

# Department of Health and Sports Sciences University of Suffolk



# Bachelor of Science (Hons) PARAMEDIC SCIENCE PRACTICE ASSESSMENT DOCUMENT (PAD)

**Evidence of Learning, Skills Development,**Student Progression and Reflection

# **Practice Assessment Document - Year 1**

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#### Overview of PAD

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

# **Department of Health and Sports Sciences**

# STUDENT PAD BSc (Hons) PARAMEDIC SCIENCE

Name:
In-Take Date
Student Identification Number
Personal Tutor
Student's emergency contact
Name
Relationship
Contact Number
Date of Disclosure Barring Service (DBS) clearance
Year 1
Occupational health clearance for Practice (including completion of mandatory
vaccinations and exposure prone procedures): Date

It is vital that you keep an accurate record of your mandatory training in order to be able to access your practice learning opportunities. Please date and sign the relevant sessions identified in the following grids for year one of your studies. During years two and three you will need to complete each section identifying the sessions which you have attended relevant to each area of required mandatory training, dating and signing these. Failure to do so may impact on your ability to undertake your practice learning opportunities.

#### INTRODUCTION

The development of this practice assessment document (PAD) has been adapted by the University with the support of East of England Ambulance Service NHS Trust (EEAST) and the East of England Paramedic Partners Group. It has been developed using the University of Hertfordshire (UH) PAD. This document will be referred to simply as 'PAD' so as not to confuse the student or PEd. Additionally, this document will showcase the formative and summative assessments in practice in which student and PEd will work together to achieve the student's practice elements. In addition to this it will document, in conjunction with the PADs for years 2 and 3, certain skills learnt by the student over their three years of placement practice. As this document reflects the UH criteria for assessing elements of practice, the foundations of the document are based upon the University of Greenwich PAD template utilised by University of East Anglia and adapted by Anglia Ruskin University. The student is to take ownership of the PAD and in collaboration with their PEd will comment on areas of practice they The PEd will feedback and comment so that the student remains have learnt. informed in their development, a consistent approach is adopted and opportunities to pass summative assessment are maximised.

The PAD upholds and assesses elements set out to provide minimum standards of proficiency to become a registered paramedic with the Health and Care Professions Council (HCPC, 2012a). It further upholds standards of conduct and professionalism that students must maintain (HCPC 2012b, HCPC 2013c) and standards against which education and training are themselves assessed (HCPC 2012d). Also reflected in each of the assessed elements are areas of clinical practice (JRCALC, 2013), paramedic curriculum guidance (College of Paramedics, 2014) and best practice and policy from government agencies and other professional organisations such as Department of Health and Quality Assurance Agency.

The PAD provides an overview of skills students can gain experience of by the end of year 1. This experience is, however, dependent on the needs of patients/clients that students are exposed to during the course. It will enable students to take greater responsibility for their own learning and make best use of the opportunities available within the placement areas to develop their skills.

The PAD is also intended to be used as a reference for students and practitioners, once the student has completed the course. The PAD can be used to identify areas of competence as well as deficits that can be addressed during both the preceptorship period and thereafter.

This PAD along with subsequent years 2 and 3 PADS, reflects the student's progression throughout the course. It is about the development of knowledge, the application of practical assessment and skill and the personal and professional attributes the student needs to learn to become a competent paramedic. It also provides information concerning the roles and responsibilities in the assessment process.

#### **ROLES AND RESPONSIBILITIES**

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

#### THE STUDENT

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

#### THE PARAMEDIC EDUCATOR / SUPERVISING CLINICIAN (PEd)

Paramedic Educator (PEd) will be a registered Paramedic or another suitably qualified clinician who will be referred to as a PEd who has undergone further training to develop teaching and learning skills to manage your learning and assessment needs in practice. They will be responsible for the students' clinical supervision and assessment in practice and will liaise with the students' associate PEds and university staff as necessary.

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

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

## ANOTHER NAMED SUPERVISING CLINICIAN/PRACTITIONER

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

#### WHO CAN SIGN THIS DOCUMENT?

- If you are a qualified mentor (per trust requirements) 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 mentor page at the back of this document when
  doing so.
- You DO NOT have to see a student perform an element of practice
  multiple times before signing this document. If a student performs an
  element to the required standard and you are a mentor and that
  element sits within your own scope of practice, you can sign this
  document to reflect that, even if it is the first time you have worked 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 mentor. You can provide a witness testimony detailing what you have observed. The student will then take this to their named PPED who sign on that basis though may need to contact you for clarification.
- The process described in point 3 applies to mentors who work outside
  the ambulance service though support students in specialist or elective
  placements. There is however a skills acquisition sheet further within
  this document with instructions on how to complete that is applicable to
  this scenario.

### **PLACEMENT MEETINGS (INTERVIEWS)**

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

- Preliminary Interview (within the first week of placement) to <u>set a plan of</u> action to meet practice elements and skills.
  - 'A DAP may be implemented to maximise on opportunities for learning, especially in situations where elements and skills are not being met.'
- Formative Interview (mid-way in the placement) to review action plan and student development to ensure the student is on track to meet their goals and pass their assessment(s)
  - 'A DAP may be implemented to maximise on opportunities for learning, especially in situations where elements and skills are not being met.'
- Summative Interview (within the last week of the placement) to ensure all
  assessment criteria have been met and to reflect on the students placement

#### **ELEMENTS OF PRACTICE - THE ASSESSMENT PROCESS**

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

#### ASSESSING THE ELEMENTS OF PRACTICE

- Each element will have a required level of practice of either **Dependant**,
   Assisted, Minimally Supervised, or Independent for the first year. This will be determined by your knowledge and scope of practice relevant to your course.
- The PEd will discuss student progress and record their comments using the elements of practice criteria table. This will assess the student's knowledge, performance and personal attributes in each element of practice.
- If a student is assessed to be underperforming, they may be asked to undertake a Development Action Plan.
- In order to pass each year, the student must have achieved the required level of practice for all the elements required by their course of study. In Year one it is required that the student meets Assisted level as a minimum for all elements of practice in order to pass assessment of this Document.
- If a student has not had the opportunity to undertake an element of practice, this should be recorded on the relevant page comments section of the formative assessment by their PEd and signed accordingly.

#### FORMATIVE AND SUMMATIVE ASSESMENT

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

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

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

#### **Development Action Plans (DAPs)**

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

- Development action plans must be implemented at the earliest opportunity
- A DAP MUST always be implemented when a student is assessed as
  Dependent in any area of an element of practice after their first
  formative assessment. During their first formative assessment the
  student can achieve a Dependant level without the implementation of a
  DAP however it is best practice to hold a discussion between PEd and
  Student as to how this can be improved upon.
- The DAP should clearly identify the area, or areas for student development with regards to knowledge, practical skills and personal or professional abilities.
- Options to achieve student goals for each area of development should be discussed and agreed with the student and written in the DAP.
- A realistic time scale should be agreed and the DAP should be reviewed as agreed and the student assessed.
- Paramedic Educators may request assistance with writing a DAP from their
   Team Leader, Link Tutor or Module Tutor in the strictest of confidence.

#### **END OF PLACEMENT REVIEW**

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

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

Additionally, students should undertake a collection of views from service users by completing the included form prior to submission of the PAD. There is also a student review of the practice placement questionnaire requiring completion by the student so as to evaluate the clinical learning environment.

#### PASSING OR FAILING THE YEAR

- If the Paramedic Educator is concerned that the student may not achieve the elements
  of practice within the document, the relevant University Link Tutor, Module Leader/Tutor
  must be contacted promptly in order to provide support.
- The student will have passed the practice element of the module if they have successfully achieved a minimum of one formative and one summative assessment to the stated standard (Assisted) for required elements.
- If a student has not passed the practice assessment, it must be recorded in the
  record of achievement and the content of the discussions with the student leading up
  to this decision must be recorded in the record of meetings. A Cause for Concern
  should be raised if following an action plan the concern is not resolved.
- If a student has not completed at least one formative and one summative sign off for
  certain elements then these elements can be simulated and assessed in University
  time. Please note. Only a maximum of 8 elements may be completed in this way.
  If the Student is nearing the end of their allotted time for sign off and has more
  than 8 elements outstanding then a personal link tutor must be contacted at the
  earliest possible opportunity.

