

School of Allied Health Sciences
University of Suffolk
BSc (Hons) Paramedic Science



Multi-Professional Placement
Practice Assessment Document

Year 1

School of Allied Health Sciences

BSc (Hons) Paramedic Science

Name:

In-Take Date.....

Student Identification Number.....

Personal Tutor.....

Student's Emergency Contact

Name.....

Relationship

Contact Number.....

Overview of the Year 1 Multi-Professional Placement Practice Assessment Document

The Year 1 Multi-Professional Placement Practice Assessment Document (PAD) serves as a structured guide for students to develop and demonstrate key foundational skills necessary for progression as paramedics. This placement is specifically designed to focus on communication and interpersonal skills, which are fundamental to effective patient care and teamwork, transferable to roles both within and outside of the ambulance service and essential to a student's development towards becoming a registered paramedic.

Purpose of the Document

The PAD provides a framework for assessing students' abilities to engage with patients, healthcare professionals, and members of the public in a compassionate, professional, and effective manner. It outlines expectations, learning outcomes, and assessment criteria to ensure students are developing in a supportive and structured way.

Key Areas of Focus for the Multi-Professional Placement

Interpersonal Skills	<ul style="list-style-type: none"> ▪ Communicates clearly, effectively, and compassionately with patients, families, and colleagues. ▪ Demonstrates active listening and appropriate non-verbal communication. ▪ Builds rapport and establishes trust with service users and team members. ▪ Works collaboratively within multiprofessional teams. ▪ Responds appropriately to feedback and is open to learning from others.
Professional Qualities	<ul style="list-style-type: none"> ▪ Displays honesty, integrity, and respect in all interactions. ▪ Maintains confidentiality and upholds ethical standards. ▪ Demonstrates reliability, punctuality, and a positive attitude. ▪ Adheres to the Health and Care Professions Council (HCPC) standards of conduct, performance, and ethics.
Professional Skills	<ul style="list-style-type: none"> ▪ Demonstrates safe and effective basic clinical skills under supervision. ▪ Begins to prioritise care and make appropriate decisions in situations. ▪ Applies basic clinical reasoning and problem-solving in patient assessment. ▪ Recognises own limitations and seeks help when needed.
Understanding the Service User	<ul style="list-style-type: none"> ▪ Demonstrates an awareness of the individual needs, values, and preferences of service users. ▪ Shows respect for diversity, culture, and inclusion in practice. ▪ Begins to understand the lived experience of illness or injury from the service user's perspective. ▪ Considers how social determinants of health impact the service user's experience.

These key focus areas are designed to guide and support the development of first-year paramedic students during their multiprofessional placements. By establishing a strong foundation in interpersonal communication, professional conduct, clinical skills, and person-centred care, students can begin to build the competence and confidence required for effective paramedic practice. Regular feedback and reflection on these areas will be crucial in promoting safe, ethical, and compassionate care.

Personal Development Questions

Please take time to understand the key areas of focus for the Multi-Professional placement, these key areas will make up each of the four sections of competencies within this PAD.

Following each set of competencies, there is a question designed to support your reflection and learning from your Multi-Professional placement. We recommend aiming to write approximately 500 words for each question and 5 associated references. These short-written pieces will support the development of your written work within Preparation for Paramedic Practice 2 – The Reflective Practitioner and your further development as you transition into Year 2 of the programme.

The four questions are listed below, and you will find each one listed again at the end of the four sections.

Interpersonal Skills

- In what ways have you enhanced your interpersonal skills during this placement experience?

Professional Qualities

- Describe your understanding of the role of a different professional you collaborated with during placement.

Professional Skills

- How have you developed and applied your communication skills throughout your placement?

Understanding the Service User

- How did you demonstrate an understanding of the holistic care needs of a service user you engaged with on placement?

