You will be supported in practice by the link lecturer team (LLT), PEd and your CTE. Additionally, you can access any of the paramedic programme team at any stage of your development. Other support such as the University's Student Support Coordinators studentsupport-marston@brookes.ac.uk or academic support is also available.

Link Lecturer/ Academic Advisor Allocation

In your first year you will be allocated a Link Lecturer/Academic Adviser (LL/AA) from the Oxford Brookes University Paramedic Programme Team, who will support you throughout your three years at the university. The programme team contact details can be found here:

<https://www.brookes.ac.uk/paramedic-science/about/staff/>

Your link lecturer will be your main point of contact with you during your practice education and it is important that regular meetings, calls, and email communications take place. Your link lecturer will often communicate with you through the Brookes email system, and it is important that you have regular access to this during placement.

Link Lecturing standards have been agreed with placement providers through our joint Practice Education Group (PEG), the Faculty Executive Team, and the Paramedic Partnership Planning (PPP) group membership. The standards for Link Lecturing can be found on the PEU web site: [Link Lecturer Standards](#)

Clinical Team Educator and Paramedic support

The Clinical Team Educator (CTE) and Practice Educator (PEd) provide support and guidance towards achieving practice outcomes and in conjunction with you and the lecturing staff, ensure that areas of non-achievement are identified, and appropriate measures taken. The CTE will liaise with the PPE and the Link Lecturer regarding the progress of the student.

It is essential that all CTEs and PEds are familiar with the Health & Care Professionals Council's (HCPC) Standards of Conduct, Performances and Ethics (2016), and the practice assessment requirement of the programme (in the Brookes electronic Practice Assessment Document (BePAD)).

All students are allocated a CTE who works in partnership with the PEd across SCAS, NHS trusts and PVI settings. The CTE and PEd can assess the students' capabilities and competency to practice formatively. Only the CTE can perform summative assessments. Both formative and summative practice assessments are recorded in your BePAD.

At the start of your placement

All student paramedics are allocated a CTE in each SCAS placement setting. At the start of practice placement, they will ensure you:

- Are oriented to the placement on the first day
- Help by identifying, planning, and developing learning opportunities
- Establish an effective, collaborative working and learning relationship with you, based on mutual trust and respect
- Work as a team member, and with other professionals (with support)
- Identify your learning needs relating to practice learning outcomes, capabilities, and skills, and working with you to complete the initial, mid-year and end of year review sections of the BePAD.
- Meet the objectives of the practice placement, which include:
 - Coordinating and providing constructive feedback to you and to the Link Lecturer, negotiating clear future objectives and assisting in identifying learning required to enable achievement of competence.
 - Assisting you in developing action plans to achieve competence
 - Providing confirmation of achievement of competence
 - Prior to each placement visit, helping to identify capabilities related to the forthcoming visit.
 - Receiving your written evidence of learning from each placement visit.
 - Assisting you to reflect upon experiences from practice.

The Practice Education Unit (PEU)

The Practice Education Unit (PEU) is an administrative unit based at the Faculty's Marston Road site (ground floor room MRG04).

The unit provides services supporting placements, including administration underpinning:

- identifying and securing contracts with placement organisations
- quality assuring the placement learning environment
- helping to maintain information for you and your practice assessors on the Practice Education website
- liaising with placement and university staff to maintain up-to-date information about placements and the professional learning experiences offered
- planning allocations of placements for students, though the final decisions about allocations are taken by the academic teams to ensure the suitability for each student's professional development
- PEU informs you of your allocation for:
 - Ambulance placement via PEMS
 - Non-ambulance placement via Google Drive
- maintaining placement information within the Practice Education Management System (PEMS) - see below
- providing an initial point of contact for student queries relating to placements (once the contact information on PEMS and Google Drive has been exhausted)

The Unit is open for student visits during normal working hours and can be contacted using the following email addresses and phone numbers:

Email: paramedic-peu@brookes.ac.uk Telephone: 01865 485525

Practice Education Management System (PEMS)

The Practice Education Management System (PEMS) is an online database used to manage student placements which is managed by the Practice Education Unit (PEU)

<http://pems.brookes.ac.uk>

Each student has a PEMS account that provides secure access to:

- Complete the yearly self-declarations which form part of your Fitness to Practice requirements
- Provide information relevant to planning placements by maintaining a Placement Planning Form. (Students can access their PEMS Placement Planning forms at any point during their course and are encouraged to keep this up to date.)
- Access Placement Profiles, providing information about placement allocations.
- Complete placement evaluations.
- Report absence from placements.
- View a summary of:
 - Ambulance placements completed
 - Mandatory training completion dates

Student's log-in to PEMS using their Brookes student ID and password. An example homepage is shown in the next section.

PEMS useful practice education information

There are two views of your PEMS home page, which you can switch between.

A view designed for a desktop PC

The screenshot shows the PEMS desktop interface. At the top right, there is a green navigation menu with the following items: University Home, Mobile View, Students, Placement Search, and Logout. A red arrow points to the hamburger menu icon in the top right of the main content area, with the text: "Selecting the icon opens the menu with option to switch view".

Below the navigation menu, the main content area is titled "Welcome to PEMS." and includes a "Messages" section. A red bracket on the right side of the messages table is accompanied by the text: "A record of messages sent to you from PEMS to your Brookes student email account. Clicking on the title will open the message." The messages table is as follows:

| Date | Message |
|---------------------|---|
| 22/11/2019 09:40:20 | Practice Education Unit: Update in your placement allocation |
| 28/10/2019 11:11:18 | Practice Education Unit: Confirmation of your Next Placement [25-Nov-19 to 22-Mar-20] |
| 07/10/2019 08:28:40 | ACTION REQUIRED: Mandatory Requirements for Fitness to Practise - eLearning to be completed by 1pm Monday 28th October 2019 |
| 25/09/2019 13:05:29 | ACTION REQUIRED: Placement Planning Form to be completed by 1pm Thursday 10th October 2019 |

Below the messages table is the "Placement Planning Information" section, which includes a link: "Review your Placement Planning Form". A red arrow points to this link with the text: "Link to your placement planning form – please keep up-to-date & remember to submit after updating".

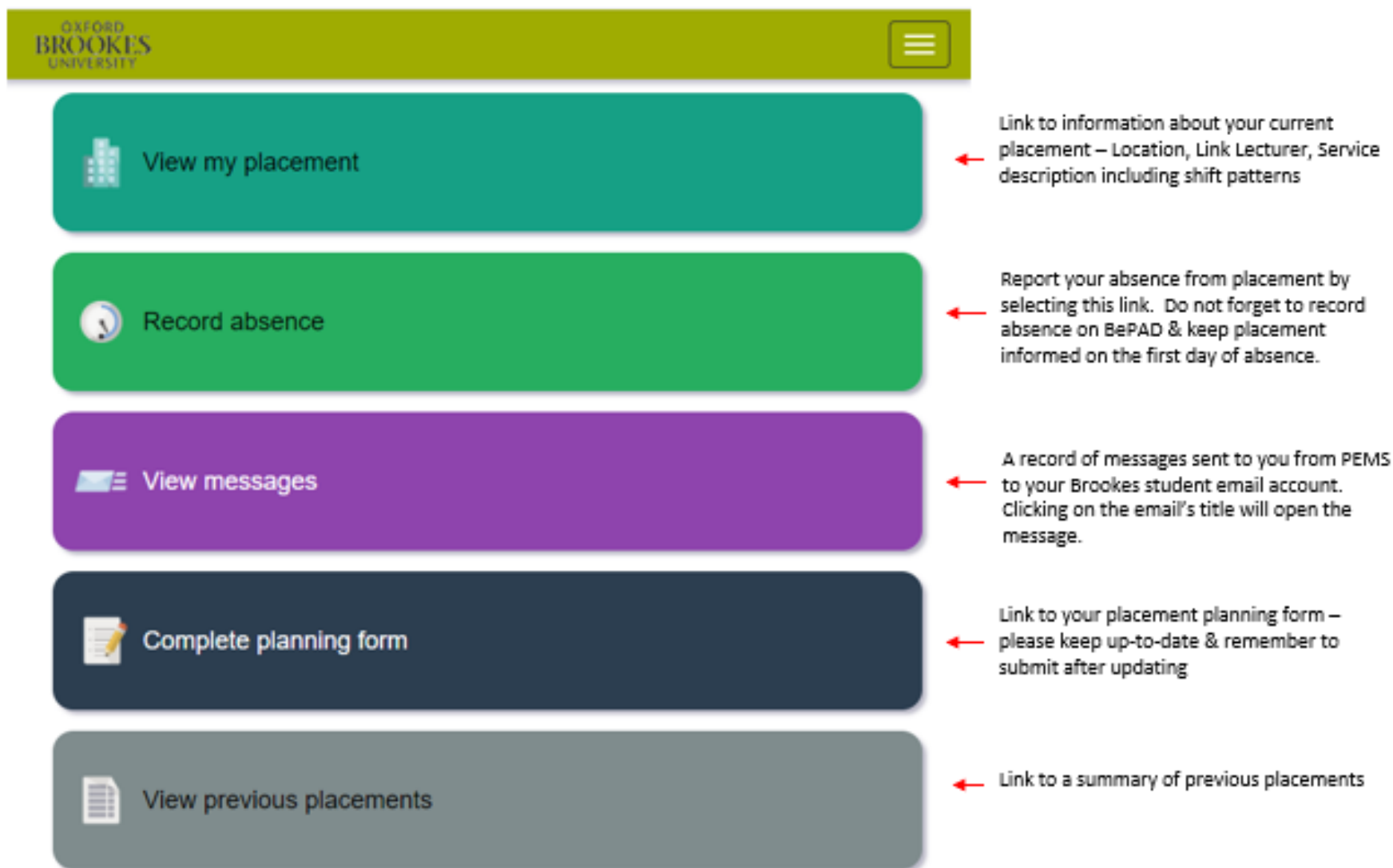
The "Course Information" section includes a link: "Documentation for your course can be found on the relevant Moodle sites and your BePAD account." A red arrow points to this link with the text: "Link to your Brookes electronic Practice Assessment Document".

The "Your Placement" section includes a link: "Click here to view important information about your placement". A red arrow points to this link with the text: "Link to information about your current placement – Location, Link Lecturer, Service description including shift patterns".

The "Your Actions" section includes a link: "Report an absence from placement". A red arrow points to this link with the text: "Report your absence from placement by selecting this link. Do not forget to record absence on BePAD & keep placement informed on the first day of absence."

The "Previous Placements" section includes a link: "Click here to view your previous placements". A red arrow points to this link with the text: "Link to a summary of previous placements".

PEMS has also been designed to be used on mobile devices:



The image shows a mobile application interface for PEMS. At the top is a green header with the Oxford Brookes University logo on the left and a hamburger menu icon on the right. Below the header are five colored buttons, each with an icon and text. To the right of each button is a red arrow pointing to the button, followed by a text description of the button's function.

- View my placement**: Link to information about your current placement – Location, Link Lecturer, Service description including shift patterns
- Record absence**: Report your absence from placement by selecting this link. Do not forget to record absence on BePAD & keep placement informed on the first day of absence.
- View messages**: A record of messages sent to you from PEMS to your Brookes student email account. Clicking on the email's title will open the message.
- Complete planning form**: Link to your placement planning form – please keep up-to-date & remember to submit after updating
- View previous placements**: Link to a summary of previous placements

Placement organisation

Non-ambulance Placement Organisation & Management

The non-SCAS placements are allocated following the guidelines for fair and equitable placement allocation ([Paramedic Fair and Equitable Placement Allocation](#)). Your schedule of placements and placement profiles are stored on Google Drive, which you can access via your student email account. (Please note that Google Drive cannot be accessed from non-Brookes Gmail accounts).

If for any reason you think that you have extenuating circumstances which may prevent you from attending your allocated placement visit dates you **must** inform PEU at the earliest opportunity using the 'requesting a change in placement after allocation' form which you can find on the following link:

<https://www.brookes.ac.uk/documents/practice-education/placement-allocation-travel-expenses-and-pems/requesting-a-change-in-placement/>

N.B. All non-ambulance placements follow a strict process and are contractually agreed in advance. They involve a great deal of work to set up, and to change a placement at short notice is extremely difficult and sometimes not possible as there is no obligation on the provider to provide an alternative.

Ambulance Placement Organisation and Management

Practice education placements within SCAS are supported by their Higher Education Team (HETeam@scas.nhs.uk). You will be allocated based on existing operational capacity and your Clinical Team Educator will be your primary point of contact. You will work mainly with paramedics in your assigned team, with the occasional opportunity to work directly with your CTE.