# **GLOSSARY OF TERMS**

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

# LIST OF ELEMENTS OF PRACTICE CRITERIA

1 Communication (and technologies) 2 H&S – Moving and handling 3 H&S – Scene safety 4 H&S – Personal Protective Equipment 5 Infection protection control (cross-infection) 6 Patient health and wellbeing 7 Patient involvement 8 Consent 9 Confidentiality 10 Capacity – including refusal of care, treatment and or transportation 11 Patient records 12 Vulnerable adults/children 13 Monitoring, recording and interpreting observations (adults) 14 Monitoring, recording and interpreting observations (paediatrics) 15 4 and 12 lead ECG analysis 16 History taking – use of FE (adults and children) 17 History taking – mental health 18 Primary survey 19 Time critical patients 20 Respiratory system examination and management (adults) 21 Cardiovascular system examination and management (adults) 22 Nervous system examination and management (adults) 23 Gastrointestinal and genitourinary system examination and management (adults) 24 Musculoskeletal system examination and management (adults) 25 Obstetric and gynaecological presentations and management (adults) 26 Obstetric and gynaecological presentations and management (adults) 27 Multiple casualties and resource management (adults) 28 Recognition, assessment and management of cardiac arrest (all ages) 29 Basic airway management (adults) 30 Advanced airway management (adults) 31 Patient ventilation (adult) 32 Paediatric Airways 33 Medicine management (paediatrics) 34 Medicine management (paediatrics) 35 IM Injection	Element Number	Criteria
H&S – Moving and handling  H&S – Scene safety  H&S – Personal Protective Equipment  Infection protection control (cross-infection)  Patient health and wellbeing  Patient involvement  Consent  Consent  Consent  Consent  Copacity – including refusal of care, treatment and or transportation  Patient records  Vulnerable adults/children  Monitoring, recording and interpreting observations (adults)  History taking – use of FE (adults and children)  History taking – use of FE (adults and children)  Primary survey  Time critical patients  Respiratory system examination and management (adults)  Acardiovascular system examination and management (adults)  Musculoskeletal system examination and management (adults)  Musculoskeletal system examination and management (adults)  System examination and management (adults)  Ausculoskeletal system examination and management (adults)  Cardiovascular system examination and management (adults)  Ausculoskeletal system examination and management (adults)		
H&S – Scene safety  H&S – Personal Protective Equipment  Infection protection control (cross-infection)  Patient health and wellbeing  Patient involvement  Consent  Confidentiality  Capacity – including refusal of care, treatment and or transportation  Patient records  Vulnerable adults/children  Monitoring, recording and interpreting observations (adults)  History taking – use of FE (adults and children)  History taking – mental health  Primary survey  Time critical patients  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Aursculas system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  System examination and management (adults)  System examination and management (adults)  Ausculoskeletal system examination and management (adults)  System examination and management (adults)  Ausculoskeletal system examination and management (adults)  System examination and management (adults)  Ausculoskeletal system examination and management (adults)	1	Communication (and technologies)
H&S - Personal Protective Equipment  Infection protection control (cross-infection)  Patient health and wellbeing  Patient involvement  Consent  Consent  Consent  Confidentiality  Capacity - including refusal of care, treatment and or transportation  Monitoring, recording and interpreting observations (adults)  Monitoring, recording and interpreting observations (paediatrics)  History taking - use of FE (adults and children)  History taking - mental health  Primary survey  Time critical patients  Cardiovascular system examination and management (adults)  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Audusculoskeletal system examination and management (adults)  Ausculoskeletal system examination and management (adults)  System examination and management (adults)  Ausculoskeletal system examination and management of the paediatric patient  Ausculoskeletal system examination and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Advanced airway management (adults)  Advanced airway management (adults)  Advanced airway management (adults)  Medicine management (paediatrics)	2	H&S – Moving and handling
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Patient health and wellbeing Patient involvement  Consent  Consent  Confidentiality  Capacity – including refusal of care, treatment and or transportation  Patient records  Vulnerable adults/children  Monitoring, recording and interpreting observations (adults)  A monitoring, recording and interpreting observations (paediatrics)  A and 12 lead ECG analysis  History taking – use of FE (adults and children)  History taking – mental health  Primary survey  Time critical patients  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Rervous system examination and management (adults)  Abusculoskeletal system examination and management (adults)  Musculoskeletal system examination and management (adults)  System examination and management (adults)  Musculoskeletal system examination and management (adults)  Advanced airway management (adults)  Recognition, assessment and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (adults)  Medicine management (adults)	4	H&S – Personal Protective Equipment
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Patient records  Vulnerable adults/children  Monitoring, recording and interpreting observations (adults)  And 12 lead ECG analysis  History taking – use of FE (adults and children)  History taking – mental health  Primary survey  Time critical patients  Respiratory system examination and management (adults)  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  System examination and management (adults)  Musculoskeletal system examination and management (adults)  Musculoskeletal system examination and management (adults)  Recognition, assessment and management of the paediatric patient  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (paediatrics)	9	Confidentiality
Vulnerable adults/children	10	Capacity – including refusal of care, treatment and or transportation
Monitoring, recording and interpreting observations (adults)  Monitoring, recording and interpreting observations (paediatrics)  4 and 12 lead ECG analysis  History taking – use of FE (adults and children)  History taking – mental health  Primary survey  Time critical patients  Cardiovascular system examination and management (adults)  Cardiovascular system examination and management (adults)  Nervous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Patient ventilation (adult)  Paediatric Airways  Medicine management (paediatrics)	11	Patient records
Monitoring, recording and interpreting observations (paediatrics)  4 and 12 lead ECG analysis  History taking – use of FE (adults and children)  History taking – mental health  Primary survey  Time critical patients  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Revous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (adults)	12	Vulnerable adults/children
4 and 12 lead ECG analysis  History taking – use of FE (adults and children)  History taking – mental health  Primary survey  Time critical patients  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Nervous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (paediatrics)	13	Monitoring, recording and interpreting observations (adults)
History taking – use of FE (adults and children)  History taking – mental health  Primary survey  Time critical patients  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Nervous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Musculoskeletal system examination and management (adults)  System examination and management (adults)  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (paediatrics)	14	Monitoring, recording and interpreting observations (paediatrics)
History taking – mental health Primary survey  Time critical patients  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Respiratory system examination and management (adults)  Respiratory system examination and management (adults)  Respiratory system examination and management (adults)  Revous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (paediatrics)	15	4 and 12 lead ECG analysis
Primary survey  Time critical patients  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Nervous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (paediatrics)	16	History taking – use of FE (adults and children)
Time critical patients  Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Nervous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (paediatrics)	17	History taking – mental health
Respiratory system examination and management (adults)  Cardiovascular system examination and management (adults)  Nervous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (paediatrics)	18	Primary survey
Cardiovascular system examination and management (adults)  Nervous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (paediatrics)	19	Time critical patients
Nervous system examination and management (adults)  Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (paediatrics)	20	Respiratory system examination and management (adults)
Gastrointestinal and genitourinary system examination and management (adults)  Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (paediatrics)	21	Cardiovascular system examination and management (adults)
Musculoskeletal system examination and management (adults)  Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (paediatrics)	22	Nervous system examination and management (adults)
Obstetric and gynaecological presentations and management  System examination and management of the paediatric patient  Multiple casualties and resource management  Recognition, assessment and management of cardiac arrest (all ages)  Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (paediatrics)	23	Gastrointestinal and genitourinary system examination and management (adults)
System examination and management of the paediatric patient  Multiple casualties and resource management Recognition, assessment and management of cardiac arrest (all ages) Basic airway management (adults) Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (paediatrics)	24	Musculoskeletal system examination and management (adults)
Multiple casualties and resource management Recognition, assessment and management of cardiac arrest (all ages) Basic airway management (adults) Advanced airway management (adults) Patient ventilation (adult) Paediatric Airways Medicine management (adults) Medicine management (paediatrics)	25	Obstetric and gynaecological presentations and management
28 Recognition, assessment and management of cardiac arrest (all ages) 29 Basic airway management (adults) 30 Advanced airway management (adults) 31 Patient ventilation (adult) 32 Paediatric Airways 33 Medicine management (adults) 34 Medicine management (paediatrics)	26	System examination and management of the paediatric patient
Basic airway management (adults)  Advanced airway management (adults)  Patient ventilation (adult)  Paediatric Airways  Medicine management (adults)  Medicine management (paediatrics)	27	Multiple casualties and resource management
30 Advanced airway management (adults) 31 Patient ventilation (adult) 32 Paediatric Airways 33 Medicine management (adults) 34 Medicine management (paediatrics)	28	Recognition, assessment and management of cardiac arrest (all ages)
31 Patient ventilation (adult) 32 Paediatric Airways 33 Medicine management (adults) 34 Medicine management (paediatrics)	29	Basic airway management (adults)
32 Paediatric Airways 33 Medicine management (adults) 34 Medicine management (paediatrics)	30	Advanced airway management (adults)
33 Medicine management (adults) 34 Medicine management (paediatrics)	31	Patient ventilation (adult)
34 Medicine management (paediatrics)	32	Paediatric Airways
	33	Medicine management (adults)
35 IM Injection	34	Medicine management (paediatrics)
	35	IM Injection