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Roles and Responsibilities

The Student

- The student must attend their designated placement location in the agreed time frame.
- The student must share their objectives for the shift, mapping across from the elements of practice.
- The student must have their PAD with them for each shift for potential assessment.
- The student must ensure that the placement information, signature sheet and record of attendance are completed for each practice placement area.
- The student should reflect on feedback with a view to their personal growth and development.
- The student must ensure the safekeeping of their PAD throughout their programme.
- The student must submit their PAD for review on the date specified in the module introduction.
- The student must always maintain patient confidentiality in line with current guidance
- Conduct must always be of a professional standard.

The Practice Educator (PEd)

The Practice Educator (PEd) will be a registrant of the Health and Care Professions Council (HCPC), Nursing and Midwifery Council (NMC) or General Medical Council (GMC) or another suitably qualified supervising practitioner who will be referred to as a PEd. The PEd will be responsible for the students' supervision and assessment in practice.

- The PEd should orientate the student to the placement area on their first day.
- The PEd must identify and provide access to appropriate learning opportunities and resources.
- The PEd should guide the student to reflect on experiences to facilitate learning in and from practice.
- The PEd must complete the appropriate sections of the practice assessment documentation.
- The PEd must ensure that both the student and the specified Link Lecturer if any concerns or issues arise immediately.
- The PEd must only discuss student personal or developmental issues with appropriate members of staff when necessary.
- The PEd must demonstrate conduct of a professional standard at all times.

Who Can Sign This Document?

If you are a PEd (Practice Supervisor) you may sign any element of practice at either formative or summative level providing that particular skill sits within your own scope of practice. You must add your details to the PEd page at the back of this document when doing so. Students are informed to aim for one formative signature before moving onto gaining a summative signature.

- You are not required to observe a student perform a particular element of practice multiple times before signing this document. If the student demonstrates the element to the required standard, and you are a PEd whose own scope of practice includes that element, you may sign the document accordingly, even if it is your first time working with that student.

If you witness a student perform an element of practice that does not sit within your scope of practice or a skill that does sit within your scope of practice but are not a qualified PEd.

- You can provide a witness testimony detailing what you have observed. The student will then take this to their named supervisor who can sign on that basis though may need to contact you for clarification.

Elements Of Practice – The Assessment Process

Assessing The Elements Of Practice

- Each element will have a required level of practice of either **Dependant, Assisted, Minimally Supervised**, or **Independent** for the year. This will be determined by your knowledge and scope of practice relevant to your course.
- The Practice Educator (PEd) will discuss student progress and record their comments using the elements of practice criteria table. This will assess the student's knowledge, performance and personal attributes in each element of practice.

Students are expected to achieve competencies at Grade ASSISTED by the end of Year 1

Grading And Assessment

Fine Grading Of Competencies

Specific guidelines for fine grading of practice competencies (adapted from Steinaker and Bell's 1979 Taxonomy of Experiential Learning):

Exposure (Grade D = Dependent) e.g. Not Competent

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

Participation (Grade A = Assisted) e.g. Competent at Basic Skills

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

Identification (Grade MS = Minimal Supervision) e.g. Competent with Minimal Supervision

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

Internalisation (Grade Ind = Independent) e.g. Independent

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

Elements Of Practice – Grading Matrix

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

Formative And Summative Assessments Explained

The formative assessment provides both the student and the Practice Educator (PEd) with feedback on how well an element of practice is being undertaken and can inform them as to how to develop or maintain future practice.

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

- Where possible assessments should be pre-planned and agreed however, the student can be assessed formatively in any area, at any time.
- The student should have a minimum of one formative assessment recorded for every element of practice (if applicable to the placement site)
- The PAD will be reviewed by the university module lead upon students' return to university.
- The Practice Educator (PEd) who undertakes these assessments must record the result in the record of achievement

A Practice Educator (PEd) may sign of the student by the following methods:

- 1. Direct Observations**
- 2. Simulated or Demonstration in Practice**
- 3. Question & Answers (verbal or written)**
- 4. Written Reflection**
- 5. Witnessed Testimonies**