SCAS allocate shifts centrally using a set of Scheduling Principles. The system is called Global Rostering System (GRS). Each student will be allocated their own GRS account, and once logged into the system can check their shift times. The shifts are allocated 4 weeks in advance on a 24/7 basis. A package explaining how to access GRS will be made available to all students by SCAS.

If there are any issues with shifts, the student should in the first instance email SCAS Scheduling (scasstudents&newstarters@scas.nhs.uk). If the issue is for shifts within the following 48 hours, students should call scheduling on 0300 123 9846, where one of the coordinators will be able to assist. It is not always possible to rearrange your shift and short notice changes will not be actioned without a valid reason that has been sanctioned by either the SCAS Higher Education Team or the University. The Scheduling Principles for all students are available on request.

Placement Timetable

The placement timetable has been developed to provide you with the best opportunity to meet your placement learning outcomes. Due to the nature of the experience, you require, organising placement and teaching timetables is complex. It is crucial for you to take time to understand the overview timetable (this broadly outlines when teaching and placements are planned), and to establish the specific details of your individual timetable. Any absence or deviation from the planned timetable will normally result in you missing essential experience and you may not meet all the required learning outcomes for your programme.

The teaching and placement timetables for each programme can be accessed here:

<https://sites.google.com/brookes.ac.uk/paramedic-timetable/home>

What identification will I need for practice?

In the interest of your own safety as well as the safety of your colleagues and patients, it is vital that you are identifiable while on placement. You must carry your University identification, University fitness to practice card and Trust (e.g., SCAS or other) identification card; this **must** be always clearly visible and be produced if challenged. Similarly, in the interest of safety and security it may be necessary for you to request identification of an unknown person on site, and you must be aware of escalation procedures to be used if necessary.

You should adhere to the local placement partner policy regarding dress code:

<https://www.brookes.ac.uk/documents/practice-education/standards-of-professional-practice-and-supporting-the-failing-student/dress-code-and-appearance-for-students-in-practice/>

Professional Communication with Non-ambulance Placements

Your schedule for non-SCAS placements will be provided by PEU and communicated in emails issued via PEMS. Alongside the schedule, you will be provided with a placement profile, providing:

- the address of the placement
- the name and contact details of the placement facilitator(s)
- a short description of placement area/unit/service
- the placement's shift patterns

Most NHS Trust placement providers request that students contact their placements at least **four** weeks in advance to confirm attendance and, if relevant, to receive further advice about the placement and any special preparations particular to the placement. To confirm attendance, we recommend that you email the placement provider and follow-up with a phone call to ensure your email has been received.

To help the placement staff, it is important that your communication is succinct and professional. Your emails must be sent from your Oxford Brookes University email account and the title/subject header should be clear and relevant e.g., "Oxford Brookes University Paramedic Student Confirming Placement on [this date]".

You should always include your full name in any communication, i.e., your sign-off should be:

Joe Swift

Student Paramedic

BSc (Hons) Paramedic Science Year 2

Oxford Brookes University

Please:

- do not email too far in advance (more than five weeks) or too close (less than three weeks) to the start date as this will cause confusion.
- do not expect an immediate response to your email or phone call as the staff can be very busy with limited access to their emails and office phones

If you have not been able to confirm your attendance 5 working days before your scheduled date, please forward the email you sent to the placement area / unit / service to PEU using the email address:

Paramedics-peu@brookes.ac.uk

PEU will then escalate your request to confirm attendance to the Trust's educational team or, for placements arranged in the private, voluntary and independent sector (PVI), the placement coordinator.

Student Responsibilities before Going into Practice Placements

Before you are permitted to enter a placement, you are required to meet the Faculty Standards of Conduct Fitness to Practise requirements.

This means you will have completed the following:

- Disclosure and Barring Service (DBS) enhanced clearance for child and adult workforce
- Occupational Health clearance.
- A specified mandatory training programme (which meets the requirements of the national Skills for Health Framework for mandatory training).
- Confirmed that you have read and agree to abide by the Faculty's Standards of Conduct: Fitness to Practise which are found at: <https://www.brookes.ac.uk/hls/support/practice-education/standards-of-conduct/>
- You are required to comply with the Faculty Standards of Conduct for pre-registration students in practice. You will confirm this by signing the Fitness to Practise Register in PEMS.
- Once you have met all the above requirements, you will then receive a Fitness to Practise identity badge which permits you to enter placements (which must be worn at all times when on placement).

Achieving Competence in Placement

What are competencies and capabilities?

Your practice capabilities framework facilitates development from student paramedic in year one through to year three and effectively supports future practice as an autonomous paramedic. Assessment of these practice capabilities is demonstrated through your achievement of practice competencies obtained in a variety of clinical settings. These practice capabilities are mapped to the HCPC Standards of Education and Training (SETS) and Standards of Proficiency (SOPS) relevant to paramedic practice and can be found within the BePAD.

Achievement of these practice capabilities is fundamental to demonstrating your clinical attributes and acting as a foundation for practice as a modern paramedic. They demonstrate the abilities, knowledge and understanding, technique and skills to a range of stakeholders such as clinical colleagues, employers, placement providers, and professional/regulatory representatives. The programme team see these as the range of graduate attributes demonstrated at the point of graduation

In practice your **Clinical Team Educator (CTE) /Practice Educator (PEd)** observes and provides an overall assessment of your progression and development. It may be useful to have this guidance on hand for them. The competences characterise what student paramedics can do and how they are expected to behave during day-to-day activity; providing opportunities to assess student performance across cognitive, psychomotor, and affective domains of learning.

Adapted from: Freeman-May, A, (2012), *The nature and development of paramedic expertise*, DPhil Thesis, University of Oxford.

When observing student performance in practice the clinician shall consider knowledge, skills, personal qualities and understanding demonstrated in the following areas:

| Capabilities | |
|--------------------------------|--|
| Information Gathering | <ul style="list-style-type: none"> • Responding to the call: <i>Awareness of ambiguity; possibilities; keeps an open mind despite assumption; follow-up calls / information on route.</i> • Observing the scene: <i>Consideration of access / egress; patient or caregiver (etc) & body language.</i> • Observing patient: <i>Awareness of positioning; colour; distress etc.</i> • History taking and asking questions: <i>From bystanders; other health care professionals; relatives; use of mnemonics to make sense of complicated situations; prepared to frame / re-frame problem; see alternatives.</i> • Clinical assessment: <i>Consider all assessment techniques (e.g., taking observations, health care assessments).</i> |
| Managing People and Situations | <ul style="list-style-type: none"> • Situation management: <i>Organising situations and taking charge (e.g., use of appropriate persuasion, confidence, conciliation, negotiation).</i> • People Management: <i>Managing others; working in a team/working alone; asking for assistance; dealing with conflicting agendas.</i> |
| Treating the Patient | <ul style="list-style-type: none"> • Patient positioning & immobilisation: <i>Use of moving and handling equipment and improvised action as needed.</i> |

| | |
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| | <ul style="list-style-type: none"> • Airway management & assisting breathing: <i>Use of head tilt / jaw thrust or use of airway adjuncts and bag-valve mask.</i> • Drug & fluid therapy: <i>Use of cannulation and drug / fluid therapy.</i> • Wound care & splinting: <i>Use of direct pressure and use of appropriate equipment for splintage and halting the flow of blood.</i> |
| Communicating | <ul style="list-style-type: none"> • Giving instructions: <i>Interpreting needs of different audiences (e.g., use of technical and lay person language); use of short succinct instruction; use of appropriate simple gesture; making eye contact; positioning themselves appropriately (e.g., getting on the ground or providing personal space).</i> • Asking questions: <i>Awareness of need to reduce ambiguity; ask cogent questions; listen actively and act appropriately upon information received; offer patience; pay attention to what is going on around them.</i> • Providing reassurance: <i>Listens carefully; shows insight into needs of patient; offers TLC; calming approach.</i> |
| Planning & Organisation | <ul style="list-style-type: none"> • When and where to treat the patient: <i>Awareness of effectiveness of pain relief; considers when to move the patient; considering patient dignity and confidentiality and does so effectively.</i> • Anticipating, organising, gathering, and arranging equipment and resource needs: <i>Can understand resources needed in differing situations.</i> • Planning access and egress: <i>Reorganises the environment as appropriate.</i> • Awareness of time: <i>Improvises when appropriate (e.g., improvises when a patient's condition is time critical and responds accordingly).</i> |
| Decision Making & Problem Solving | <ul style="list-style-type: none"> • Appropriate use of assessment tools: <i>Theoretical models; mnemonics and assessment frameworks to aid identification of the problem.</i> • Knowing when to improvise and when to call for assistance / reacting to the problem: <i>Takes account of the situation placed into and uses team working wherever necessary to make the final decision.</i> • Lone working (under direct supervision from registered practitioner): <i>Makes decisions in isolation wherever necessary.</i> • Uses prior experiences to inform decisions: <i>Draws upon previous clinical, personal, and professional experiences to inform decision making and problem solving.</i> • Knowing when to improvise and when to call for assistance / reacting to the problem: <i>Seeks advice appropriately; takes account of the situation placed into and uses team working wherever necessary to make the final decision.</i> |
| Learning Through Experience | <ul style="list-style-type: none"> • Critical reflection: <i>Is self-motivated in actively discussing and reflecting upon cases with colleagues and others; seeks out evidence to support discussion and critique of the case.</i> • Behaviour change: <i>Demonstrates a clear change in actions; patient care and professional behaviour because of critical reflection.</i> • Disseminates learning from experience: <i>Shares learning from reflection with peers and colleagues.</i> |
| Responding Flexibly with Resilience & Patience | <ul style="list-style-type: none"> • Deals with unexpected events: <i>Deals with the unexpected appropriately; acts with flexibility and adaptability and in a resilient manner.</i> • Understand personal stressors: <i>Appropriately manages anxiety and demonstrates patience and a calm approach.</i> |

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| | <ul style="list-style-type: none"> Situation management: <i>Demonstrates an ability to change care pathway / management when necessary.</i> |
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Each competency statement below indicates the level of achievement required for Years 1, 2 and 3 of your programme of study. As the student, you are required to take on more responsibility and work more independently as you progress through the years, so that by the end of your programme of study you are ready to apply for entry on to the HCPC paramedic register. In each of the competencies there are sections marked as ‘**Core Competency**’.

These **must** be successfully demonstrated at the required level of practice to progress into the following year of practice.

The remaining competencies are non-core and must be achieved by the end of each placement year.

You will work alongside your CTE to achieve all the competencies by the end of each placement year throughout the programme.

The competency checklist is grouped into three sections mapped to the HCPC Standards of Proficiency (2014), HCPC Standards of Performance, Conduct and Ethics (2016), QAA Paramedic Benchmark Statement (2019) and College of Paramedics Curriculum Guidance (2019).

| Section 1: Professional Autonomy, Accountability & Governance | | | Yr.1 | Yr.2 | Yr.3 |
|--|----|--|------|------|------|
| Core Competency | 1A | Personal & professional attitude & behaviour | I | | |
| To achieve this competency independently the student paramedic will demonstrate the ability to: <ul style="list-style-type: none"> <i>Self-manage their own practice professionally and that of others in the diverse and complex settings where paramedic practice is delivered in accordance with relevant professional standards/guidelines.</i> <i>Demonstrate practice which is within applicable and relevant Health/Fitness to Practice standards.</i> <i>Demonstrate a sustained and consistently high standard of professional effectiveness through the application of strategies for physical and psychological self-care, critical self-awareness, and maintenance of safe working environments</i> | | | | | |
| Core Competency | 1B | Clinical effectiveness and time management | MS | MS | I |
| To achieve this competency independently the student paramedic will demonstrate the ability to: <ul style="list-style-type: none"> <i>Manage their own workload and resources effectively, prioritising efficiently to maximise use/patient care.</i> <i>Demonstrate the ability to implement sound clinical judgement across a range of situations and critically evaluate the effectiveness of clinical judgement and teamwork across a range of professional care contexts.</i> | | | | | |
| Competency | 1C | Safety & risk management | A | MS | I |
| To achieve this competency independently the student paramedic will demonstrate the ability to: <ul style="list-style-type: none"> <i>Manage risk through the utilisation of dynamic assessment, to establish, maintain and ensure safe working environments during their practice.</i> <i>Proactively apply current health and safety regulations, including the appropriate use of universal precautions, infection prevention and personal protective equipment.</i> <i>Evaluate service user needs to implement effective safe discharge/non-conveyance safety netting, with regards to referral and or re-contact options.</i> | | | | | |