36	IV cannulation
37	IV infusion
38	Wound care and dressings
39	Cervical spinal care and immobilisation
40	Fractures – including splinting and traction
41	Patient transportation and positioning
42	Clinical decision making – including local trust pathways
43	Treatment centre/destination
44	Patient handover
45	Maintain fitness to practice/professional standards
46	Multidisciplinary working and collaboration

# **Grading and Assessment.**

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

# Students would be expected to achieve competencies at Identification level (Grade A) by the end of Year 1

#### 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.

# LEVELS OF ELEMENTS OF PRACTICE CRITERIA

Criteria Level	Knowledge / reasoning	Level of performance	Personal and professional awareness
Exposure Grade D (Dependent)	<ul> <li>Lacks knowledge</li> <li>No awareness of alternatives</li> <li>Unable to explain / give reasons for actions</li> </ul>	<ul> <li>Lacks accuracy and confidence</li> <li>Needs continuous guidance &amp; supervision</li> <li>Weak organisational skills</li> <li>No awareness of priorities</li> </ul>	<ul> <li>Actions &amp; behaviour are not modified to meet the needs of the client and situation</li> <li>No meaningful explanations given</li> <li>Lacks insight into personal and professional behaviour</li> </ul>
Participation Grade A (Assisted)	<ul> <li>Knowledge is usually accurate</li> <li>Little awareness of alternatives</li> <li>Identifies reasons for actions</li> </ul>	<ul> <li>Accurate performance but some lack of confidence &amp; efficiency.</li> <li>Requires frequent direction / supervision</li> <li>Some awareness of priorities / requires prompting</li> </ul>	<ul> <li>Recognises the need to modify actions / behaviour to the client and situation, but unable to do so in non-routine situations</li> <li>Gives standard explanations / does not modify information</li> </ul>
Identification Grade MS (Minimal Supervision)	<ul> <li>Applies accurate knowledge to practice</li> <li>Some awareness of alternatives</li> <li>Beginning to make judgements based on contemporary evidence</li> </ul>	<ul> <li>Safe and accurate; fairly confident / efficient</li> <li>Needs occasional direction or support</li> <li>Beginning to initiate appropriate actions</li> <li>Identifies priorities with minimal prompting</li> </ul>	<ul> <li>Actions / interventions / behaviours generally appropriate for the client and situation</li> <li>Explanation is usually at an appropriate &amp; coherent Level</li> <li>Identifies the need for assistance</li> </ul>
Internalisation Grade Ind. (Independent)	<ul> <li>Applies evidence based knowledge</li> <li>Demonstrates awareness of alternatives</li> <li>Sound rationale for actions</li> <li>Makes judgements / decisions based on contemporary evidence</li> </ul>	<ul> <li>Confident / safe / efficient</li> <li>Needs minimal direction / support</li> <li>Able to prioritise</li> <li>Able to adapt to the situation</li> </ul>	<ul> <li>Conscious / deliberate planning</li> <li>Actions/ interventions/ behaviour are appropriate to the client &amp; situation</li> <li>Gives coherent / appropriate information</li> <li>Identifies &amp; makes appropriate referrals</li> </ul>

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

1. Communication (and technology	•	•	•	•	
resuscitation attempts, documen	•	•	•	•	
ASHICE/ATMISTER. Students may			IT commun	ications including	
Tetra radio main sets/hand held's an		terminals (MD1).			
Formative	Comments				
Assessed level: StudentA	When being	mobílísed onto a 'red co	ill' from HE	OC they lacked	
Assessed level: PEdD	understand	ing and awareness of m	lobílísíng ín	imediately and	
Date20/11/2012	were unable	to use the MDT function	n buttons in	a structured	
PEd NameD. Shepherd	way í.e. díd	not 'mobílíse' to scene, ;	oress 'at scev	ie', press 'leave	
PEd SignD.Shepherd	scene' etc.	ı		'	
Formative	Comments				
Assessed level: StudentA		nderstand the importan	ce of mobilic	ín a	
Assessed level: PEdA	$\circ$	'		-	
Date20/11/2012	,	y when passed a red call		_	
PEd NameD. Shepherd		ort with MDT functions		_	
<u> </u>	scene' so as	to inform the receiving I	hospítal of tl	neir intention to	
PEd SignD.Shepherd	transport pa	tient to them.			
Summative	Comments				
Assessed level StudentMS	They can no	ow fully use MDT with a	direction util	lísing comments	
Assessed level: PEdA	0	xes, refuelling buttons a		=	
Date28/11/2012	•	They are able to navigo			
PEd NameD. Shepherd		standing and knowledg			
PEd SignD.Shepherd	onsic undici:	scardating area Recovered	je of its imp	or carrocc.	
Reality: What are the issues/problem	ems? (Tick r		_		
Knowledge Practica		Personal and Profe			
Options: How can the student ach	e <u>ve t</u> heir go		•		
Knowledge Practica		Personal and Profe	essional		
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4.					
Additional Comments -					
When/Will: When will this plan be	eviewed?	 Date:	1	/	
When will will also plan be	oviowou.	Baio.	,	,	
I understand the reason for this D	velopment	Action Plan which has	been discu	ssed and	
agreed with the Paramedic Educa	or and I und	derstand I am responsi	ble for infor	ming my	
EEAST and university course tutors.					
Student Signature:		Date:	/	1	
<u> </u>					
A copy of this has been sent to the	Link Lectur	rer/Course Leader			
Paramedic Educator (PEd) Name		DE4 C	Signatura:		

# Final Record of Achievement for the Elements of Practice - Year 1

Student	Name:	Student Number: _		
Year:				
	nts of practice have been assessed a is year (please circle):	nd passed at the required	YES	NO
Comment	on student's punctuality and attenda	nce:		
DE IN.		DE I		
PEd Name (printed):		PEd Signature:		
Student Na (printed):		Student Signature:		
Year:				
assessed section is	asion of practice: All the elements of and passed at the required level for the only to be completed if the student is not (please circle):	his year (N.B. This	YES	NO
Comment	on student's punctuality and attenda	nce:		
PEd Name (printed):		PEd Signature:		
Student Na (printed):	me	Student Signature:		
Date:				

N.B: On this page shaded boxes should only be completed if the student is repeating all practice following a failed 1st attempt as authorised by the University.

# **Records of Achievement for the Elements of Practice**

The Student may require a Development Action Plan to address any difficulties/issues that have arisen whilst in practice. The Student MUST have a DAP implemented if they are graded as Dependant on any element of practice at any time following their first formative assessment. For grades of Dependant for the first formative assessment a DAP does not need to be implemented but the PEd and Student should discuss how this can be improved.