Example:

Record Of Achievement For The Element Of Practice

<p>1. Communication (and technologies): Students may demonstrate breaking bad news, terminating resuscitation attempts, documenting using EPCR and handing over patient care using ASHICE/ATMISTER. Students may also demonstrate use of a range of IT communications including Tetra radio main sets/hand held's and mobile data terminals (MDT).</p>		
Formative	<p>Assessed level: Student.....A. Assessed level: PEd.....A..... Date....12/11/2020..... PEd Name...D. Shepherd..... PEd Sign...P. PEd.....</p>	<p>When being mobilised onto a 'red call' from HEOC they lacked understanding and awareness of mobilising immediately and were unable to use the MDT function buttons in a structured way i.e. did not 'mobilise' to scene, press 'at scene', press 'leave scene' etc.</p>
Formative	<p>Assessed level: Student.....A.. Assessed level: PEd.....A..... Date....20/11/2020..... PEd Name...D. Shepherd..... PEd Sign...P. PEd.....</p>	<p>They now understand the importance of mobilising immediately when passed a red call from HEOC although still require support with MDT functions, especially when 'leaving scene' to inform the receiving hospital of their intention to transport patient to them.</p>
Summative	<p>Assessed level: Student....A.. Assessed level: PEd.....MS... Date....28/11/2020..... PEd Name...D. Shepherd..... PEd Sign...P. PEd.....</p>	<p>They can now fully use MDT with direction utilising comment's function boxes, refuelling buttons and basic mobilisation buttons etc. They can navigate around the MDT with basic understanding and knowledge of its importance.</p>

Reporting Concerns

As a Practice Educator you may occasionally have concerns relating to a variety of issues. This document sets out the process for contacting the University of Suffolk in this circumstance. Concern level is separated into three categories; *minor*, *moderate* and *major* and while your specific concern may not fit neatly into this algorithm, contact should be made early and appropriately as you see fit at the time and in the circumstance. Should you have any queries regarding this document please raise them with the course team.

Reporting a minor concern

A concern can be considered minor if due to an unplanned variation in the learning environment a student may be at risk of not achieving the outcomes required in placement learning to the standard expected.

An example of a minor concern – *“Due to a student’s recent poor engagement he/she may well not reach the required standards in the timeframe of this placement. This poor engagement has only been present during their last two shifts and if this continues there is a possibility that the required standards will not be met.”*

Reporting a moderate concern

A concern can be considered to be moderate if due to an unplanned variation in the learning environment a student may be unlikely to achieve the outcomes required in the placement learning to the standard expected.