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| Competency | 1D | Ethical & legal approaches | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Demonstrate understanding of key legal concepts and their application in paramedic practice of accountability, duty of care, negligence, and duty of candour.</i> • <i>Apply practice which follows professional standards of conduct and ethics, which is inclusive and reflects the needs of service users encountered in paramedic practice</i> | | | | | |
| Competency | 1E | Self-awareness & manages own development | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Effectively collaborate with colleagues and others to reflect upon their practice, identify development needs and effectively respond.</i> • <i>Engage with practice enhancement activities, including the guidance, role-modelling, practice education and support as appropriate for other healthcare practitioners in paramedic practice.</i> • <i>Be able to change and update practice as necessary to account for new developments or changing contexts to ensure service user care remains effective;</i> | | | | | |
| Section 2: Professional Relationships | | | | | |
| Core Competency | 2A | Professional communication | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Demonstrate an ability to apply, utilising effective communication strategies which are adapted to meet service user needs and are within best practice and ethical, legal, and professional frameworks.</i> • <i>Understand how communication skills affect assessment of, and engagement with, service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability.</i> • <i>Apply in practice an awareness of characteristics and consequences of communication, verbal and non-verbal, considering effects from factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs;</i> | | | | | |
| Core Competency | 2B | Effective relationships, teamwork & leadership | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Manage therapeutic relationships with service users through the creative utilisation of theories and skills which demonstrate ethical discernment and high-quality clinical judgement.</i> • <i>Articulate and rationalise clinical leadership problem-solving and decision-making processes associated with paramedic practice as a registered healthcare professional.</i> • <i>Understand leadership concepts, applying these effectively to paramedic practice in a variety of domains, dynamically adapting to provide high-quality and effective care across the domains of paramedic practice.</i> | | | | | |
| Competency | 2C | Multidisciplinary working | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Contribute effectively to service user care and service delivery as part of a multi-disciplinary team in the varied health and social care domains of paramedic practice.</i> • <i>Demonstrate understanding of non-technical skills which contribute to safe, effective, and efficient task performance. Examples may include situational awareness, decision-making, communication, team working, leadership, managing stress and managing fatigue.</i> • <i>Apply the principles of effective multidisciplinary working during large scale or major incidents, following the JESIP methodology.</i> | | | | | |
| Competency | 2D | Challenging situations & conflict management | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Recognise and challenge discriminatory practice in an appropriate manner if encountered during paramedic practice.</i> • <i>Identify appropriate care and safeguarding support in potential stressful situations, while minimising risk where necessary.</i> | | | | | |

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| <ul style="list-style-type: none"> • <i>Demonstrate the application of integrated skills and self-awareness to manage clinical encounters of increasing complexity, independently and effectively in unfamiliar and unpredictable circumstances or situations.</i> • <i>Effectively practice safely in settings which are challenging and unpredictable environments; this includes being able to undertake take appropriate action which assess and manage risk.</i> | | | | | |
| Section 3: Paramedic Emergency Care | | | | | |
| Core Competency | 3A | Using current evidence / guidance | MS | I | |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Recognise the requirement to undertake development of existing knowledge and skills to remain a confident and competent practitioner.</i> • <i>Acquire and consolidate knowledge and competencies through evidence-based literature and continued professional development, supporting lifelong learning and continual professional development.</i> • <i>Be able to practise in accordance with current legislation governing the use of medicines by paramedics.</i> • <i>Demonstrate the ability to make independent decisions based on a thorough evaluation of need, contextual factors and current evidence-based practice.</i> • <i>When appropriate be aware of scope of practice limitations and refer to appropriate sources of specialist advice (including the patient and carers) and support when required.</i> | | | | | |
| Core Competency | 3B | Assessment of patient needs | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Understand the expression of paramedic principles and translation into different assessment and management strategies, selecting or modifying techniques to meet service user needs; practice should be consummate with appropriate evidence-based practice.</i> • <i>Demonstrate contextual understanding and evaluate service user social determinants of health, including inequality and the factors contributing different social groups' needs, alongside factors that influence an individual in health and illness.</i> • <i>Select and use appropriate assessment techniques which allow sensitive, thorough, and detailed service user assessment across the lifespan, supported by utilisation and interpretation of diagnostic testing.</i> | | | | | |
| Competency | 3C | Planning & delivering care | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Understand the requirement to engage with service users in planning social/health care options, evaluating diagnostic tests, therapeutic treatments and interventions which can be used to meet their needs and goals.</i> • <i>Participate effectively and collaboratively in the planning, implementation, and evaluation of multi-professional approaches to healthcare and participate at an appropriate level as part a multi-professional healthcare team.</i> • <i>Demonstrate the ability to treat everyone equally and not discriminate against anyone because of personal views, within the context of best practice, local and national policy.</i> | | | | | |
| Competency | 3D | Evaluation of care | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Monitor the quality of practice and contribute and participate in a range of quality assurance, quality improvement and risk management strategies to create and maintain a safe working environment.</i> • <i>Engage with and follow appropriate guidance to quality assure practice, responding appropriate to feedback and action plans.</i> • <i>Recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes.</i> | | | | | |
| Competency | 3E | Safeguarding children and vulnerable adults | A | MS | I |

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| To achieve this competency independently the student paramedic will demonstrate the ability to: | | | | | |
| <ul style="list-style-type: none"> • <i>Recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or members of the wider public, following local/national guidance.</i> • <i>Understand and demonstrate the ability to safeguard vulnerable children and adults within the context of local and national policy, maintaining currency with best practice.</i> • <i>Understand the importance of appropriate care and safeguarding support in relation to potential stressful situations of self and others within the wider context of society while minimising risk where necessary.</i> | | | | | |
| Competency | 3F | Emergency first aid and immediate care | A | MS | I |
| To achieve this competency independently the student paramedic will demonstrate the ability to: | | | | | |
| <ul style="list-style-type: none"> • <i>Demonstrate appropriate assessment and management of patients with a time-critical, acute or chronic injury or illness in accordance with evidence-based practice.</i> • <i>Select and apply increasingly comprehensive knowledge and skills to complex and emergency and urgent situations utilising a critical understanding of the principles and concepts of paramedic practice and how these inform and guide rational clinical decision-making activities.</i> | | | | | |
| Competency | 3G | Prevention and control of infection | MS | | I |
| To achieve this competency independently the student paramedic will demonstrate the ability to: | | | | | |
| <ul style="list-style-type: none"> • <i>Apply current health and safety regulations, including the appropriate and competent use of universal precautions, infection prevention and personal protective equipment.;</i> • <i>Establish safe and effective environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control which may require multidisciplinary working.</i> | | | | | |
| Competency | 3H | Medicines management | A | MS | I |
| To achieve this competency independently the student paramedic will demonstrate the ability to: | | | | | |
| <ul style="list-style-type: none"> • <i>Participate in the management, ordering, receiving, preparing, administration and recording of medicines in accordance with relevant legislation, policy and the Medicines and Healthcare Products Regulatory Agency (MHRA) requirements/regulations with his/her scope of practice.</i> • <i>Demonstrate capacity to safely administer therapeutic medications, including an applied understanding of pharmacology which considers relevant physiological and/or pathophysiological changes within their scope of practice.</i> • <i>Recognise adverse drug reactions and manage appropriately, including reporting following local/national guidelines as appropriate.</i> | | | | | |
| Competency | 3I | Health promotion and empowerment | A | MS | I |
| To achieve this competency independently the student paramedic will demonstrate the ability to: | | | | | |
| <ul style="list-style-type: none"> • <i>Adapt to the psychological and social factors that influence an individual in health and illness.</i> • <i>Understand the significance and potential effect of psychosocial and economic factors in helping patients and carers to make informed choices about their personal healthcare through the development of health education/promotion, and public health interventions.</i> • <i>Awareness of the multi-agency approach required to prevent ill-health and promote well-being. (CoP)</i> | | | | | |
| Competency | 3J | Medical devices | A | MS | I |
| To achieve this competency independently the student paramedic will demonstrate the ability to: | | | | | |
| <ul style="list-style-type: none"> • <i>Ensure all equipment for practice is serviceable and ready for use, including adherence to local reporting procedures at all times.</i> • <i>Know how to position or immobilise patients correctly for safe and effective interventions.</i> • <i>Know the indications and contra-indications of using specific paramedic techniques in pre-hospital and out-of-hospital care, including their limitations and modifications</i> | | | | | |
| Competency | 3K | Physiological monitoring | A | MS | I |
| To achieve this competency independently the student paramedic will demonstrate the ability to: | | | | | |
| <ul style="list-style-type: none"> • <i>Be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and effectively, synthesising data from a variety of sources to form appropriate clinical impressions.</i> | | | | | |

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| <ul style="list-style-type: none"> • <i>Demonstrate the ability to undertake and interpret a comprehensive set of clinical observations appropriate to the patient's condition (CoP).</i> | | | | | |
| Competency | 3L | Proficiency in paramedic transfers | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Participate effectively in the planning, implementation, and evaluation of multi-professional approaches to healthcare and participate at an appropriate level as part a multi-professional healthcare team.</i> • <i>Understand the value of inter-professional working and demonstrate ability to practice effectively as part of a multi-professional team.</i> • <i>Understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing;</i> | | | | | |
| Competency | 3M | Proficiency in paramedic patient handover to others | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Evaluate the needs of the service user and the requirement to implement safety netting, with regard to referral and or re-contact options.</i> • <i>Use language to articulate opinions and formulate arguments effectively and select between different forms of communication with patients and colleagues (paramedics, healthcare professionals and others) while maintaining a commitment to ethical values and considerations.</i> • <i>Understand the theories of communication that inform effective interaction with patients, service users, carers, peers, and other health care professionals.</i> • <i>Demonstrate a critical understanding of the delivery of healthcare provision and the contribution of paramedic practice within this context along with that of the multiple disciplinary team and multi-professional/multi-agency working.</i> | | | | | |
| Competency | 3N | Proficiency in paramedic treatment interventions | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Ensure the appropriate management of patients with a time-critical, acute or chronic injury or illness in accordance with evidence-based practice. Demonstrate the ability to provide safe, effective and appropriate resuscitation for patients across the lifespan in accordance with evidence-based practice.</i> • <i>Be able to contribute effectively to work undertaken as part of a multi-disciplinary team.</i> • <i>Recognise the need to engage in critical incident debriefing, reflection, and review to ensure that lessons are addressed for future patient safety and management;</i> | | | | | |
| Competency | 3O | Meeting the 6 Cs of NHS care | A | MS | I |
| <p>To achieve this competency independently the student paramedic will demonstrate the ability to:</p> <ul style="list-style-type: none"> • <i>Be able to practise within the legal and ethical boundaries of their profession.</i> • <i>Critically evaluate the moral and ethical issues that relate to patient care demonstrating a level of subject understanding that facilitates the ability to work at standards specified by the professional, statutory and regulatory bodies.</i> • <i>Demonstrate a professional approach, attitude, and behaviours which adheres to relevant standards and guidance of conduct and ethical practice.</i> | | | | | |

How is my practice assessed?

Practice assessment is a continuous process throughout your placement and consists of several elements including:

- Meeting the required number of placement hours
- Meeting core competencies by the end of the placement
- Satisfactory completion of practice education reviews completed with your CTE.
- Satisfactory completion of a required number of personal reflections
- Completion of service user feedback forms

- A completed (and verified) clinical practice skills log
- A completed action plan (if needed)

These requirements are recorded on the Brookes BePAD, and during placement there will be initial, mid and final review points to allow your progress to be monitored and appropriate support to be made available to you if needed.

Practice placement modules may also include an academic submission, details of this submission will be available in the relevant practice modules handbook as well as details of overall pass requirements for the module.

How do I know I am achieving competence?

During placement you will have the opportunity to meet with your CTE to discuss your progress. At the initial meeting you should set objectives and link these to competencies. As the placement progresses you will gain feedback both on an ad-hoc basis and specifically at the midway meeting, your CTE will provide feedback about your skills and attributes in relation to each of the competencies identified within the objectives. At the final meeting you should provide your CTE with evidence for the achievement of competence. Your CTE will then make a professional judgement as to whether you have demonstrated competence at the required level.