1. Communication (and technologie	es): Students	will demonstrate bre	aking bad r	news,
terminating resuscitation attempts, sp	eaking to land	guage line, document	ing using El	PCR and
handing over patient care using ASHI	CE/ATMISTE	R. Students will also	demonstra	te use of a range
of IT communications including Tetra	radio main s	ets/hand held and n	nobile data	terminals
(MDT) Blue Calls/Pre Alert Calls	Minimum sta	ndard = Assisted		
Formative				
Assessed level: Student				
Assessed level: PEd				
Date				
PEd Name				
PEd Sign				
Formative				
Assessed level: Student				
Assessed level: PEd				
Date				
PEd Name				
PEd Sign				
Summative				
Assessed level: Student				
Assessed level: PEd				
Date				
PEd Name				
PEd Sign				
L				
Reality: What are the issues/proble	ms? (Tick re	elevant boxes)		
Knowledge Practical		Personal and Pro	ofessional	
Options: How can the student achie	eve their goa	als? (Tick relevant b	oxes)	
Knowledge Practical		Personal and Pro	ofessional	
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Additional Comments -				
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Trinory round trinor thin and plant 20 t		24.01	,	,
I understand the reason for this Development Action Plan which has been discussed and				
agreed with the Paramedic Educator and I understand I am responsible for informing my				
EEAST and university course tutors.				
Student Signature:		Date:	1	/
A copy of this has been sent to the Link Lecturer/Course Leader				
	LITIK LECIUIT		l Cianatura	
Paramedic Educator (PEd) Name		PEC	l Signature	•

Knowledge		(Tick relevant boxes)	
0 -	Practical	Personal and Professional	
Options: How	can the student achieve t	their goals? (Tick relevant boxes)	
Knowledge	Practical	Personal and Professional	
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Additional Co	nments -		
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Lunderstand t	he reason for this Develo	pment Action Plan which has been dis	scussed and
		nd I understand I am responsible for in	
_	niversity course tutors.		ioning my
Student Signa	<u> </u>	Date: /	/
Student Signa	iture.	Date. /	,
A copy of this	has been sent to the Link	k Lecturer/Course Leader	
Paramedic Ed	ucator (PEd) Name	PEd Signature	:
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•	<u>are the issues/problemis:</u>	( ) I I I I I I I I I I I I I I I I I I	
	Proctical	,	
Knowledge	Practical	Personal and Professional	
Options: How	can the student achieve	Personal and Professional their goals? (Tick relevant boxes)	
Options: How Knowledge		Personal and Professional	
Options: How	can the student achieve	Personal and Professional their goals? (Tick relevant boxes)	
Options: How Knowledge  1. 2.	can the student achieve	Personal and Professional their goals? (Tick relevant boxes)	
Options: How Knowledge	can the student achieve	Personal and Professional their goals? (Tick relevant boxes)	
Options: How Knowledge  1. 2. 3. 4.	can the student achieve in Practical	Personal and Professional their goals? (Tick relevant boxes)	
Options: How Knowledge  1. 2. 3.	can the student achieve in Practical	Personal and Professional their goals? (Tick relevant boxes)	
Options: How Knowledge  1. 2. 3. 4.	can the student achieve in Practical	Personal and Professional their goals? (Tick relevant boxes)	
Options: How Knowledge  1. 2. 3. 4.	can the student achieve in Practical	Personal and Professional their goals? (Tick relevant boxes)	
Options: How Knowledge  1. 2. 3. 4. Additional Con	can the student achieve in Practical	Personal and Professional their goals? (Tick relevant boxes) Personal and Professional	
Options: How Knowledge  1. 2. 3. 4. Additional Con	can the student achieve in Practical	Personal and Professional their goals? (Tick relevant boxes) Personal and Professional	
Options: How Knowledge  1. 2. 3. 4. Additional Cor	can the student achieve in Practical  mments -	Personal and Professional their goals? (Tick relevant boxes) Personal and Professional	cussed and
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Options: How Knowledge  1. 2. 3. 4. Additional Cod  When/Will: W	can the student achieve in Practical  Practical  men will this plan be reviented the reason for this Develone Paramedic Educator and inversity course tutors.	Personal and Professional their goals? (Tick relevant boxes) Personal and Professional  wed?  Date: / pment Action Plan which has been dis	
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Options: How Knowledge  1. 2. 3. 4. Additional Con When/Will: When	can the student achieve in Practical  mments -  nen will this plan be reviet the reason for this Develous e Paramedic Educator and inversity course tutors.  ture:	Personal and Professional their goals? (Tick relevant boxes) Personal and Professional  wed?  Date: /  pment Action Plan which has been dis nd I understand I am responsible for in  Date: /	forming my /

2. Moving and Handling: Students may patients using a range of techniques. Exaspecific equipment and lifting patients. To of carry chair, small handling aids, use standard = Assisted	amples may ind include but not	elude, assisted walking, tra limited to <b>ergonomics, ris</b>	insferring pa k assessm	atients with ent, TILE, use
Formative				
Assessed level: Student				
Assessed level: PEd				
Date				
PEd Name				
PEd Sign				
Formative				
Assessed level: Student				
Assessed level: PEd				
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PEd Name				
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Summative				
Assessed level: Student				
Assessed level: PEd				
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PEd Name				
PEd Sign				
Reality: What are the issues/proble	ms? (Tick re	levant boxes)		
Knowledge Practical		Personal and Profes	sional	
Options: How can the student achie	ev <u>e t</u> heir goa	ls? (Tick relevant boxe	es) _	_
Knowledge Practical		Personal and Profes	sional	
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Additional Comments -				
When/Will: When will this plan be re	eviewed?	Date:	/	/
I understand the reason for this De agreed with the Paramedic Educate EEAST and university course tutors	or and I unde			
Student Signature:		Date:	/	/
A copy of this has been sent to the	Link Lecture	r/Course Leader		
Paramedic Educator (PEd) Name		PEd Si	gnature:	

Reality: What a	<u>re</u> the issues/problem <u>s?</u>	? (Tick relevant boxes)		
Knowledge	Practical	Personal ar	nd Professional	
Options: How ca	an the student achieve	their goals? (Tick relev	ant boxes)	
Knowledge	Practical	Personal ar	nd Professional	
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Additional Com	ments -			
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agreed with the	Paramedic Educator a	nd I understand I am re	esponsible for in	nforming my
	versity course tutors.			
Student Signatu	ire:	D	eate: /	/
A copy of this ha	as been sent to the Lin	k Lecturer/Course Lead	der	
Paramedic Edu	cator (PEd) Name		PEd Signature	<b>)</b> :
Poolity: What a	re the issues/problems´	2 (Tick relevant hoves)		
Knowledge	Practical		nd Professional	
	an the student achieve			
Knowledge	Practical		nd Professional	
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Lunderstand the	e reason for this Develo	noment Action Plan whi	ich has been di	scussed and
	Paramedic Educator a	•		
	versity course tutors.			
Student Signatu		D	ate: /	1
A conv of this h	as been sent to the Lin	k Lecturer/Course Loo	der	
. ,	cator (PEd) Name	it Lecture// Course Lea	PEd Signature	j.
. drainedie Edd	oator (i Ed) Name		. La Oignatait	•

RTC's, structu	ral incidents, chemical inc scene safety decisions inc	Il identify scenes that present with safety issues i.e. at idents. They will learn to be aware of environmental factors cluding de-fusing and resolving conflict Minimum
Fo	ormative	
Assessed level	l: Student	
Assessed level	l: PEd	
Date		
PEd Name		
PEd Sign		
Fe	ormative	
Assessed level	I: Student	
Assessed level	l: PEd	
Date		
PEd Name		
PEd Sign		
Su	ımmative	
Assessed level	I: Student	
Assessed level	l: PEd	
Date		
PEd Name		
PEd Sign		
	<u>'</u>	
Reality: What	are the issues/problems	s? (Tick relevant boxes)
Knowledge	Practical	Personal and Professional
Options: How	can the student achieve	e their goals? (Tick relevant boxes)
Knowledge	Practical	Personal and Professional
1.		
2.		
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Student Signa	ature:	Date: / /
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	ducator (PEd) Name	PEd Signature:
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Reality: What are the issues/problems? (Tick re	elevant boxes)
Knowledge Practical	Personal and Professional
Options: How can the student achieve their goa	lls? (Tick relevant boxes)
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Paramedic Educator (PEd) Name	PEd Signature:
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Knowledge Practical	Personal and Professional
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Paramedic Educator (PEd) Name	PEd Signature:

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•	ss-infection): Students must demonstrate appropriate hygiene						
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and using appropriate cleaning mediums and methods for personal, vehicle and equipment hygiene. Aseptic technique will be applied when appropriate and possible with consideration for							
	ome knowledge of <b>reporting HSE issues and RIDDOR</b> -						
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discriminatory manner maintaining di this they will demonstrate they have a carer's and family acting as an advo- professionals appropriately to meet the	ng: Students will practice legally and ethically and in a non- ignity and respect to a wide range of service users. In doing a professional duty of care as they consider the patient, their cate when required. The student will involve other health care he patient's needs and will adhere to local Trust policies in vement Minimum standard = Assisted
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A copy of this has been sent to the Link Lecture Paramedic Educator (PEd) Name	PEd Signature	<b>7</b> .
r aramedic Educator (i Ed) Name	i Lu Oigilatuit	<b>,</b>

coherent explanations to patients or a written consent, verbal consent and the patients best interests in an em	patient consent for all examinations and treatment and give advocate as required. They will understand <b>informed consent</b> , and <b>implied consent</b> and will consider this in relation to acting in ergency. With this they will show an understanding of <b>DNA</b> - and <b>living wills</b> Minimum standard = Assisted
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When/Will: When will this plan be reviewed?	Date: / /
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agreed with the Paramedic Educator and I unde	erstand I am responsible for informing my
EEAST and university course tutors.	
Student Signature:	Date: / /
A copy of this has been sent to the Link Lecture	or/Course Leader
Paramedic Educator (PEd) Name	PEd Signature:
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Student Signature:	Date: / /
A copy of this has been sent to the Link Lecture	
Paramedic Educator (PEd) Name	PEd Signature:

and other patient documentation mu	a suital	in patient confidentiality at all times providir ble environment. Patient report forms ( <b>PRFs</b> kept in an appropriate folder and not left on v	s/electronic)
Minimum standard = Assisted Formative			
Assessed level: Student			
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Date			
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Additional Comments -
When/Will: When will this plan be reviewed?  Date: / /
I understand the reason for this Development Action Plan which has been discussed and
agreed with the Paramedic Educator and I understand I am responsible for informing my
EEAST and university course tutors.
Student Signature: Date: / /
Date. /
A copy of this has been sent to the Link Lecturer/Course Leader

10. Capacity: The student w understand the decision, re					
the decision. They will apply					
consider in their decision ma					
patients with mental illness,					
drugs Minimum standard =					
Formative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
PEd Sign					
Formative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
PEd Sign					
Summative					
Assessed level: Student					
Assessed level: PEd					
Date					
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	<u>.</u>				
Reality: What are the issue	es/problems?	(Tick releva	ant boxes)		
•	Practical	•	ersonal and Prof	fessional	
Options: How can the stud					
	Practical	_	ersonal and Prof		
1.	ractical	<u> </u>		COSIONAL	
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Additional Comments -					
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agreed with the Paramedic	•				
EEAST and university cour		a i dildeist	and rain respons		Offining my
Student Signature:			Date:	1	1
A copy of this has been se		Lecturer/C	ourse Leader		
Paramedic Educator (PEd)	Name		PEd	Signature:	

Reality: What are the issues/problems? (Tick re	elevant boxes)	
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Options: How can the student achieve their goa	als? (Tick relevant boxes)	
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When/Will: When will this plan be reviewed?	Date: /	/
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EEAST and university course tutors.		
Student Signature:	Date: /	/
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Paramedic Educator (PEd) Name	PEd Signature	ə:
Reality: What are the issues/problems? (Tick re		
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Options: How can the student achieve their goal Knowledge Practical	Personal and Professional	
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agreed with the Paramedic Educator and I under EEAST and university course tutors.	erstand i am responsible for li	ntorming my
Student Signature:	Date: /	/
A copy of this has been sent to the Link Lecture	er/Course Leader	
Paramedic Educator (PEd) Name	PEd Signature	<del>2</del>

11. Patient Care Records		<del>-</del>		_
management of clinical recor				•
in accordance with clinical per			•	
leave at home leaflets, ECG tr	acings and Trust	advice papers Minir	num standard = A	ssisted
Formative				
Assessed level: Student				
Assessed level: PEd				
Date				
PEd Name				
PEd Sign				
Formative				
Assessed level: Student				
Assessed level: PEd				
Date				
PEd Name				
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Summative				
Assessed level: Student				
Assessed level: PEd				
Date				
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Reality: What are the issues/ Knowledge Pra Options: How can the studen	oroblems? (Tick ctical tachieve their g	Personal and Fooals? (Tick relevant	boxes)	]
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Reality: What a	re the issues/problems	s? (Tick re	levant boxes)	_	_
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Options: How c	an the student achieve	e their goa	ls? (Tick relevant bo	xes)	_
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Additional Com	ments -				
When/Will: Whe	en will this plan be rev	iewed?	Date:	/	/
I understand the	e reason for this Deve	lopment A	ction Plan which has	been disc	ussed and
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EEAST and uni	versity course tutors.				
Student Signatu	ıre:		Date:	/	/
A copy of this h	as been sent to the Li	nk Looture	or/Course Leader		
		nk Lecture		Signatura	
Paramedic Edu	cator (PEd) Name		PEU	Signature:	
-	re the issues/problems	s? (Tick re	levant boxes)	_	_
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-	an the student achieve	<u>e t</u> heir goa		-	_
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	versity course tutors.				
Student Signatu	ıre:		Date:	1	/
A copy of this h	as been sent to the Li	nk Lecture	er/Course Leader		
	cator (PEd) Name	TIK LECTUIE		Signature:	
i arameuic Euu	cator (FEu) Name		FEU	orginature.	

vulnerable. This may not to be limited to social needs such as, home help, meals also include falls referrals and adults and	nts must appropriately identify and manage patients who are preporting but includes enquiry into and review of an individual's on wheels or other specialist social or medical services. This may dischildren who are at risk in their current living environment.	
Minimum standard = Assisted  Formative		
Assessed level: Student		
Assessed level: PEd		
Date		
PEd Name		
PEd Sign		
Formative		
Assessed level: Student		
Assessed level: PEd		
Date		
PEd Name		
PEd Sign		
Summative		
Assessed level: Student		
Assessed level: PEd		
Date		
PEd Name		
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Reality. What are the issues/probl	ens: (Tick relevant boxes)	
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Knowledge Practica  Options: How can the student ach Knowledge Practica	Personal and Professional lieve their goals? (Tick relevant boxes)	
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Reality: What a	<u>re</u> the issues/problem <u>s?</u>	(Tick relevant boxes)		
Knowledge	Practical	Personal and F	Professional	
Options: How c	an the student achieve t	their goals? (Tick relevan	t boxes)	
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-	re the issues/problems?	(Tick relevant boxes)		
Knowledge	Practical	Personal and F		
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Knowledge	Practical	Personal and F	Professional	
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	versity course tutors.		<u> </u>	
Student Signatu	ıre:	Date	o: /	/
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	cator (PEd) Name		Ed Signature:	
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demonstrate how to undertake all ba mean in relation to the patient's pres consider normal parameters these w pressure, blood sugar readings, A	rpreting observations (adults): The student must see line observations showing an understanding of wenting symptoms (and disease and illness processes Il include but not limited to; respiratory rate, pulse VPU, GCS, temperature, pain score, pupil-respond (list not exhaustive) Minimum standard = Assiste	s). They will rate, blood
Formative		
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Paramedic Educator (PEd) Name	PEd Signature:	

Reality: What	t are the	e issues/problem	s? (Tick re	elevant boxes)			
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Options: How	<u>/ ca</u> n th	e student achiev	e their goa	ıls? (Tick releva	nt boxes	5)	
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demonstrate how to undertake all ba mean in relation to the patient's pres- consider normal parameters and will pressure, blood sugar readings, A capillary-refill, peak expiratory flow	rpreting observations (paediatrics): The student must se line observations showing an understanding of what they enting symptoms (and disease and illness processes). They will include but not limited to; respiratory rate, pulse rate, blood VPU, GCS, temperature, pain score, pupil-response, w (list not exhaustive) Minimum standard = Assisted
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Reality: What a	re the issues/problems	? (Tick rel	evant boxes)	-	
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Options: How c	an the student achieve	their goal	s? (Tick relevant box	(es)	
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	on and analysis and CS including STEM	may ic	student will adopt a systematic approace dentify a range of life threatening cardialythmias. Appropriate referral is unde	ac disturbances i.e.
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(including allergies), family history and s	and children): Students must clearly demonstrate systematic ry using a range of suitable questions. This will include presenting nt, previous medical and surgical history, medications history ocial history. The student will adopt OPQRSTA or SOCRATES to ll be used to investigate symptoms relating to specific systems.
Formative	
Assessed level: Student	
Assessed level: PEd	
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PEd Name	
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Formative	
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chronic mental health problems with due language including eye contact. In obtain important and sometimes difficult questions.	the student will adopt an approach to patients that present with acute or a consideration to behaviour, verbal/non-verbal language and body ining a history clarification of the patient's wishes and intentions are ons will need to be asked in order to provide the best patient care. Be followed. Minimum standard = Assisted
Formative	
Assessed level: Student	
Assessed level: PEd	
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PEd Name	
PEd Sign	
Formative	
Assessed level: Student	
Assessed level: PEd	
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Paramedic Edu	cator (PEd) Name		PEd S	ignature:	