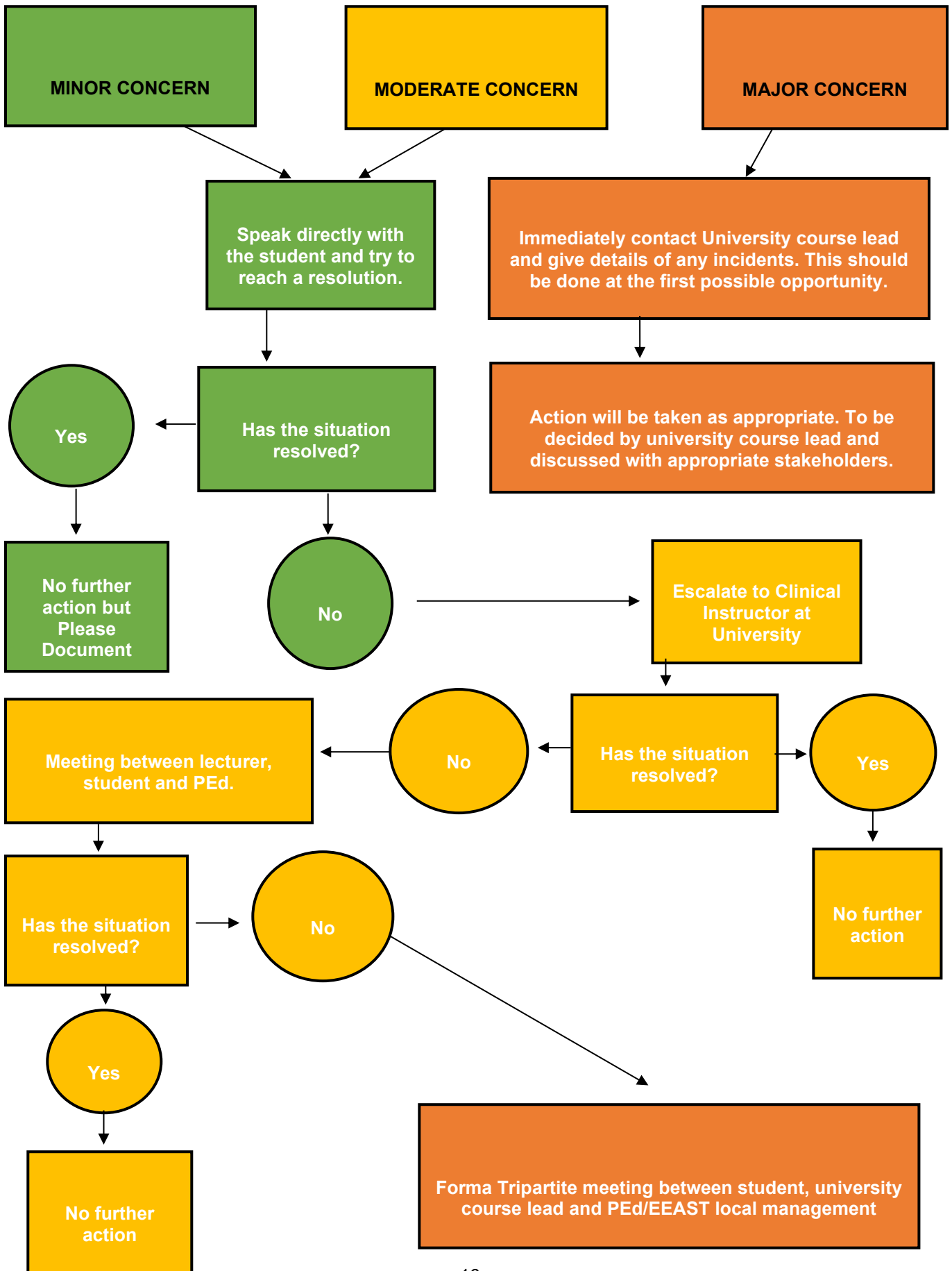
An example of a moderate concern – *“Due to a student’s poor engagement over the term of this placement, plus a number of absences, it is unlikely that the required standard of practice will be met. This has been ongoing for a number of weeks and attempts to rectify this have been unsuccessful”.*

Reporting a major concern

A concern can be considered major if due to an unplanned variation in the learning environment a student is exposed to, or is not protected from exposure to, inappropriate or unsafe care or placement education.

An example of a major concern – *“Today the student has been involved in an accident in the workplace. The potential injuries caused as a result may mean the student cannot attend placement or University”*

Escalating Concerns With The University Of Suffolk



Cause For Concern

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

Contact made by: Name: _____ Position: _____ Tel: _____ E-mail: _____	Date: _____ Name of Placement Provider/Trust: _____ _____ Clinical Area: _____
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Practice Educator Details (if different to above) Name: _____ Tel: _____	Student Details: Name: _____ Cohort: _____ Course: _____
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Cause for Concern Summary: *(This form MUST be submitted with supportive evidence i.e. copy of student formative/summative feedback on their poor performance)*

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

Practice Educator: on completion, please contact the following:

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

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

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

Adapted from Fitness to Practice Guidelines for Mentors in Practice (NHS East of England SHA)
Practice Educator to ensure photocopy of this form and supporting evidence is given to Education Champion / Link Team
Lack of supporting evidence will result in this form being returned

Please contact the University course team if you have any questions.