If you are not meeting the required level of competence, your CTE will inform you of this formatively during your placement and will help you develop an action plan to improve your practice. For further information please read:

Failing competency statement: for nursing, midwifery, paramedic, operating department practitioner and FdSc in Health and Social Care students:

<https://www.brookes.ac.uk/documents/practice-education/standards-of-professional-practice-and-supporting-the-failing-student/failing-competency-statement-nursing-midwifery-paramedic-odp/>

And

Guidance for mentors and pre-reg students in the event of a student failing competencies in practice:

<https://www.brookes.ac.uk/documents/practice-education/standards-of-professional-practice-and-supporting-the-failing-student/guidance-for-mentors-and-pre-reg-students-in-event-student-failing-competencies-in-practice/>

How is consistency and fairness of assessment ensured?

All modules including the paramedic clinical practice modules utilise several approaches to ensure that student assessment is fair and equitable. For the clinical practice modules this includes a review process called moderation; this is a quality audit process that aims to ensure consistency and commitment by assessors across the range of student work submitted for assessment, including practice assessment.

Internal moderation is carried out by peer appraisal within a defined course/programme team; external moderation is provided by external examiners approved by the University. In line with the Faculty Moderation Approach, Link Lecturers will be available to advise on the assessment process at initial, midway and final practice reviews.

Link to Moderation Approach - Policy for the Moderation of Assessments: [3.5 Fairness in Assessment](#)

Link to Faculty Moderation Policy:

<https://sites.google.com/a/brookes.ac.uk/faculty-of-health-and-life-sciences-academic-policy-and-quality-site/assessment>

What happens if I fail a clinical practice module and what is the 'practice fail rule'?

In accordance with the University and programme regulations you are required to pass all Practice modules. Practice modules on this programme are;

- Year one PARA4013 Fundamentals of Paramedic Clinical Practice (double)
- Year two PARA5013 Developing Paramedic Clinical Practice(double)
- Year three PARA6008 Enhanced Paramedic Clinical Practice (double)

Practice module fail rule

In respect of the Paramedic Science programme, no practice module may be failed more than once on ***practice capabilities*** and a student may not fail more than one such module.

A practice module may be failed by lack of achievement in one or more of the components of the module assessment.

Failure of a practice module is equivalent to failing both the first attempt and a resit attempt (if this is offered) of practice capabilities.

In addition, the Faculty reserves the right to terminate a placement block or module early if a student is deemed to have demonstrated unsafe practice, or if they demonstrate very limited progress during the placement block; in such cases this will be deemed a practice assessment fail and may incur the 'practice fail rule'.

Should students experience unexpected significant events or illnesses during placement experiences that have a high level of impact upon their learning and ability to complete practice assessments, they have the right to use the University's exceptional circumstances policy.

If a student fails the retake of a failed practice module on practice capabilities, the offer of another resit will be at the discretion of the relevant Examination Committee. If a resit is not deemed possible by the SEC a fail mark will be awarded and the module will be failed.

Please see the [Under Graduate Modular Programme Regulations](#) for further information.

Please note: No practice module may be failed more than once, and a student may not fail more than one such module. A student who does so will be required to withdraw from the course.

Students must take and pass the mandatory training requirements to allow the issuing of a Fitness to Practise card, and no student can be in a practice environment without such authorisation.

Can I ask people who I have cared for, and their families, for feedback about my progress for my assessment?

You will be able to receive written feedback from Service Users. The following explains the process for you to achieve this. People you care for can offer a great insight into their experiences of health care and can contribute to feeding back their experience of your care.

However, it is not appropriate for you to approach patients to seek feedback about how well you are doing. Patients are often in vulnerable circumstances, and we need to ensure they are safeguarded from harm.

If you approach them, they may feel coerced into giving feedback, when they do not wish to or are too unwell to consider your development needs.

Due to their experience, service users can provide appropriate feedback. They will do this through observation of your interactions and through non-coercive, considerate, and timely approaches to them and their relatives.

The service user will then judge the information they are given and the context of the environment and setting and feed this information back to you appropriately. Patient confidentiality will be maintained throughout this process.

The information gained by your service user will contribute to their assessment of your abilities. There are forms within the BePAD that can be downloaded and used by your Practice Educator to help gain feedback. Once completed these forms can be scanned or photographed and added into the course section of the BePAD as evidence of your development and achievement.

Placement Evaluation and feedback

Your practice experience is subject to evaluation in the same way as any other module on the course; please see your relevant Practice Module Handbook for specific detail. In addition, you will be required to complete placement evaluation forms which will be sent to you via PEMS at the end of each of your practice experiences. These will feed into an annual report of placement learning environments.

Throughout the paramedic science program there are also opportunities to provide feedback, within modules when you return to University after each placement block (or as soon as practically possible). A feedback event is organised and attended by the paramedic practice education team, SCAS higher education team, non-ambulance practice placement teams and the Paramedic Science teaching team. These events allow the opportunity to discuss positive and negative experiences from placement and allow the programme team the opportunity to support a dynamic response to feedback offered.

Practice evaluation reports are discussed at the following meetings:

- **Subject committee meetings in November** - Ratify actions from June. Add anything from Semester 3 reporting, feedback to partners and students. Consider actions for the Annual Review.
- **Subject committee meetings in February** - Review PEMS evaluations from Semester 1, update on actions. Consider any midyear actions.
- **Practice Quality Meeting in June** - Review to include practice partners and programme team examining PEMS evaluations, face to face feedback from students, and practice modular evaluations. From this data an action plan will be formed with partners and feedback developed for distribution to students and partners

We therefore ask you to take some time and complete the evaluation form for placement once you receive the email request from PEMS to do so. Please remind your CTE to complete their evaluation at your mid and final point meetings.

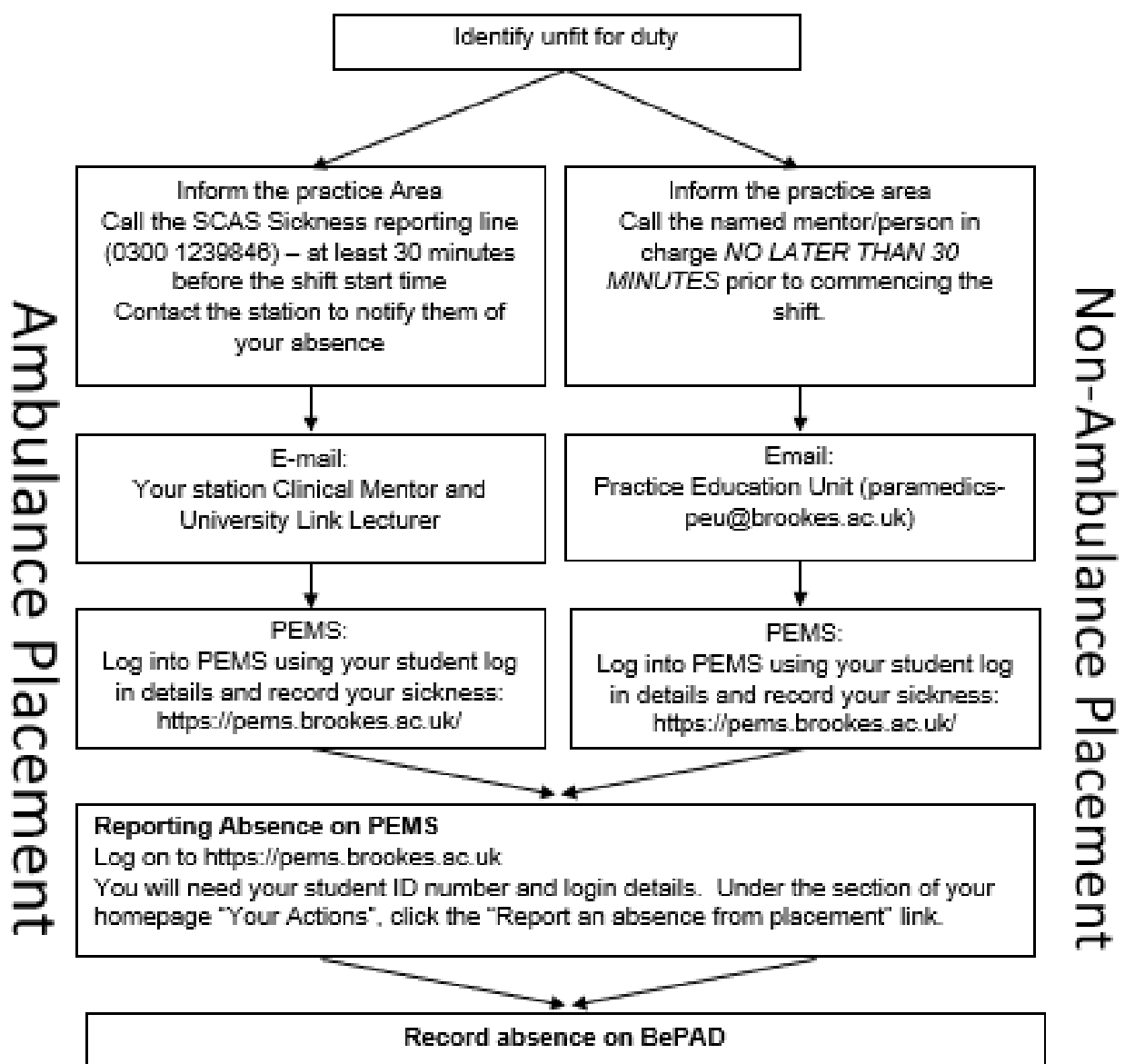
Absence from placement

As a student professional practitioner, you are required to be able to manage your sickness according to professional expectations.

It is not acceptable for students not to attend scheduled shifts. This not only contravenes Standards of Conduct: Fitness to Practise but also causes the loss of learning opportunities for others as well as causing significant disruption to supervising practitioners.

If you are unable to attend the practice area due to sickness (even if only for one day) then you must follow the steps below:

Absence Reporting Flow Chart



Returning to practice and reporting fit

Employment best practice recommends a return to practice discussion following periods of sickness so that employees are provided with appropriate support mechanisms. Once you identify that you are fit for duty, you must inform your link lecturer who will arrange for appropriate support of referrals to be made (if necessary). You will also need to report to your practice area (for SCAS call 0300 1239 846 and non-ambulance contact the person supervising you) as well as emailing PEU using the email address:

paramedics-peu@brookes.ac.uk

If you fail to report fit to SCAS Scheduling, the staff will assume that you are still off and will not schedule any further shifts for you. Therefore, it is imperative that you report fit as soon as you can return to work. This also applies if you are off on the last shift of a placement and are returning to classes at the university. You will not be scheduled shifts if you are still showing as off sick to the scheduling department, and risk not having shifts in your next block of placement.

What do I do if I am injured on placement?

You should report any incidents or accidents that occur. This obligation applies within all the placement areas in which you are working. Any accident that occurs to you in your placement, or while you are on University premises, must be recorded on an accident form. These are available on each site. Please send a copy of the completed form to your Programme Lead/Course Lead within 48 hours of completion:

Principles to follow if a pre-registration student is involved in an incident whilst on a practice placement:

<https://www.brookes.ac.uk/documents/practice-education/personal-safety-and-student-incidents/student-involved-in-incident-reporting/>

Unauthorised Absence from Placement

All unauthorised absence will be considered to constitute unprofessional conduct. In cases of unauthorised absence, the supervisor on duty in the practice area will document this and notify the appropriate PEU administrator and the appropriate member of the paramedic teaching team at Oxford Brookes. In the case of unauthorised absences from SCAS placements, their education team and your Clinical Team Educator may also be informed.

You must not take holidays during allocated placement time. If you take holiday or any other form of unauthorised absence during placement times, you risk not meeting the practice and module assessment criteria, and this may affect your progression. Absence also limits the hours that are available to meet the programme requirements. Unauthorised absences such as holidays are not acceptable as exceptional circumstances and therefore extensions will not be granted.

What Do I Do If I See Something That Worries Me In Practice?

Freedom to Speak Up

As a pre-qualifying student on a professional practice programme, you have a professional duty to put the interests of the people you care for first and to act to protect them if you feel they may be at risk. Therefore, if you witness an incident that is detrimental to patient care/treatment, you have an obligation to safeguard the patient. You also may need to raise concerns about other issues, including bullying and harassment on placement. We recognise that it might not be easy for you to raise concerns about this type of issue, but this professional duty is becoming increasingly important for all professional health and social care programmes. For example, from early 2012 the NHS Constitution was amended so that whistleblowing is enshrined in law. This means health and social care staff who wish to raise concerns about poor patient/client care can do so knowing they will be protected. All NHS staff and social workers including students have a duty to report any concerns they have about practice.