and be able to identify a time critical systematic manner ensuring scene spatients. Minimum standard = Assist	ıl con safety,	Instrate a systematic approach in their prir dition. Students must be able to assess a global overview and an <b>ABCDE approa</b>	patient in a
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Assessed level: PEd			
Date			
PEd Name			
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and be able to identify a time critical systematic manner ensuring scene trauma patients. Minimum standard	ıl cono safety,	dition. Student , a global overv		to a asse	ess patient in a
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		anagement – Adults: Students must be able to demonstrate a bry system for a range of patient conditions and appropriately d
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Reality: What ar	re the issues/problems	? (Tick re	levant boxes)		
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	cator (PEd) Name	20010110		Signature:	
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21. Cardiovascular System Examina demonstrate a systematic approach t conditions and appropriately manage	o examii	ning the cardiovascu	lar system for a		
Formative					
Assessed level: Student					
Assessed level: PEd					
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PEd Name					
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Reality: What are the issues/pro	olem <u>s?</u>	(Tick relevant box	kes)		_
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Options: How can the student ac	hiev <u>e t</u>	heir goals? (Tick r	elevant boxe	s) _	_
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Reality: What	are the issues/problems?	(Tick relevant boxes)				
Knowledge	Practical	Personal and Professional				
Options: How	can the student achieve t	heir goals? (Tick relevant boxes)				
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A CODV OF THIS		Lastumon/Course Lastar				
	has been sent to the Link lucator (PEd) Name	Lecturer/Course Leader PEd Signature:				

be able to demonstrate a systematic a	pproa	tem Examination and Management – Adul ch to examining the gastrointestinal and ge ately manage them. Minimum standard = As	nitourinary system
Formative			
Assessed level: Student			
Assessed level: PEd			
Date			
PEd Name			
PEd Sign			
Formative			
Assessed level: Student			
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Assessed level: Student			
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Options: How can the student achi	e <u>ve t</u>	7	
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<b>24. Musculoskeletal Examination and</b> systematic approach to examining n					
appropriately manage them. Minimum			ore remaining	o. pao.	
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Assessed level: Student					
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Reality: What are the issues/problem		7		ooional	
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Reality: What a	re the issues/problems	s? (Tick re	elevant boxes)		
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Options: How c	an the student achieve	e their goa	als? (Tick relevant b	oxes)	
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EEAST and uni	versity course tutors.				
Student Signatu	ıre:		Date:	/	/
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	cator (PEd) Name			Signature:	
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	as been sent to the Li	nk Lecture		l Cincat	
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systematic appr		ge of o	ions and Management: Students must be able demonstrate a obstetric and gynaecological presentations and appropriately d
Fo	ormative		
Assessed leve	I: Student		
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Date			
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	cator (PEd) Name	20010171		gnature:	
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	cator (PEd) Name		PEd Sig	nature:	
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atualant mouset has alste to sto	Managem	ent – Paediatr	<b>ics:</b> Conside	ering all	systems the
student must be able to demor	strate an	appropriate app	roach to syst	ematic exa	amination and
management of paediatric patie	ents. This	could include	either/or of	the follow	ving systems:
Respiratory, Cardiovascular, Ne	rvous, Gas	strointestinal &	Genitourinary	and Mus	culoskeletal.
* Advice for PEd = This element sho					
student has the required level of kn	owledge an	d application to	ensure patient	safety. Mi	nimum standard
= Assisted					
Formative					
Assessed level: Student					
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Reality: What are the issues/pro	olem <u>s?</u> (T	ick relevant bo	xes)	_	
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	al	Person	al and Profes	_	
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Reality: What are the issues/problems? (Tick re	elevant boxes)	
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Options: How can the student achieve their goa	lls? (Tick relevant boxes)	
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EEAST and university course tutors.		
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A copy of this has been sent to the Link Lecture	er/Course Leader	
Paramedic Educator (PEd) Name	PEd Signature	<b>)</b> :
Reality: What are the issues/problems? (Tick re		
Knowledge Practical	Personal and Professional	
Options: How can the student achieve their goak Knowledge Practical	Personal and Professional	
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agreed with the Paramedic Educator and I under EEAST and university course tutors.	erstand i am responsible for ir	nforming my
Student Signature:	Date: /	/
A copy of this has been sent to the Link Lecture	r/Course Leader	
Paramedic Educator (PEd) Name	PEd Signature	<b>)</b> :

	able to demonstrate safe and appropriate assessment and e patient. This may include road traffic collisions or assaults casualty. Minimum standard = Assisted
Formative	
Assessed level: Student	
Assessed level: PEd	
Date	
PEd Name	
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Formative	
Assessed level: Student	
Assessed level: PEd	
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Assessed level: PEd	
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Reality: What are the issues/problem	s? (Tick relevant boxes)
Knowledge Practical	Personal and Professional
Options: How can the student achieve	e their goals? (Tick relevant boxes)
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agreed with the Paramedic Educator	and I understand I am responsible for informing my
EEAST and university course tutors.	
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A copy of this has been sent to the L	nk Lecturer/Course Leader
	TIN LOCIDIEI/OUDISE LEAUEI
Paramedic Educator (PEd) Name	PEd Signature:

Reality: What	are the issues/problems	s? (Tick relevant boxes)		
Knowledge	Practical	Personal ar	d Professional	
Options: How	<u>ca</u> n the student achieve	their goals? (Tick relev	ant boxes)	
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Paramedic Ed	ucator (PEd) Name		PEd Signature	<b>)</b> :
Reality: What	are the issues/problems	? (Tick relevant boxes)		
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Student Signa		D	ate: /	1
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	ture:			
A copy of this	ture: has been sent to the Lir		der	

28. Recognition, assessment and learn how to lead, manage and wo arrest. They will have a sound und resuscitation and they will integrate essential as the student learns BLS suffer a cardiac arrest including use	rk as a tea erstanding local Trus and Inte	am when providing g of the Resuscita st policies. Applic ermediate Life Su	resuscitation Councitation Councitation of the sport for a	on for patien I (UK) guidel se guidelines range of pat	ts in cardiac ines for s to practice is ients that
Formative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
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Formative					
Assessed level: Student					
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Reality: What are the issues/pro	blems? (	Tick relevant box	(es)		
Knowledge Practic	,		l and Profe	essional	
Options: How can the student ac	hieve the	eir goals? (Tick re	elevant box	xes)	
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Reality: What are the issues/problems? (Tick rel	evant boxes)	
Knowledge Practical	Personal and Professional	
Options: How can the student achieve their goal	s? (Tick relevant boxes)	
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agreed with the Paramedic Educator and I unde	rstand I am responsible for ir	nforming my
EEAST and university course tutors.		
Student Signature:	Date: /	/
A copy of this has been sent to the Link Lecture	r/Course Leader	
Paramedic Educator (PEd) Name	PEd Signature	<b>)</b> :
Reality: What are the issues/problems? (Tick rel	•	
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Options: How can the student achieve their goal Knowledge Practical	s? (Tick relevant boxes)  Personal and Professional	
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A copy of this has been sent to the Link Lecture	r/Course Leader	
Paramedic Educator (PEd) Name	PEd Signature	<b>)</b> :
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29. Basic Airway Management -	Adults: Stud	ents must demonst	rate basic ste	pwise techniques
in managing a patient airway and	•		•	•
Oropharyngeal and Nasopharynge	eal airways, s	suction and BVM. N	Minimum stand	ard = Assisted
Formative				
Assessed level: Student				
Assessed level: PEd				
Date				
PEd Name				
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Formative				
Assessed level: Student				
Assessed level: PEd				
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PEd Name				
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Assessed level: Student				
Assessed level: PEd				
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PEd Name				
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Options: How can the student ach	_			
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agreed with the Paramedic Educa	ntor and I un	derstand I am resp	onsible for in	forming my
EEAST and university course tuto	rs.			
Student Signature:		Date	e: /	/
A copy of this has been sent to th	e Link Lectu	rer/Course Leader	r	
Paramedic Educator (PEd) Name			PEd Signature	· ·
i aramedic Educator (PEU) Name		F	Lu Signature	·•