Please note that mobile numbers should only be used for emergencies outside of office hours

University Of Suffolk, Paramedic Science Course Team

Lee Marshall, Course Lead Link Lecturer - Norfolk and Waveney Email: L.marshall3@uos.ac.uk Tel: 01473338657 Mob: 07772076445
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Records Of Achievement For The Elements Of Practice

Multi-Professional Placement

BSc (Hons) Paramedic Science

Year 1

Elements Of Practice Criteria List

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35	Understanding of Patient Specific Documentation
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37	Understanding the Aids Required to Promote Independence
37	Maintaining Dignity
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38	Understanding of Child Developmental Milestones

Multi-Professional Placement Record Of Achievement For The Elements Of Practice
Year 1

Interpersonal Skills

1. Leadership: <i>Importance:</i> Builds confidence and early understanding of professional responsibility. <i>Example of Achievement:</i> The student takes initiative during a non-complex patient handover, ensuring key information is communicated clearly to receiving staff, while remaining within their scope of practice.		
Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

2. Empathy: <i>Importance:</i> Fosters trust and ensures care is delivered with compassion. <i>Example of Achievement:</i> The student takes time to reassure an anxious patient, using calm language and validating their feelings, contributing to a positive care experience.		
Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

3. Flexibility: *Importance:* Necessary for managing the unpredictable nature of practice.
Example of Achievement: The student adapts to a sudden change in the care plan by remaining composed and assisting the team with a new task or patient without hesitation.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

4. Active Listening: *Importance:* Enhances communication and supports safer practice.
Example of Achievement: The student accurately repeats back instructions during scenario they have faced while on placement, demonstrating they have listened and understood team priorities.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

5. Accepting of Feedback: *Importance:* Enables learning and ongoing development.
Example of Achievement: After receiving feedback on their patient communication skills, the student reflects and applies the advice in subsequent interactions, which is noted by the PEd.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

6. Teamwork and Collaboration: *Importance:* Promotes safe, efficient, and holistic patient care.
Example of Achievement: The student contributes appropriately during a multidisciplinary team discussion, offering relevant information and showing respect for others' roles.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

<p>7. Problem Solving: Importance: Supports safe decision-making and clinical reasoning. <i>Example of Achievement:</i> When faced with a non-urgent patient need (e.g., mobility concern), the student identifies a suitable solution by liaising with other professionals or suggesting appropriate resources under supervision.</p>		
Formative	<p>Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....</p>	
Summative	<p>Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....</p>	

<p>8. Patience: Importance: Maintains professionalism adheres to HCPC Standards of Proficiency for Paramedics <i>Example of Achievement:</i> The student remains calm and supportive while assisting a patient who is confused or distressed, showing consistent professionalism and care.</p>		
Formative	<p>Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....</p>	
Summative	<p>Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....</p>	

9: Emotional Intelligence: *Importance:* Improves communication and self-awareness under pressure.
Example of Achievement: The student recognises their own stress during a busy shift and takes appropriate steps to manage it, while maintaining professionalism in their interactions.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

10: Positive Attitude: *Importance:* Enhances learning, morale, and the care environment.
Example of Achievement: The student consistently engages in tasks with enthusiasm, volunteers to help colleagues when appropriate, and responds constructively to challenges or setbacks.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

Personal Development Question – Interpersonal Skills

In what ways have you enhanced your interpersonal skills during this placement experience?