You will be actively supported in raising any such concerns, and there are documents available which provide further information, support, and guidance: Guidance for Implementing Freedom to Speak Up; Raising concerns about practice (including whistleblowing/bullying/harassment) is available on the following link:

<http://www.hls.brookes.ac.uk/peu/guidelines-for-managing-concerns-in-practice-placements>

The 6Cs

Compassion in Practice was developed in 2012 by Jane Cummings who is the NHS England Chief Nursing Officer, and the 6 Cs were identified as the value base for all nurses, midwives, and care staff. They were introduced to ensure the provision of quality care, and other professions (including paramedics) have now adopted the values. The 6Cs are:

1. Care
2. Compassion
3. Competence
4. Communication
5. Courage
6. Commitment

You should be aware of the 6Cs and work to them in your practice, the following article presents information about integrating them into paramedic science:

<https://www.paramedicpractice.com/Features/article/integrating-the-6cs-of-nursing-into-paramedic-practice>

Do Service Users/People Have A Right To Refuse Students Being Involved In Their Care?

You are responsible for upholding public protection as a pre-registration student practicing under the supervision and support of a registrant acting as your PEd. This means that they must ensure that the supervision and support they provide to you protects the public.

A patient/person has the right to refuse to have a student observe or participate in their care. This refusal is without prejudice; this means that the patient/person will not experience any negative impact upon the care or treatment that they receive should they refuse to have

a student care for them. Thus, you should seek consent from the person prior to your involvement. In some placement areas a statement is published on posters or within booklets inviting patients to alert staff if they do not want students to care for them. In other areas the individual patient/person will need to be approached for their consent.

<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

What is ‘Duty of Candour’ And How Does It Relate to My Practice/Placement

All healthcare professionals have a professional duty of candour – this is a professional responsibility to be honest with people in their care when things go wrong.

Thus, as an emerging professional you also have this duty and will be supported and supervised in being open and honest with people in accordance with the professional duty of candour.

When in practice/placement you will need to understand the local policy and processes for reporting adverse incidents and how the people in your care are informed when things go wrong.

Refer to the practice placement providers’ policies and follow their guidance or discuss with your Link Lecturer for advice.

Reflective Learning

Reflection goes beyond just gaining knowledge, and assists in:

- exploring the foundations of that knowledge
- strengthening understanding
- increasing awareness of the values and attitudes that influence it.

It is important to remember that reflection is a dynamic process. It is not about being passive, staying where you are and looking back (although time to be still may be an important part of it), but an active engagement with knowledge and experience. By reflecting, you can construct new and deeper understanding and to articulate knowledge in a more meaningful way.

The process of reflection will often mean that theoretical learning is challenged by reality of experience, where such things as diversity, value, resource constraints and conflicts pose questions and dilemmas. Reflection may not always give you easy answers, but it will help you take those tensions seriously. This is especially important for professional practitioners as it enables them to begin to make sense of practice experience without ignoring the fact that there are always, beneath the practice, values, assumptions, beliefs, and personal perspectives that influence both the practice itself and the way that practice is experienced.

Reflection requires an approach which is:

- **Curious** - there must be a willingness to ask questions, to want to find out.
- **Honest** - you need to be honest with yourself and this includes being honest about doubts and uncertainty or lack of knowledge. Learning can't take place if you pretend to know what you don't understand.
- **Open** - to absorb what is happening.
- **Patient** (not jumping to conclusions) - just as there are no simple answers, there are no instant answers either and your ideas and understanding may well change over time.
- **Tolerant of the diversity of ideas** - not everyone will think the way you do, not everyone interprets or understands the world in the way you do.

To be reflective you also need to be critical and analyse your practice. Critical analysis can be used for both academic and practical work experiences.

Analysis involves the separation of a whole from its component parts. To analyse something is to undertake a detailed examination of the structure and ask questions about it in order to more fully understand their nature and how the parts relate to and influence each other.

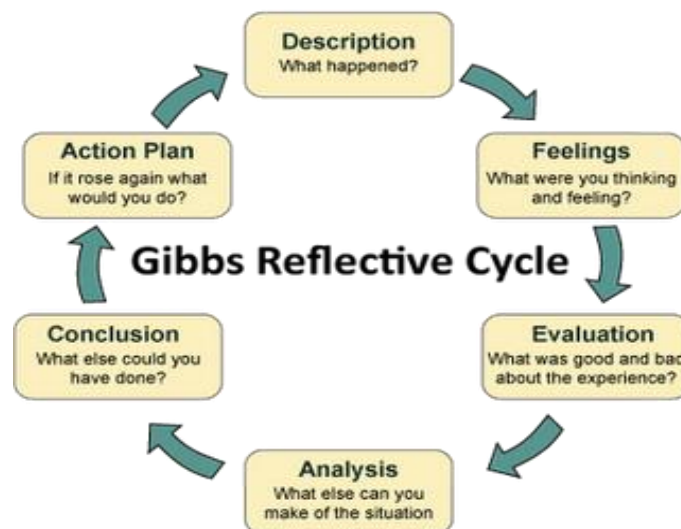
The term **critical** introduces another element involving the identification of the strengths and the weaknesses. This involves several activities:

- Identifying and illuminating existing knowledge of relevance to the subject
- Exploring feelings about the situation and the influence of these
- Identifying and challenging assumptions
- Imagining and challenging assumptions
- Synthesis - integrating new knowledge, feelings, and attitudes
- Evaluation - the ability to make judgment about the value of something

There are several reflective models that may assist in the development of reflective skills:

Gibbs' Reflective Cycle (1988)

This model provides a clear description of self-analysis processes. The cycle enables feelings and experiences to be self-evaluated and examined after an event, allowing alternative considerations to be considered if the same situation were to arise again. Reflective practice is a Health Professions Council Professional (HPC) Continued Professional Development (CPD) requirement.



Gibbs, G. (1988) *Learning by Doing: A guide to teaching and learning methods*, Further Education Unit, Oxford Polytechnic, Oxford.

The 'What' Model of Reflection

What?

This is the description:

- What was the problem?
- What was my role?
- What happened?
- What did I do?

So What?

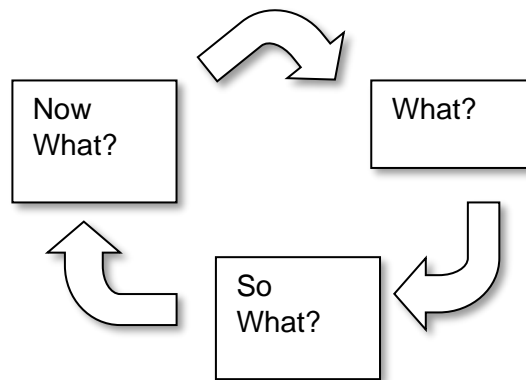
This is the analysis

- What was so important about this experience?
- What did I learn?

Now What?

This is the Synthesis

- Now what do I need to do?
- Now what might be the consequences of my actions?
- Now what do I do to resolve the situation/make it better/improve my patient care?



Rolfe, G., Freshwater, G and Jasper, M (2001) *Critical Reflection in Nursing and the Helping Professions: A User's Guide*, Basingstoke: Palgrave MacTEillan

Appendix 1: Glossary of Abbreviations

| Abbreviations | Full | Notes |
|---------------|--------------------------------------|--|
| CTE | Clinical Team Educator | A Registered HCPC paramedic who has overall responsibility for your practice development and summative assessments. |
| LL | Link lecturer | This is your link lecturer for your placement who is the same person as your Academic Adviser who will look after you in practice and university. |
| PEU | Practice Education Unit | Situated on the Marston road site the PEU are responsible for organising practice education placements and ensuring standards are maintained in these learning areas. Take some time to become familiar with their role and resources available by visiting their website. |
| PEd | Practice Educator | These can be any HCPC registered paramedic, NMC registered practitioner, GMC registered Doctor or any senior care or support staff that have responsibility to supervise students in practice. They are responsible to support you and help you develop. They can complete any formative or developmental documentation and discuss these with your CTE. |
| PEMS | Practice Education Management System | PEMS has been developed to provide students, staff and placement providers with an online service to view and update the practice education elements of each student's programme. |

Appendix 2: BSc Paramedic Science - Module Learning Themes

| | Year 1 | Year 2 | Year 3 |
|--------------------------------|---|---|--|
| Module Learning Outcome | Demonstrate an assisted level of safe clinical practice with professional responsibility and accountability. | Evaluate and demonstrate the application of a safe level of minimal supervised clinical practice with professional responsibility and accountability. | Independently demonstrate knowledge, understanding and skills in accordance with year one, two and three professional capabilities and competencies in clinical practice. |
| | Discuss and demonstrate the ability to use medical technology that contributes to effective patient care. | Demonstrate competence in statutory and mandatory training in support of practical placement. | Explore, demonstrate and critically analyse how paramedic standards of proficiency, limits of autonomy and role boundaries are applied in complex and unpredictable situations |
| | Demonstrate an awareness of different situations that may require conflict management skills | Demonstrate and analyse paramedic standards of proficiency and personal limits of autonomy and role boundaries | Demonstrate critical application of leadership skills for a multi-agency team during unpredictable and complex situations, including those where conflict is encountered. |
| | Demonstrate how the use of reflection is necessary to improve and evaluate performance in health care delivery across the patient range. | Discuss and critically analyse principles of team, multi-agency and multi-disciplinary working to include an understanding of competing perspectives. | Use critical reflection to analyse your own learning and developmental needs based around experiences encountered while in clinical practice. |
| | Demonstrate the ability to work effectively as a part of a team with confidence, flexibility, resilience and inter-professional and multi-disciplinary awareness. | Explore literature on conflict management and demonstrate the ability to lead on and apply this knowledge as part of a team in clinical practice. | Critically analyse and evaluate quality assurance processes (including audit) alongside the management and organisational features of contemporary healthcare provision. |

| | | | |
|--|--|--|---|
| | | Apply and evaluate the use of medical technology that contributes to effective service user care and management | Critically evaluate communication strategies used in paramedic practice for service user presentations, including routine and disaster/major incident management. |
| | | Demonstrate responsibility for your own learning and developmental needs through critical reflection of the experiences encountered whilst in clinical practice. | |

Appendix 3: BSc Paramedic Science – Learning Outcomes

A core theme of student development whilst studying the BSc (Hons) Paramedic Science programme is the integration of university learning and clinical practice placements. We aim to provide consolidation of students learning undertaken at university and opportunities to work with specialist healthcare practitioners in a variety of clinical settings. These will provide student paramedics with educational opportunities that can be more consistently experienced, whilst learning from experienced multidisciplinary clinicians. These are difficult to achieve in an out-of-hospital environment.

To support this development in practice, common practice development themes have been created for each year and these support student paramedics' development in a structured manner, building upon previous experience in clinical practice education. This strategy is designed to develop novice learners into independent autonomous paramedic registrants.

Through this development process, our aspiration is to equip students with a variety of learning experiences that transform them into competent and compassionate paramedics who are able to practice effectively, fulfilling the expectations of a contemporary allied health professional.