Reality: What a	re the issues/problems	s? (Tick rel	evant boxes)	_	_
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Options: How ca	an the student achieve	their goal	s? (Tick relevant box	(es)	
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agreed with the	Paramedic Educator	and I unde	rstand I am responsi	ble for info	rming my
EEAST and unit	versity course tutors.				
Student Signatu	ıre:		Date:	/	/
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	an the student achieve	e their goal			
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Student Signatu	ıre:		Date:	1	1
	as been sent to the Lir	nk Lecture			
Paramedic Edu	cator (PEd) Name		PEd S	signature:	

a patient airway and may include mech monitoring using capnography. Minimu	anical asp	iration and a	appropriate a	•	
Formative					
Assessed level: Student					
Assessed level: PEd					
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PEd Name					
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Formative					
Assessed level: Student					
Assessed level: PEd					
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Summative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
PEd Sign					
Reality: What are the issues/problem	o2 (Tiok )	colovant hav	(OO)		
Knowledge Practical	15 ( 1 1 CK 1		al and Profe	ecional	
Options: How can the student achieve					
Knowledge Practical			al and Profe		
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EEAST and university course tutors.					
Student Signature:			Date:	/	/
A copy of this has been sent to the L	ink Lectur	rer/Course	l eader		
Paramedic Educator (PEd) Name	IIIK LECIUI	iei/Course		Signature:	
l aramedic Educator (PEU) Name			FEUS	ngnature.	

Reality: What ar	re the issues/problems	? (Tick rele	vant boxes)		
Knowledge	Practical		Personal and Profes	sional	
Options: How ca	an the student achieve	their goals	? (Tick relevant boxe	es)	
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EEAST and univ	versity course tutors.				
Student Signatu	ire:		Date:	/	/
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Paramedic Educ	cator (PEd) Name		PEG SIQ	gnature:	
=	<u>re</u> the issues/problem <u>s</u>				
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EEAST and univ	versity course tutors.				
Student Signatu	re:		Date:	1	1
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	as been sent to the Lin	ik Lecturel/		anatura	
raiameult Educ	cator (PEd) Name		PEU SI	gnature:	

30b. Advance Airway Management a patient airway and could include cricothyroidotomy Tracheotomy care Assisted	le intubation (including assisted a	nd larygoscopy) needle
Formative		
Assessed level: Student		
Assessed level: PEd		
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PEd Name		
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Assessed level: Student		
Assessed level: PEd		
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Reality: What are the issues/proble		
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Options: How can the student achie		
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agreed with the Paramedic Educate	or and I understand I am responsib	le for informing my
EEAST and university course tutors	S.	
Student Signature:	Date:	1 /
A copy of this has been sent to the	Link Lecturer/Course Leader	
Paramedic Educator (PEd) Name		gnature:
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Reality: What a	re the issues/problem	s? (Tick re	elevant boxes)		
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Options: How o	<u>an the student achieve</u>	e their goa	lls? (Tick relevant b	oxes)	
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EEAST and un	iversity course tutors.				
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Paramedic Edu	ıcator (PEd) Name		PE	d Signature	
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A copy of this h	nas been sent to the Li	nk Lecture	er/Course Leader		
Paramedic Edu	ıcator (PEd) Name		PE	d Signature	

pressure ventila	ation (IPPV) using a bag va	nay demonstrate accurate ventilation using intermittent positive ve mask and mechanical ventilator. This may include assisted vanced airway in situMinimum standard = Assisted
Fo	ormative	
Assessed leve	I: Student	
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PEd Name		
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Reality: What	are the issues/problems	? (Tick relevant hoxes)
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)		their goals? (Tick relevant boxes)
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EEAST and u	iniversity course tutors.	
Student Signa	ature:	Date: / /
A copy of this	has been cont to the Lin	k Locturor/Course Looder
		k Lecturer/Course Leader
Paramedic E	ducator (PEd) Name	PEd Signature:

Reality: What are the issues/proble	ms? (Tick relevan	it boxes)		_
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Options: How can the student achie	eve their goals? (1	Tick relevant boxe	s)	
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EEAST and university course tutors	3.			
Student Signature:		Date:	/	/
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Paramedic Educator (PEd) Name	LITIK Lecture//Cot	PEd Sig	ınaturo:	
raiamedic Educator (FEd) Name		FLu Sig	mature.	
Reality: What are the issues/proble	ms? (Tick relevan	nt boxes)		
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A copy of this has been sent to the	Link Lecturer/Cou	ırse Leader		
Paramedic Educator (PEd) Name		PEd Sig	nature:	
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32. Airway Management - Paed	iatrics: Stud	dents must demons	strate stepwis	e techniques in
managing a patient airway and ma	y include bu	t not exclusively: <b>he</b>	ad-tilt, chin li	ft, jaw thrust or
postural techniques, oropharynge	eal airway, a	spiration & capnog	graphy suction	ning, ventilation
using intermittent positive pressure	ventilation	(IPPV) mechanical	ventilator &	<b>BVM</b> . Minimum
standard = Assisted				
* Advice for PEd = This element she			-	ing to ensure the
student has the required level of know	ledge and a	oplication to ensure	patient safety.	
Formative				
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Assessed level: PEd				
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Options: How can the student ach	iev <u>e t</u> heir go	oals? (Tick relevan	nt boxes)	
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Student Signature:		Date	e: /	/
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Paramedic Educator (PEd) Name		F	PEd Signature	<del>;</del> .

Reality: What are the issues/problems? (Tick relevar	nt boxes)	
Knowledge Practical Pe	rsonal and Professi	onal
Options: How can the student achieve their goals? (	Γick relevant boxes)	
Knowledge Practical Pe	rsonal and Profession	onal 🔲
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Reality: What are the issues/problems? (Tick relevan	nt boxes)	
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Options: How can the student achieve their goals? (	•	
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I understand the reason for this Development Action agreed with the Paramedic Educator and I understar EEAST and university course tutors.  Student Signature:	Plan which has been and I am responsible Date:	
I understand the reason for this Development Action agreed with the Paramedic Educator and I understar EEAST and university course tutors.	Plan which has been and I am responsible Date:	for informing my /

33. Medicine Management - Adults: Students must demonstrate safe practice in the appropriate drug selection and preparation for a range of emergencies. Students may draw up 'paramedic' drugs but MUST NOT administer them even under direct supervision of a Paramedic Educator. The Paramedic Educator will remain accountable at all times. The student should be exposed to drug administration including inhalation, oral, sublingual, intramuscular, subcutaneous, per-rectum, intravenous and intraosseous. Minimum standard = Assisted \* Advice for PEd = This element should be accompanied by appropriate questioning to ensure the student has the required level of knowledge and application to ensure patient safety. **Formative** Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign..... **Formative** Assessed level: Student Assessed level: PEd..... Date..... PEd Name..... PEd Sign..... **Summative** Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign..... Reality: What are the issues/problems? (Tick relevant boxes) Knowledge Practical Personal and Professional Options: How can the student achieve their goals? (Tick relevant boxes) Practical Personal and Professional Knowledge 1. 2. 3. 4 Additional Comments -When/Will: When will this plan be reviewed? Date: I understand the reason for this Development Action Plan which has been discussed and agreed with the Paramedic Educator and I understand I am responsible for informing my EEAST and university course tutors. Student Signature: Date: A copy of this has been sent to the Link Lecturer/Course Leader PEd Signature: Paramedic Educator (PEd) Name