Notes

Professional Qualities

<p>11: Responsibility: Importance: Demonstrates reliability, accountability, and awareness of one's role within the team. <i>Example of Achievement:</i> The student prepares appropriately for shift duties, follows instructions accurately, and reports back clearly on completed tasks or if assistance is needed.</p>		
Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

<p>12. Professional Image: Importance: Reflects pride in the role and upholds the public's trust in the profession. <i>Example of Achievement:</i> The student maintains appropriate uniform standards, uses respectful language and body language, and behaves in a manner consistent with NHS and HCPC expectations.</p>		
Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

13. Time Management: Importance: Essential for delivering timely, effective care and managing workload efficiently.
Example of Achievement: The student arrives prepared for shift, completes their tasks proactively, and completes required documentation within agreed timeframes under supervision.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

14. Conflict Resolution: Importance: Promotes a safe and respectful working environment.
Example of Achievement: When faced with a disagreement between colleagues or patients, the student remains calm, listens to all perspectives, and either seeks guidance or helps to de-escalate the situation professionally.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

15. Honesty and Integrity: *Importance:* Fundamental to professional and ethical practice.
Example of Achievement: The student acknowledges a mistake or gap in knowledge honestly, informs the appropriate person, and seeks advice or learning without attempting to conceal the issue.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

16. Respect and Understanding of Different Professionals: *Importance:* Encourages effective interprofessional collaboration and patient-centered care.
Example of Achievement: The student observes and learns from a range of professionals during placement, asks appropriate questions about others' roles, and demonstrates respect for differing approaches and expertise.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

Personal Development Question – Professional Qualities

Describe your understanding of the role of a different professional you collaborated with during placement.

Notes

Professional Skills

<p>17. Communication: <i>Importance:</i> Central to safe, effective care and collaborative teamwork. <i>Example of Achievement:</i> The student communicates clearly with patients and colleagues, adjusts their language to suit the audience (e.g., member of the public vs. clinician), and checks for understanding where needed.</p>		
Formative	<p>Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....</p>	
Summative	<p>Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....</p>	

<p>18. Confidentiality: <i>Importance:</i> Protects patient privacy and upholds legal and ethical standards. <i>Example of Achievement:</i> The student avoids discussing patient details in public areas, manages documentation securely, and only shares information with appropriate personnel.</p>		
Formative	<p>Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....</p>	
Summative	<p>Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....</p>	

19. Consent: *Importance:* Respects patient autonomy and legal rights.
Example of Achievement: The student asks for permission before initiating care tasks, checks that the patient understands what is happening, and seeks guidance when unsure about a consent issue.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

20. Capacity: *Importance:* Ensures that care decisions are made ethically and lawfully.
Example of Achievement: The student observes the assessment of a patient's capacity, discusses the process with their mentor, and demonstrates understanding of when and how consent should be obtained or challenged.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

21. Positive Behaviour and Willingness to get Involved: *Importance:* Contributes to a supportive team dynamic, enhances learning, and promotes a therapeutic environment.
Example of Achievement: The student approaches each shift with enthusiasm, engages willingly with new tasks, and maintains a respectful, can-do attitude even when faced with challenges.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

Personal Development Question – Professional Skills

How have you developed and applied your communication skills throughout your placement?

Notes

Understanding The Service User

<p>22. Understanding Individual Care Needs: <i>Importance:</i> Recognising that every patient's care should be personalised to meet their individual, cultural, and clinical needs <i>Example of Achievement:</i> The student demonstrates awareness of a patient's mobility, communication, or emotional needs and adjusts their approach accordingly under supervision.</p>		
Formative	<p>Assessed level: Student.....</p> <p>Assessed level: PEd.....</p> <p>Date.....</p> <p>PEd Name.....</p> <p>PEd Sign.....</p>	
Summative	<p>Assessed level: Student.....</p> <p>Assessed level: PEd.....</p> <p>Date.....</p> <p>PEd Name.....</p> <p>PEd Sign.....</p>	

<p>23. Understanding of Patient Specific Documentation: <i>Importance:</i> Ensures continuity of care, legal compliance, and accurate clinical records. <i>Example of Achievement:</i> The student accurately records patient observations or events in line with organisational protocols and discusses the importance of documentation with their mentor.</p>		
Formative	<p>Assessed level: Student.....</p> <p>Assessed level: PEd.....</p> <p>Date.....</p> <p>PEd Name.....</p> <p>PEd Sign.....</p>	
Summative	<p>Assessed level: Student.....</p> <p>Assessed level: PEd.....</p> <p>Date.....</p> <p>PEd Name.....</p> <p>PEd Sign.....</p>	

24. Personal Care (If Applicable): *Importance:* Supporting patients with dignity in their basic needs is a vital part of holistic care.