The core themes of BSc (Hons) Paramedic Science students' clinical practice placement education for each year of study have been summarised below:

| | |
|----------------|--|
| Academic Level | Clinical Practice Development Theme |
| Level 4 | Year 1: Fundamental Care and Communication Skills |
| | <ul style="list-style-type: none"> ● Actively provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements. ● Acquire and develop awareness and understanding of service user access and entry to the practice placement setting. ● Observe the assessment, identification and recording of service user physical and psychological and personal care needs. ● Develop understanding of policy and practice which impacts on care providers' ability to deliver appropriate, service user specific care plans. ● Appreciate professional collaboration within practice placement settings and opportunities for paramedic practice to compliment or enhance care provision for service users. ● Actively use reflection upon theoretical and practice learning to identify and describe how these experiences can enhance their development towards independent professional paramedic practice. |

| | |
|---------|---|
| Level 5 | Year 2: Acute Care Clinical Practice Development |
| | <ul style="list-style-type: none"> ● Continue to provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements. ● Develop critical awareness and understanding of service user access and entry to practice placement setting which provides emergency health care. ● Undertake a critical assessment, identification and recording of service user physical, psychological, and personal care needs across the lifespan. ● Demonstrate appropriate application of a range of assessment and clinical management skills to provide high quality care across the lifespan. ● Have critical awareness and understanding of policy and practice which impacts on care providers' ability to deliver appropriate, service user specific care plans. ● Develop professional collaboration within practice placement settings and opportunities for paramedic practice to compliment or enhance care provision for service users. ● Actively use reflection upon theoretical and practice learning to identify and critically discuss how these experiences can enhance their development towards independent professional paramedic practice. ● Use fundamental care and communication skills to underpin developing professional practice in a wide range of acute care settings. ● Possess an increasing body of knowledge and practical application which can be used, with minimal supervision and where appropriate independently, to continue development of their professional paramedic clinical practice. |

| | |
|---------|---|
| Level 6 | Year 3: Enhanced Care Clinical Practice Development |
| | <ul style="list-style-type: none"> ● Continue to provide high quality service user care, applying NHS 6 Cs principles during periods in practice placements. ● Demonstrate critical awareness and understanding of service user access and entry to practice placement settings which provide acute unscheduled care and long-term chronic healthcare management. ● Utilise clinical encounters to critically assess service users' health care needs, synthesising their physical, psychological, and personal requirements into an organised plan for their care management package across the lifespan. ● Build upon their range of assessment and clinical management skills, interpreting the results using effective and selective critical analysis. ● Consistently demonstrate enhanced clinical decision making that is flexible and accurately applied for a wide variety of service users across the lifespan. ● Justify their practice using an analytical approach, which is self-aware of their limitations, recognising opportunities to seek specialist support and/or onward management to enhance service user care and/or management packages. ● Practice in a flexible manner, that can readily distinguish and adapt to service users who have high-acuity or low-acuity care needs which may be complicated by a long-term healthcare condition to select and implement appropriate care pathways. ● During clinical practice take increasing responsibility for self-directed study, synthesising interpretation of service users' assessments with that of expert practitioners to enhance their clinical practice. ● Whilst working with clinicians make use of opportunities to follow service users care pathways from entry into healthcare to episode completion, with the aim of analysing management decisions enhancing critical awareness of appropriate management pathways. ● Support service users, their families / carers across the span of life, determining when end of life needs are judged to be appropriate and critically analyse strategies to utilise these. ● Build upon prior practice learning, to continue enhancing service user experience of paramedic practice which is delivered in partnership with existing healthcare providers. ● Demonstrate the possession of a body of knowledge and practical application which can be used predominantly independently in final preparation towards autonomous professional paramedic practice. |

Context of Clinical Practice Placement Learning and Settings

To provide students with opportunities to develop these clinical practice abilities a summary of the overarching context of placement learning has been provided below. These are supplemented by a series of clinical placement specific learning outcomes that show the relationship between development theme and the opportunities available to students.

Year 1/Level 4 Fundamental Care & Communication Skills

The theme of the first-year placements is to develop fundamental knowledge and skills which enable students to safely assess, identify and manage service users with a variety of care needs. These will include opportunities to develop fundamental care and communications which will underpin future practice and provide the foundation to basis their post-qualification professional career.

Opportunities are provided to develop an awareness of professional practice, provide high-quality personal care in line with the NHS 6 C's in a range of care settings. This includes service users who have predominantly personal care needs and those with higher-acuity conditions.

Level 4 Clinical Practice Placement Learning Settings

| Year 1 Practice Placement Learning Themes - Fundamental Care & Communication Skills | | |
|---|----------|-------|
| Placement Theme | Duration | Hours |
| 1.Fundamental Care & Communication Skills – Service User Care Setting | 4 weeks | 150 |
| Total Hours | | 150 |

Year 2/Level 5 Developing Paramedic Clinical Practice

During the second-year placements students will continue to develop acute care clinical practice skills with an increasing focus upon the technical skills of assessment and management interventions. In addition, they will perform more detailed service user assessment and focus on the management of service users presenting with acute care needs within an increasing scope of practice and in more specialised clinical services.

By working alongside specialist multi-disciplinary practitioners' students will be able to understand how increasingly complex decisions are made about the management of service users' needs. This will assist in developing decision making concerning appropriate referral to specialist services or centres, enabling students to select and utilise specific management pathways appropriately.

Level 5 Clinical Practice Placement Learning Settings

| Year 2 Practice Placement Learning Themes – Acute Care Clinical Practice Development | | |
|--|-----------|-------|
| Placement Theme | Duration | Hours |
| 1. Acute Care Clinical Practice Development - Airway Management | Five days | 37.5 |
| 2. Acute Care Clinical Practice Development - Children and Young People | Five days | 37.5 |
| 3. Acute Care Clinical Practice Development - Emergency Care | Five days | 37.5 |
| 4. Acute Care Clinical Practice Development - Mental Health Experience Across the Lifespan | Five days | 37.5 |
| 5. Acute Care Clinical Practice Development - Obstetrics, Gynaecology and Neonatal Care | Five days | 37.5 |
| Total Hours | | 187.5 |

Year 3/Level 6 Enhanced Paramedic Clinical Practice Development

During the third-year placements students will continue to develop their clinical practice skills. The emphasis will focus upon clinical decision making, based upon their knowledge and understanding. Clinical practice opportunities will provide students with experience of expert assessment and management interventions that will facilitate increasingly complex decision making in paramedic practice.

Our intention is that these clinical experiences, synthesised with consolidation of knowledge and understanding, will enhance students learning in a broad variety of clinical practice settings which are transferable into paramedic practice. Students will be ending their education as pre-registration learners and preparing for independent paramedic practice as an allied health care professional practicing autonomously.

Level 6 Clinical Practice Placement Learning Settings

| Year 3 Practice Placement Learning Themes - Enhanced Care Clinical Practice Development | | |
|---|-----------|-------|
| Placement Theme | Duration | Hours |
| 1.Enhanced Care Clinical Practice Development – Acute Care 2 (Surgical Presentations) | Five days | 37.5 |
| 2.Enhanced Care Clinical Practice Development - End of Life Care | Five days | 37.5 |
| 3.Enhanced Care Clinical Practice Development - Unscheduled Presentations (Urgent Care) | Ten days | 75 |
| 4.Enhanced Care Clinical Practice Development - Unscheduled Presentations (Primary Care including Older Adult Assessment & Chronic Conditions Management) | Ten days | 75 |
| Total Hours | | 225 |

Year 1/Level 4 Clinical Practice Placement Learning Themes – Fundamental Care & Communication Skills

| |
|---|
| Clinical Practice Placement Area: Fundamental Care & Communication Skills – Service User Care Setting |
| Level 4 Practice Education Core Learning Themes |
| <ul style="list-style-type: none">● Actively provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements.● Acquire and develop an awareness and understanding of service user access and entry to the practice placement setting.● Observe the assessment, identification and recording of service users' physical and psychological and personal care needs.● Develop understanding of policy and practice which impacts on care providers' ability to deliver appropriate and service user specific care plans.● Appreciate professional collaboration within practice placement settings and opportunities for paramedic practice to compliment or enhance care provision for service users.● Actively use reflection upon theoretical and practice learning to identify and describe how these experiences can enhance their development towards independent professional paramedic practice. |
| Specific Practice Placement Area Learning Outcomes |
| <ul style="list-style-type: none">● Demonstrate application the 6 Cs during care provision, maintaining the dignity and respect of service users.● Demonstrate the ability to assist and support service users' activities of daily living (i.e. personal hygiene, personal care, nutrition and hydration).● Demonstrate awareness of situations where dignity, equality and diversity have an impact on the safety or effectiveness of delivering care, seeking support and guidance to challenge and report such incidences.● Demonstrate effective communication with service users and their carers/significant others.● Acquire an awareness of responsibilities/processes used to raise concerns about vulnerable patient/child protection issues and describe how to safeguard vulnerable service users.● Participate effectively in the care of service users with various needs, as part of a multi-disciplinary team to ensure quality of care.● Participate in handover(s) of care from or to another healthcare professional, contributing to the discussion when appropriate.● Use knowledge and understanding to prioritise care/interventions within an appropriate scope of practice, recognising when to seek advice and support.● Understand organisational communication concerning clinical and information governance, appreciating its relevance to service users' care and professional standards. |

Year 2/Level 5 Clinical Practice Placement Learning Themes – Acute Care Clinical Practice Development

| |
|---|
| Clinical Practice Placement Area: Airway Management Setting |
| Level 5 Practice Education Core Learning Themes |
| <ul style="list-style-type: none">● Continue to provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements.● Develop critical awareness and understanding of service user access and entry to practice placement setting which provides emergency health care.● Undertake a critical assessment, identification and recording of service users' physical, psychological, and personal care needs across the lifespan.● Demonstrate appropriate application of a range of assessment and clinical management skills to provide high quality care across the lifespan.● Have critical awareness and understanding of policy and practice which impacts on care providers' ability to deliver appropriate, service user specific care plans.● Develop professional collaboration within practice placement settings and opportunities for paramedic practice to compliment or enhance care provision for service users.● Actively use reflection upon theoretical and practice learning to identify and critically discuss how these experiences can enhance their development towards independent professional paramedic practice.● Use fundamental care and communication skills to underpin developing professional practice in a wide range of acute care settings.● Possess an increasing body of knowledge and practical application which can be used, with minimal supervision and where appropriate independently, to continue development of their professional paramedic clinical practice. |

Specific Practice Placement Area Learning Outcomes

This is a five-day (37.5 hours) clinical practice placement; students **could** spend time as follows:

Perioperative setting experiencing airway induction and management across the lifespan; anaesthetic assessment (planned and emergency); management of patients recovering from anaesthesia

- Undertake clinical assessment of service users with a variety of airway management needs, critically appraising and implementing appropriate intervention and management strategies across the lifespan.
- Describe considerations for patients with an anticipated typical airway management course when difficult airways may be encountered across the lifespan.
- Discuss management strategies which can be applied to effectively manage airway occlusions (including maxillo-facial / burns complications), learning from practitioners with specialist knowledge and expertise to enhance paramedic practice.
- Seek opportunities to identify appropriate anatomical airway management landmarks for failed airway technical interventions, critically discussing their use. Demonstrate accurate identification of the anatomical landmarks for needle cricothyroidotomy.
- Demonstrate knowledge and understanding of a stepwise approach to airway management, including:
 - Manual positioning
 - Airway adjunct use (oral and nasal)
 - Advanced skills within an appropriate scope of practice
 - Recognition of seeking specialist assistance appropriately or circumstances when required.
- Demonstrate the performance of a variety of technical skills in an unassisted safe and effective manner:
 - Laryngoscopy including endotracheal Intubation, where opportunities exist
 - Insertion of an oropharyngeal airway
 - Insertion of a nasopharyngeal airway
 - Oropharyngeal, nasopharyngeal, and tracheal aspiration.
- Demonstrate respiratory support during the induction and maintenance of anaesthesia, including:
 - Mechanical ventilation, discussing their use and application
 - Interpretation of perioperative patient monitoring
 - Intermittent positive pressure ventilation (IPPV) using a bag-valve mask (BVM).
- Assessment of and adaptation to the care needs of a service user recovering from anaesthesia, critically appraising, and implementing appropriate intervention and management strategies.
- Demonstrate safe and effective intravenous cannula placement
- Demonstrate effective and safe preparation and administration of intravenous infusions.
- Demonstrate the taking, recording and interpretation of physiological observations, including pulse and heart rate, blood pressure, respiratory rate, and level of consciousness.

Year 2/Level 5 Clinical Practice Placement Learning Themes – Acute Care Clinical Practice Development

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| Clinical Practice Placement Area: Children and Young Persons Care Setting |
| Level 5 Practice Education Core Learning Themes |
| <ul style="list-style-type: none">● Continue to provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements.● Develop critical awareness and understanding of service user access and entry to practice placement setting which provides emergency health care.● Undertake a critical assessment, identification and recording of service user physical, psychological, and personal care needs across the lifespan.● Demonstrate appropriate application of a range of assessment and clinical management skills to provide high quality care across the lifespan.● Have critical awareness and understanding of policy and practice which impacts on care providers' ability to deliver appropriate, service user specific care plans.● Develop professional collaboration within practice placement settings and opportunities for paramedic practice to compliment or enhance care provision for service users.● Actively use reflection upon theoretical and practice learning to identify and critically discuss how these experiences can enhance their development towards independent professional paramedic practice.● Use fundamental care and communication skills to underpin developing professional practice in a wide range of acute care settings.● Possess an increasing body of knowledge and practical application which can be used, with minimal supervision and where appropriate independently, to continue development of their professional paramedic clinical practice. |

Specific Practice Placement Area Learning Outcomes

This is a five-day (37.5 hours) clinical practice placement; students **could** spend time as follows: Paediatric Emergency Department, Paediatric Ward, Paediatric High Dependency, Health Visitor

- Undertake clinical assessment of children and young people, critically appraising and implementing appropriate intervention and management strategies.
- Demonstrate the ability to assist and support children and young people from initial contact to completion of a care episode, including undertaking initial triage assessment and clinical decision making.
- Be able to obtain a wide range of physical observations and critically appraise their relevance when applied to children and young people.
- Be able to critically assess children and young people, with acute and chronic presentations, identifying red flag signs / symptoms and act appropriately in establishing their relevant care needs.
- Identify key medication and interventions required to manage children and young people's acute/chronic illness and demonstrate understanding of how they are utilised clinically.
- Demonstrate awareness of situations where dignity, equality and diversity have an impact on the safety or effectiveness of delivering care, seeking support and guidance to challenge and report such incidents
- Demonstrate effective communication with children and young people and their carers/significant others.
- Undertake paediatric airway maintenance using the stepwise approach and paediatric vascular access, applying this to pre-hospital care settings.
- Acquire an awareness of the responsibilities/process used to raise concerns about vulnerable service user /child protection consideration and describe how to safeguard vulnerable children and young persons.
- Understand the roles and responsibilities of the Health Visitor and other primary care providers in caring for children and young people care needs.
- Participate effectively in the care of children and young people with various needs, as part of a multi-disciplinary team to ensure they receive high-quality care.
- Participate in handover(s) of care from or to another healthcare professional, contributing to the discussion when appropriate.
- Use knowledge and understanding to prioritise care/interventions, within an appropriate scope of practice, recognising when to seek advice and support.
- Understand organisational communication, recording keeping and data storage, appreciating its relevance to service users care during short-term contact and longer-term settings, and professional standards.
- Discuss how children and young people and their carers needs can be supported, using equipment available to ambulance personnel.
- Critically recognise differences in providing high-quality care to Children and Young Persons in and out of hospital settings.

Year 2/Level 5 Clinical Practice Placement Learning Themes – Acute Care Clinical Practice Development

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| Clinical Practice Placement Area: Emergency Care Setting |
| Level 5 Practice Education Core Learning Themes |
| <ul style="list-style-type: none">● Continue to provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements.● Develop critical awareness and understanding of service user access and entry to practice placement setting which provides emergency health care.● Undertake a critical assessment, identification and recording of service user physical, psychological, and personal care needs across the lifespan.● Demonstrate appropriate application of a range of assessment and clinical management skills to provide high quality care across the lifespan.● Have critical awareness and understanding of policy and practice which impacts on care providers' ability to deliver appropriate, service user specific care plans.● Develop professional collaboration within practice placement settings and opportunities for paramedic practice to compliment or enhance care provision for service users.● Actively use reflection upon theoretical and practice learning to identify and critically discuss how these experiences can enhance their development towards independent professional paramedic practice.● Use fundamental care and communication skills to underpin developing professional practice in a wide range of acute care settings.● Possess an increasing body of knowledge and practical application which can be used, with minimal supervision and where appropriate independently, to continue development of their professional paramedic clinical practice. |

Specific Practice Placement Area Learning Outcomes

This is a five-day (37.5 hours) clinical practice placement; students **could** spend time as follows: Emergency Department with a focus upon acute presentations; Medical Assessment Unit focusing upon elderly care; Resuscitation Room environment

- Undertake clinical assessment of service users, critically appraising and implementing appropriate intervention and management strategies for their care requirements.
- Demonstrate the ability to assist and support service users from initial contact to completion of care episode including undertaking initial triage assessments and clinical decision making.
- Be able to obtain a wide range of physical observations and critically appraise their relevance to service users presenting with a variety of care needs.
- Demonstrate the ability to critically assess unwell service users, act appropriately in establishing their relevant care needs and implement appropriate multidisciplinary care pathways.
- Develop team working skills to operate effectively in emergency situations with knowledge, understanding and application of emergency resuscitation protocols specific to the practice placement, evaluating their application to paramedic practice.
- Undertake a health care assessment using the medical model of enquiry, document the findings and communicate these to a multidisciplinary healthcare team.
- Understand and critically appraise the unique needs of older service users in relation to multiple health problems, polypharmacy issues and the impact this can have on care episodes.
- Demonstrate awareness of situations where dignity, equality and diversity impact on the safety or effectiveness of delivering care, seeking support and guidance to challenge and report such incidents.
- Demonstrate effective communication with service users and their carers/significant others who have a variety of care needs.
- Acquire an awareness of responsibilities/processes used to raise concerns about vulnerable service users, describing how to safeguard these individuals.
- Understand the roles and responsibilities of the wider multidisciplinary team who provide care interventions for service users upon discharge from the emergency setting.
- Participate effectively in the care of service users with various needs, as part of a multi-disciplinary team to ensure high-quality care provision.
- Participate in handover(s) of care from or to another healthcare professional, contributing to the discussion when appropriate.
- Use knowledge and understanding to prioritise care/interventions within an appropriate scope of practice, recognising when to seek advice and support.
- Understand organisational communication, recording keeping and data storage, appreciating its relevance to service users care, during short-term contact and longer-term settings, and professional standards.
- Discuss how service users' needs can be supported, using equipment available to ambulance personnel.
- Recognise differences in providing high-quality care to service users in an out of hospital settings.

Year 2/Level 5 Clinical Practice Placement Learning Themes – Acute Care Clinical Practice Development

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| Clinical Practice Placement Area: Mental Health Across The Lifespan Setting |
| Level 5 Practice Education Core Learning Themes |
| <ul style="list-style-type: none">● Continue to provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements.● Develop critical awareness and understanding of service user access and entry to practice placement setting which provides emergency health care.● Undertake a critical assessment, identification and recording of service user physical, psychological, and personal care needs across the lifespan.● Demonstrate appropriate application of a range of assessment and clinical management skills to provide high quality care across the lifespan.● Have critical awareness and understanding of policy and practice which impacts on care providers' ability to deliver appropriate, service user specific care plans.● Develop professional collaboration within practice placement settings and opportunities for paramedic practice to compliment or enhance care provision for service users.● Actively use reflection upon theoretical and practice learning to identify and critically discuss how these experiences can enhance their development towards independent professional paramedic practice.● Use fundamental care and communication skills to underpin developing professional practice in a wide range of acute care settings.● Possess an increasing body of knowledge and practical application which can be used, with minimal supervision and where appropriate independently, to continue development of their professional paramedic clinical practice. |

Specific Practice Placement Area Learning Outcomes

This is a five-day (37.5 hours) clinical practice placement; students **could** spend time as: Induction / Expert Practice event; Mountain Health Care; Long Term Mental Health

- Undertake clinical assessment of service users using appropriate mental health assessment strategies and apply these to paramedic practice.
- Describe considerations for patients with an undiagnosed and /or diagnosed mental health condition, evaluating how legislation impacts upon and affects clinical practice of paramedics.
- Understand and effectively use The Mental Capacity Act in the out of hospital setting, critically discussing the importance of obtaining consent prior to instigating an episode of care, considering the impact upon mental health service users.
- Assess and document effectively a mental health care service user episode, with consideration and application of responsibilities identified in relevant mental health and mental capacity legislation.
- Undertake appropriate service user observations, documenting these and relating the relevance to the mental health service user care needs.
- Understand and critically appraise the unique needs of the mental health service user in relation to health and/or social problems and the impact this can have on care episodes.
- Demonstrate awareness of situations where dignity, equality and diversity have an impact on the safety or effectiveness of delivering care, seeking support and guidance to challenge and report such incidents.
- Demonstrate effective communication with mental health service users and their carers/significant others.
- Acquire an awareness of responsibilities/process used to raise concerns about vulnerable mental health service users and describe how to safeguard vulnerable individuals.
- Understand the roles and responsibilities of the wider multidisciplinary team who provide care for mental health service users, such as Community or Outreach teams and substance abuse services.
- Identify and discuss key intervention / medications used to support mental health service users.
- Describe suicide/self-harm risk assessment processes and their implications for paramedic practice and mental health service users.
- Participate effectively in the care of mental health service users with various needs, as part of a multi-disciplinary team to ensure high-quality of care.
- Participate in handover(s) of care from or to another healthcare professional and / or social service team contributing to the discussion when appropriate.
- Use knowledge and understanding to prioritise care/interventions within an appropriate scope of practice, recognising when to seek advice and support.

- Understand organisational communication, recording keeping and data storage, appreciating its relevance to mental health service users' care, during short-term contact and longer-term settings, and professional standards.
- Discuss how mental health service users' needs can be supported by the paramedic profession.
- Recognise differences in providing high-quality care to mental health service users out of hospital settings.

Year 2/Level 5 Clinical Practice Placement Learning Themes – Acute Care Clinical Practice Development

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| Clinical Practice Placement Area: Obstetrics, Gynaecology and Neonatal care |
| Level 5 Practice Education Core Learning Themes |
| <ul style="list-style-type: none">● Continue to provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements.● Develop critical awareness and understanding of service user access and entry to practice placement setting which provides emergency health care.● Undertake a critical assessment, identification and recording of service user physical, psychological and personal care needs across the lifespan.● Demonstrate appropriate application of a range of assessment and clinical management skills to provide high quality care across the lifespan.● Have critical awareness and understanding of policy and practice which impacts on care providers' ability to deliver appropriate, service user specific care plans.● Develop professional collaboration within practice placement settings and opportunities for paramedic practice to compliment or enhance care provision for service users.● Actively use reflection upon theoretical and practice learning to identify and critically discuss how these experiences can enhance their development towards independent professional paramedic practice.● Use fundamental care and communication skills to underpin developing professional practice in a wide range of acute care settings.● Possess an increasing body of knowledge and practical application which can be used, with minimal supervision and where appropriate independently, to continue development of their professional paramedic clinical practice. |

Specific Practice Placement Area Learning Outcomes

This is a five-day (37.5 hours) clinical practice placement; students **could** spend time as follows: Delivery suite; Neonatal ITU; Acute Gynaecological Service; Perinatal care

- Undertake clinical assessment of gynaecology / obstetric / neonatal service users using appropriate assessment strategies and critically apply these to paramedic practice.
- Be able to effectively document gynaecology / obstetric / neonatal service users' assessment utilising appropriate medical models of enquiry.
- Undertake appropriate and timely observations, documenting these and analysing their relevance to the gynaecology / obstetric / neonatal service users' care needs.
- Understand and critically appraise the unique needs of the gynaecology / obstetric / neonatal service user in relation to health problems and the impact this can have on care episodes.
- Develop awareness of the differing emergency resuscitation needs of the gynaecology / obstetric / neonatal service user and impact this has upon their health needs applying these considerations to paramedic practice.
- Demonstrate awareness of situations where dignity, equality and diversity have an impact on the safety or effectiveness of delivering care, seeking support and guidance to challenge and report such incidents.
- Demonstrate effective communication with gynaecology / obstetric / neonatal service users and their carers/significant others.
- Acquire an awareness of responsibilities/process used to raise concerns about vulnerable service users and describe how to safeguard affected individuals.
- Understand the roles and responsibilities of the wider multidisciplinary team who provide care for gynaecology/obstetric /neonatal service users, for example, community midwife and health visitor teams.
- Identify and discuss key intervention / medications used to support gynaecology / obstetric / neonatal service users in routine and emergency situations.
- Participate effectively in the care of gynaecology / obstetric / neonatal service users with various needs, as part of a multi-disciplinary team to ensure high-quality of care.
- Participate in handover(s) of care from or to another healthcare professional and / or social service team contributing to the discussion when appropriate.
- Use knowledge and understanding to prioritise care/interventions within an appropriate scope of practice, recognising when to seek advice and support.
- Understand organisational communication, recording keeping and data storage, appreciating its relevance to service users care, during short-term contact and longer-term settings, and professional standards.
- Discuss how gynaecology / obstetric / neonatal service users' needs can be supported by the paramedic profession.
- Recognise differences in providing high-quality care to gynaecology / obstetric / neonatal service users in and out of the hospital setting.