Example of Achievement: The student assists with personal care tasks (e.g., hygiene or repositioning) respectfully and safely, ensuring the patient's comfort and privacy.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

25. Nutrition and Fluid Intake (If Applicable): *Importance:* Maintaining nutrition is crucial to recovery and wellbeing.

Example of Achievement: The student supports or observes mealtime routines, understands dietary needs or restrictions, and accurately documents fluid/food intake as required.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

26. Understanding of Aids Required to Promote Independence (If Applicable): Importance: Encourages patient autonomy and dignity in care. <i>Example of Achievement:</i> The student identifies or helps apply mobility aids or communication tools and recognises how these support a patient's independence.		
Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

27. Maintaining Dignity: Importance: A fundamental value in all aspects of care, ensuring respect and compassion. <i>Example of Achievement:</i> The student ensures privacy during personal care or clinical tasks, addresses patients respectfully and avoids demeaning or dismissive language or actions.		
Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

28. Patient Advocacy: Importance: Involves speaking up or acting on behalf of patients who may not be able to express their needs or wishes.
Example of Achievement: The student raises a concern (e.g., discomfort, unmet need) with the team after recognising a patient is unable or unwilling to speak for themselves.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

29. Understanding of Child Developmental Milestones (If Applicable) Importance: Supports age-appropriate assessment and communication in paediatric care.
Example of Achievement: The student demonstrates basic awareness of typical physical, cognitive, and emotional development stages and adjusts their interaction or expectations accordingly when observing or supporting child patients.

Formative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	
Summative	Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign.....	

Personal Development Question – Understanding the Service User

How did you demonstrate an understanding of the holistic care needs of a service user you engaged with on placement?

Notes

PEd Resources and Guidance

For link to the Practice Educator Guidance provided by the University of Suffolk, please either type in the URL below or scan the QR code.

<https://www.uos.ac.uk/study/bsc-paramedic-science/information-for-paramedic-mentors-and-practice-educators/>



Multi-Professional Placement Attendance Record

MONTH..... YEAR.....
 TRUST / SITE.....INTAKE.....

Date	Hours		Hours Total	Sickness S	Absence A	A/L	Signature (Supervisor / PEd) Each shift must be signed	Print Name (Supervisor/PEd)	Main PEd Please indicate below the actual number of hours per shift that you have observed or worked directly with the student in practice.
	From	To							
(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1 st									
2 nd									
3 rd									
4 th									
5 th									
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26 th									
27 th									
28 th									
29 th									
30 th									
31 st									

(12) Total number of hours worked by student this month

STUDENT NAME <i>(Please Print)</i>	STUDENT SIGNATURE	PEd SIGNATURE

Total Hours For This Month	Practice Team Only
	(Shortage of hours this month)

Multi-Professional Placement Attendance Record

MONTH..... YEAR.....
 TRUST / SITE.....INTAKE.....

Date	Hours		Hours Total	Sickness S	Absence A	A/L	Signature (Supervisor / PEd) Each shift must be signed	Print Name (Supervisor/PEd)	Main PEd Please indicate below the actual number of hours per shift that you have observed or worked directly with the student student in practice.
	From	To							
(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1 st									
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(12) Total number of hours worked by student this month

STUDENT NAME (Please Print)	STUDENT SIGNATURE	PEd SIGNATURE

Total Hours For This Month	Practice Team Only
	(Shortage of hours this month)

Multi – Professional Placement Evaluation / Feedback Form

Please complete this form and leave it attached to the assessment document

PEd Name (Optional):	Link Lecturer:
Trust / employing organisation:	Name of Practice Learning area:
Student cohort:	Date:

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
1.I had adequate preparation to fulfil my role as PEd					
2.The students appeared prepared for the placement					
3. Students are able to access me 40% of the time					
4. I was able to contact the link lecturer for support if needed.					
5.I understand how to complete the assessment document (s)					

Please use the space below to elaborate on any of the above statements or add any further comments about your experience as a PEd clinician in this placement

Multi-Professional Placement Information and Signatory Record

Completed by named Practice Educator

Student Name		Intake & Module of study	
Placement Area		Date of Placement (from – to)	
Supervisor name		Supervisor signature	
Supervisor position		Supervisor contact details	

Feedback from Supervisor: please comment on the student's engagement in learning opportunities and the sufficiency and appropriateness of evidence presented by the student to demonstrate their learning.

Supervisor Signature:

Date:

Student Signature:

Date:

Ongoing Placement Development: please note any learning or professional issues that might be addressed in future placement settings

Supervisor Signature:

Date:

Student Signature:

Date:

PLEASE ENSURE ATTENDANCE AND ABSENCE SHEET IS ALSO COMPLETED

Multi-Professional Placement Information and Signatory Record

Completed by named Practice Educator

Student Name		Intake & Module of study	
Placement Area		Date of Placement (from – to)	
Supervisor name		Supervisor signature	
Supervisor position		Supervisor contact details	

Feedback from Supervisor: please comment on the student's engagement in learning opportunities and the sufficiency and appropriateness of evidence presented by the student to demonstrate their learning.

Supervisor Signature:

Date:

Student Signature:

Date:

Ongoing Placement Development: please note any learning or professional issues that might be addressed in future placement settings

Supervisor Signature:

Date:

Student Signature:

Date:

PLEASE ENSURE ATTENDANCE AND ABSENCE SHEET IS ALSO COMPLETED

Feedback Continuation Sheet (If Required)

Empty rectangular box for feedback continuation.

Empty rectangular box for feedback continuation.

STUDENT EVALUATION OF MULTI-PROFESSIONAL PLACEMENT

Your responses to this evaluation will be used to monitor and improve the quality of placements provided. Therefore, we would be grateful if you could complete the details below:

Trust/Hospital:

Name of Practice Setting:

Name of Practice Educator (PEd):

Course/Intake:

Dates of Experience:

From:

To:

Instructions for Student

Please complete this questionnaire towards the end of your clinical placement.

Thank you for completing this questionnaire. Please leave this in the Practice Assessment Document

In order to evaluate the learning environment, it is expected that as a University Student you will complete this evaluation form. This information will be utilised by the University, Practice Education Providers and the Local Workforce Partnership Group to monitor and evaluate the clinical learning environment.

Q1. Were you given the name of your Practice Educator/clinical supervisor on your first clinical day?

Yes

No

If No please state the reasons why

.....
.....
.....

Q2. Were you supervised by your PEd for most of your time in clinical practice?

Yes

No

If No please state the reasons why

.....
.....
.....

Q3. If you needed support from the University did you know who to contact and how?

Yes

No

If No please state the

.....
.....
.....

Q4. If there were issues, did the University respond to you within 48 hours of your phone call/e-mail?

Yes

No

N/A

If No please state the reasons why

.....
.....
.....

Q5. Were you able to complete your formative and summative assessments in the required time frame with your named Practice Educator?

Yes

No

If No please state the reasons why

.....
.....
.....

Q6. Was the clinical placement welcoming and supportive?

Yes

No

If No please state the reasons why

.....
.....
.....

Q7. Did your Practice Educator understand your practice assessment document?

Yes

No

If no what action did you take

.....
.....
.....

Q8. State any difficulties you encountered as a student in this clinical area.

.....
.....
.....

Q9. What were the 3 best aspects about this clinical practice experience?

.....
.....
.....

Q10. On reflection, what could you have done to improve your clinical learning experience?

.....
.....
.....

Thank you for completing this questionnaire