Year 3/Level 6 Practice Placement Learning Themes - Enhanced Care Clinical Practice Development

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| Clinical Practice Placement Area: End of Life Care |
| Level 6 Practice Education Core Learning Themes |
| <ul style="list-style-type: none">● Continue to provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements.● Demonstrate critical awareness and understanding of service user access and entry to practice placement settings which provide acute unscheduled care and long-term chronic healthcare management.● Utilise clinical encounters to critically assess service users' health care needs, synthesising their physical, psychological, and personal requirements into an organised plan for their care management package across the lifespan.● Build upon their range of assessment and clinical management skills, interpreting the results using effective and selective critical analysis.● Consistently demonstrate enhanced clinical decision making that is flexible and accurately applied for a wide variety of service users across the lifespan.● Justify their practice using an analytical approach, showing an awareness of their limitations, recognising opportunities to seek specialist support and/or onward management to enhance service user care and/or management packages.● Practice in a flexible manner that can readily distinguish and adapt to service users who have high-acuity or low-acuity care needs which may be complicated by a long-term healthcare condition and select and implement appropriate care pathways.● During clinical practice take increasing responsibility for directing their learning, synthesising interpretation of service users' assessments with that of expert practitioners to enhance their clinical practice.● Whilst working with clinicians make use of opportunities to follow service users' care pathways from entry into healthcare to episode completion with the aim of analysing management decisions, enhancing critical awareness of appropriate management pathways.● Support service users, their family/carers across the lifespan, determining when end of life needs are judged to be appropriate and critically analyse strategies to utilise these.● Build upon prior practice learning, to continue enhancing service user experience of paramedic practice which is delivered in partnership with existing healthcare providers.● Demonstrate the possession of a body of knowledge and practical application which can be used predominantly independently in final preparation towards autonomous professional paramedic practice. |

Specific Practice Placement Area Learning Outcomes

This is a five-day (37.5 hours) clinical practice placement; students **could** spend time as follows: Community; Hospice; Specialist palliative care practitioner; Hospice at Home.

- Undertake holistic clinical assessment of services users with end of life / life limiting care needs, critically determining appropriate assessment strategies, demonstrating application in practice.
- Effectively document results of assessment and diagnostic tests using the medical model, presenting findings to a multi-disciplinary team during service user presentations care experiences.
- Interpret using critical analysis, a variety of physiological observations and diagnostic tests; document these appropriately and apply their relevance to individual end of life / life limiting service user presentations.
- Critically appraise, using knowledge and understanding, the unique needs of end of life / life limiting service users in relation to social care and/or health needs and polypharmacy consideration and evaluate the impact these features have upon care episodes.
- Understand clinical decision-making models applied to end of life / life limiting service users, evaluating the impact upon their social, health, medication needs through critical application to paramedic practice.
- Utilise a varied and flexible range of effective communication skills with end of life/life limiting service users, their carers/significant others, and members of the multidisciplinary team.
- Critically assess and evaluate the end of life / life limiting service users' environment ensuring personal mobility and safety needs are met in a holistic manner, accessing appropriate multidisciplinary services.
- Demonstrate broad professional awareness of responsibilities/processes used to raise concerns about vulnerable end of life / life limiting service users, protection issues and safeguarding.
- Critically evaluate roles and responsibilities of multidisciplinary team members who provide assessment, diagnostic services, and treatment interventions for end of life / life limiting service users.
- Understand the rationale for key interventions/medications used to help support end of life / life limited-service users, independently recognising the boundaries of paramedic practice and proactively involving specialist professionals where appropriate.
- Effectively contribute to end of life / life limiting service users' clinical management, communicating relevant information in multidisciplinary consultations within an expanding scope of practice.
- Demonstrate awareness of situations where dignity, equality and diversity have an impact on the safety or effectiveness of delivering care, seeking support and guidance to challenge and report such incidents.

Year 3/Level 6 Practice Placement Learning Themes - Enhanced Care Clinical Practice Development

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| Clinical Practice Placement Area: Unscheduled Presentations (Urgent Care) |
| Level 6 Practice Education Core Learning Themes |
| <ul style="list-style-type: none">● Continue to provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements.● Demonstrate critical awareness and understanding of service user access and entry to practice placement settings which provide acute unscheduled care and long-term chronic healthcare management.● Utilise clinical encounters to critically assess service users' health care needs, synthesising their physical, psychological, and personal requirements into an organised plan for their care management package across the lifespan.● Build upon their range of assessment and clinical management skills, interpreting the results using effective and selective critical analysis.● Consistently demonstrate enhanced clinical decision making that is flexible and accurately applied for a wide variety of service users across the lifespan.● Justify their practice using an analytical approach, showing an awareness of their limitations, recognising opportunities to seek specialist support and/or onward management to enhance service user care and/or management packages.● Practice in a flexible manner that can readily distinguish and adapt to service users who have high-acuity or low-acuity care needs which may be complicated by a long-term healthcare condition and select and implement appropriate care pathways.● During clinical practice take increasing responsibility for directing their learning, synthesising interpretation of service users' assessments with that of expert practitioners to enhance their clinical practice.● Whilst working with clinicians make use of opportunities to follow service users' care pathways from entry into healthcare to episode completion with the aim of analysing management decisions, enhancing critical awareness of appropriate management pathways.● Support service users, their family/carers across the lifespan, determining when end of life needs are judged to be appropriate and critically analyse strategies to utilise these.● Build upon prior practice learning, to continue enhancing service user experience of paramedic practice which is delivered in partnership with existing healthcare providers.● Demonstrate the possession of a body of knowledge and practical application which can be used predominantly independently in final preparation towards autonomous professional paramedic practice. |

Specific Practice Placement Area Learning Outcomes

This is a five-day (37.5 hours) clinical practice placement; students **could** spend time as follows: Specialist Paramedic; Urgent Care Centre; Out of Hours Service or Call Centre (999,111 and MH response).

- Undertake clinical assessment unscheduled care settings, critically determining appropriate assessment strategies and demonstrating application in practice.
- Effectively document results of assessment and diagnostic tests using the medical model, presenting findings to a multi-disciplinary team during unscheduled service users' care experiences.
- Interpret using critical analysis a variety of physiological observations and diagnostic tests; document these appropriately and apply their relevance to individual unscheduled service users' presentations.
- Critically appraise, using knowledge and understanding, the unique needs of service users with an unscheduled presentation condition in relation to social care and/or health needs, and evaluate the impact these features have upon care episodes.
- Understand clinical decision-making models applied to unscheduled service users evaluating the impact upon their social, health and medication needs through critical application to paramedic practice.
- Utilise a varied and flexible range of effective communication skills with unscheduled service users, their carers / significant others, and members of the multidisciplinary team.
- Able to appropriately identify and access key intervention / medications used to help support unscheduled care service users in routine and emergency situations.
- Demonstrate broad professional awareness of responsibilities/processes used to raise concerns about vulnerable service users, protection issues and knowledge and understanding of how to safeguard.
- Critically evaluate roles and responsibilities of multidisciplinary team members who provide assessment, diagnostic services, and treatment interventions for unscheduled service presentations.
- Understand the rationale for key interventions / medications used to support unscheduled service users, independently recognising the boundaries of paramedic practice, and proactively involving specialist professionals where appropriate.
- Effectively contribute to unscheduled service users' clinical management, communicating relevant information in multidisciplinary consultations within an expanding scope of practice.
- Demonstrate awareness of situations where dignity, equality and diversity have an impact on the safety or effectiveness of delivering care, seeking support and guidance to challenge and report such incidents.

Year 3/Level 6 Practice Placement Learning Themes - Enhanced Care Clinical Practice Development

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| Clinical Practice Placement Area: Unscheduled Presentations (Primary Care) |
| Level 6 Practice Education Core Learning Themes |
| <ul style="list-style-type: none">● Continue to provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements.● Demonstrate critical awareness and understanding of service user access and entry to practice placement settings which provide acute unscheduled care and long-term chronic healthcare management.● Utilise clinical encounters to critically assess service users' health care needs, synthesising their physical, psychological, and personal requirements into an organised plan for their care management package across the lifespan.● Build upon their range of assessment and clinical management skills, interpreting the results using effective and selective critical analysis.● Consistently demonstrate enhanced clinical decision making that is flexible and accurately applied for a wide variety of service users across the lifespan.● Justify their practice using an analytical approach, showing an awareness of their limitations, recognising opportunities to seek specialist support and/or onward management to enhance service user care and/or management packages.● Practice in a flexible manner that can readily distinguish and adapt to service users who have high-acuity or low-acuity care needs which may be complicated by a long-term healthcare condition and select and implement appropriate care pathways.● During clinical practice take increasing responsibility for directing their learning, synthesising interpretation of service users' assessments with that of expert practitioners to enhance their clinical practice.● Whilst working with clinicians make use of opportunities to follow service users' care pathways from entry into healthcare to episode completion with the aim of analysing management decisions, enhancing critical awareness of appropriate management pathways.● Support service users, their family/carers across the lifespan, determining when end of life needs are judged to be appropriate and critically analyse strategies to utilise these.● Build upon prior practice learning, to continue enhancing service user experience of paramedic practice which is delivered in partnership with existing healthcare providers.● Demonstrate the possession of a body of knowledge and practical application which can be used predominantly independently in final preparation towards autonomous professional paramedic practice. |

Specific Practice Placement Area Learning Outcomes

This is a ten-day (75 hours) clinical practice placement, students will spend the time in General Practice.

- Effectively document results of assessment and diagnostic tests using the medical model, presenting findings to a multi-disciplinary team during General Practice service users care experiences.
- Interpret using critical analysis a variety of physiological observations and diagnostic tests; document these appropriately and apply their relevance to individual General Practice service user's presentations.
- Critically appraise, using knowledge and understanding, the unique needs of service users with a General Practice presentation condition in relation to social care and/or health needs, evaluate the impact these features have upon care episodes.
- Understand clinical decision-making models applied to General Practice service users evaluating the impact upon their social, health, medication needs through critical application to paramedic practice.
- Utilise a varied and flexible range of effective communication skills with General Practice service users, their carers/significant others, and members of the multidisciplinary team.
- Able to appropriately identify and access key intervention / medications used to help support General Practice care service users in routine and emergency situations.
- Demonstrate broad professional awareness of responsibilities/process used to raise concerns about vulnerable service users, protection issues and knowledge and understanding how to safeguard.
- Critically evaluate roles and responsibilities of multidisciplinary team members who provide assessment, diagnostic services, and treatment interventions for General Practice service presentations.
- Understand the rationale for key interventions/medications used to support General Practice service users, independently recognising the boundaries of paramedic practice, and proactively involving specialist professionals where appropriate.
- Effectively contribute to General Practice service user's clinical management, communicating relevant information in multidisciplinary consultants within an expanding scope of practice.
- Demonstrate awareness of situations where dignity, equality and diversity have an impact on the safety or effectiveness of delivering care, seeking supporting and guidance to challenge and report such incidences.
- Undertake holistic clinical assessment of older adult service users presenting with multiple health care needs, critically determining appropriate assessment strategies, demonstrating application in practice.
- Effectively document results of assessment and diagnostic tests using the medical model, presenting findings to a multi-disciplinary team during older service users care pathway experiences.
- Interpret using critical analysis a variety of physiological observations and diagnostic tests; document these appropriately and apply their relevance to individual older adult service user presentations.

- Critically appraise, using knowledge and understanding, the unique needs of the older adult service users in relation to social care and/or health needs, polypharmacy consideration, evaluate the impact these features have upon care episodes.
- Understand clinical decision-making models applied to older adult service users, evaluating the impact upon their social, health, medication needs through critical application to paramedic practice.
- Critically assess and evaluate service users with a chronic condition environment ensuring personnel mobility and safety needs are met in a holistic manner, accessing appropriate multidisciplinary services.
- Demonstrate broad professional awareness of responsibilities/process used to raise concerns about vulnerable service users with a chronic condition, protection issues and safeguarding.
- Critically evaluate roles and responsibilities of multidisciplinary team members who provide assessment, diagnostic services, and treatment interventions for service users with a chronic condition.
- Understand the rationale for key interventions / medications used to help support service users with a chronic condition independently recognising the boundaries of paramedic practice and proactively involving specialist professionals where appropriate.
- Effectively contribute to service users with a chronic condition clinical management, communicating relevant information in multidisciplinary consultants within an expanding scope of practice.
- Demonstrate awareness of situations where dignity, equality and diversity have an impact on the safety or effectiveness of delivering care, seeking supporting and guidance to challenge and report such incidents.

Version record

| Version | Alterations | Updated: | Updated by: |
|---------|---|------------|---------------------------|
| 1.0 | Major structural and content changes | 30/01/20 | N Groom |
| 1.1 | Further changes based on feedback from head of PEU, cover page added, page numbers added. | 31/01/2020 | N Groom |
| 1.2 | Further changes to text made based on extra feedback from Paramedic PEU link | 03/02/2020 | N Groom |
| 1.3 | Additional formatting updates | 03/02/20 | M Catterall |
| 1.4 | Further changes to format and tables to help maintain document consistency | 04/02/2020 | N Groom |
| 1.5 | Contents rearranged, changes from PPL integrated, changes from PEU integrated, some contents rewritten, and new sections added, tables reformatted. | 05/02/2020 | N Groom |
| 1.6 | 2021 Updates | 11/10/2021 | M Catterall & S Lavers |