Reality: What are the issues/problems? (Tick relevant boxes)
Knowledge Practical Personal and Professional
Options: How can the student achieve their goals? (Tick relevant boxes)
Knowledge Practical Personal and Professional
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Additional Comments -
When/Will: When will this plan be reviewed?  Date: / /
I understand the reason for this Development Action Plan which has been discussed and
agreed with the Paramedic Educator and I understand I am responsible for informing my
EEAST and university course tutors.
Student Signature: Date: / /
A copy of this has been sent to the Link Lecturer/Course Leader
Paramedic Educator (PEd) Name PEd Signature:
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Reality: What are the issues/problems? (Tick relevant boxes)  Knowledge Practical Personal and Professional
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34. Medicine Management - Paediatrics: Students must demonstrate safe practice in the appropriate drug selection and preparation for a range of emergencies. Students may draw up 'paramedic' drugs but MUST NOT administer them even under direct supervision of a Paramedic Educator. The Paramedic Educator will remain accountable at all times. The student should be exposed to drug administration including inhalation, oral, sublingual, intramuscular, subcutaneous, per-rectum, intravenous and intraosseous. Minimum standard = Assisted \* Advice for PEd = This element should be accompanied by appropriate questioning to ensure the student has the required level of knowledge and application to ensure patient safety. **Formative** Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign..... **Formative** Assessed level: Student Assessed level: PEd..... Date..... PEd Name..... PEd Sign..... **Summative** Assessed level: Student..... Assessed level: PEd..... Date..... PEd Name..... PEd Sign..... Reality: What are the issues/problems? (Tick relevant boxes) Knowledge Practical Personal and Professional Options: How can the student achieve their goals? (Tick relevant boxes) Practical Personal and Professional Knowledge 1. 2. 3. Additional Comments -When/Will: When will this plan be reviewed? Date: I understand the reason for this Development Action Plan which has been discussed and agreed with the Paramedic Educator and I understand I am responsible for informing my EEAST and university course tutors. Student Signature: Date: A copy of this has been sent to the Link Lecturer/Course Leader Paramedic Educator (PEd) Name PEd Signature:

Reality: What ar	e the issues/problem <u>s?</u>	? (Tick relevant box	es)	_	
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Paramedic Educ	cator (PEd) Name		PEd Sig	gnature:	
Reality: What ar	e the issues/problems?	? (Tick relevant box	(es)		
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A copy of this ha	as been sent to the Linl	k Lecturer/Course L	_eader		
	cator (PEd) Name			gnature:	

appropriate to the situation. This sh		nd accurate use of IM injections
Minimum standard = Assisted	id illolude appropriate site se	siection and aseptic technique.
Formative		
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EEAST and university course tuto	ors.
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A copy of this has been sent to the	e Link Lecturer/Course Leader
Paramedic Educator (PEd) Name	PEd Signature:
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Reality: What are the issues/problems? (Tick relevant boxes)	
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I understand the reason for this Development Action Plan which has been discussed at agreed with the Paramedic Educator and I understand I am responsible for informing metastand university course tutors.	
Student Signature: Date: / /	
A copy of this has been sent to the Link Lecturer/Course Leader	
Paramedic Educator (PEd) Name PEd Signature:	
Reality: What are the issues/problems? (Tick relevant boxes)  Knowledge Practical Personal and Professional	
Options: How can the student achieve their goals? (Tick relevant boxes)	
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37. Intravenous Infusion: Perform	า IV Infusion.	Students must demon	strate safe	and accurate
preparation of IV infusion appropriate	te to the situat	ion and in accordance	with currer	nt Medical and
Healthcare products Regulatory Age	ency (MHRA) r	egulations. This will in	clude <b>primi</b>	ng giving set
with correct fluid, attaching giving	ng set to can	nula/three-way tap, a	ttaching t	hree-way tap,
securing IV line and running fluid	according to b	est practice Minimum	standard =	Assisted
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Assessed level: Student				
Assessed level: PEd				
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EEAST and university course tuto	rs.			
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EEAST and university course tutors.					
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Dealth w Mhat are the issues /s reblems 2 /Tis	L. volovient bovos				
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		nts must demonstrate the appropriate ca	•		
wounds which may include <b>non-invasive burns care</b> . This will require an understanding of skin and					
the aging process including wound assessment. This should include a selection of <b>dressings</b> ,					
		of aseptic techniques (this may include	use of steri-strips		
and adhesive glue). Minimum standa	ard = A	Assisted			
Formative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
PEd Sign					
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Options: How can the student ach	ie <u>ve t</u>	heir goals? (Tick relevant boxes)			
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	•	nd I understand I am responsible for in			
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	LIIIK		··		
Paramedic Educator (PEd) Name PEd Signature:					

Reality: What	are the issues/problems	? (Tick relevant boxes)	
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		and I understand I am responsible for i	
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Paramedic E	ducator (PEd) Name	PEd Signatur	e:
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39. Cervical Spinal Care and Imm					
accurate handling of patients with s	•		•		• •
could include patient positioning, ma		•			
use, crash helmet removal, ort	-	retcher, rescu	e board,	standa	ard and rapid
<b>extrication.</b> Minimum standard = As	sisted				
Formative					
Assessed level: Student					
Assessed level: PEd					
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EEAST and university course tuto	rs.				
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Paramedic Educator (PEd) Name			PEd Sign	ature:	
( = 3)					

Reality: What are	e the issues/problem	<u>s? ( i ick reie</u>	vant boxes)	_	_
Knowledge	Practical		Personal and Profes	sional	
Options: How ca	n the student achiev	<u>e t</u> heir goals'	? (Tick relevant boxe	es)	_
Knowledge	Practical		Personal and Profes	sional	
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Reality: What are	e the issues/problem	s? (Tick rele	vant hoxes)		
Knowledge	Practical		Personal and Profes	sional	$\neg$
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40. Fractures including Splinting	_		•		
application and use of splints, tract		-			•
may include associated straps (Fra		~	•	-	
They will also demonstrate limb ass		•	•	circulat	tory compromise
and appropriate pain management.	Minimum star	ndard = Assiste	ed		
Formative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
PEd Sign					
Formative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
PEd Sign					
Summative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
PEd Sign					
Reality: What are the issues/probl	ems? (Tick	relevant boxe	s)		
Knowledge Practica	I .	Personal	and Profess	ional	
Options: How can the student ach	ieve their go	oals? (Tick rel	evant boxes	5)	
Knowledge Practica		Personal	and Profess	ional	
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Additional Comments -					
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EEAST and university course tuto			5 2 1 5 5 5 5 5		
Student Signature:			Date:	/	1
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Paramedic Educator (PEd) Name			PEd Sigi	iature:	1

Reality: What are the issues/problems? (Tick relevant boxes)
Knowledge Practical Personal and Professional
Options: How can the student achieve their goals? (Tick relevant boxes)
Knowledge Practical Personal and Professional
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Additional Comments -
When/Will: When will this plan be reviewed?  Date: / /
I understand the reason for this Development Action Plan which has been discussed and
agreed with the Paramedic Educator and I understand I am responsible for informing my
EEAST and university course tutors.
Student Signature: Date: / /
A copy of this has been sent to the Link Lecturer/Course Leader
Paramedic Educator (PEd) Name PEd Signature:
Reality: What are the issues/problems? (Tick relevant boxes)
Knowledge Practical Personal and Professional
Options: How can the student achieve their goals? (Tick relevant boxes)
Knowledge Practical Personal and Professional
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I understand the reason for this Development Action Plan which has been discussed and
agreed with the Paramedic Educator and I understand I am responsible for informing my
EEAST and university course tutors.
Student Signature: Date: / /
A copy of this has been sent to the Link Lecturer/Course Leader
Paramedic Educator (PEd) Name PEd Signature:

41. Patient Transport and Position	ning: Stud	lents must demonstrate	the approp	riate removal of			
patients from scene to the ambulance and/or hospital. This may include rescue equipment, patient							
positioning and alternative methods of transport i.e. HEMS. In addition students will have a full							
understanding of all ambulance equipment and the importance of understanding disease and illness							
pathophysiology when supporting p	atients in th	he most appropriate posi	tion. Minir	mum standard =			
Assisted							
Formative							
Assessed level: Student							
Assessed level: PEd							
Date							
PEd Name							
PEd Sign							
Formative							
Assessed level: Student							
Assessed level: PEd							
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PEd Name							
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Reality: What are the issues/problem	ems? (Ticl	k relevant boxes)					
Knowledge Practica	ı	Personal and Prof	essional				
Options: How can the student ach	ieve their	goals? (Tick relevant bo	xes)				
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Student Signature:		Date:	/	/			
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Paramedic Educator (PEd) Name			Signature				
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42. Clinical Decision Making – In	_	•		•		
sound clinical decision making. E STEMI, Stroke, TIA, Sepsis, AAA,	•				•	•
options for non-time-critical patients				_		
'safety-netting'. They're decisions w		_		-		
HCP's. All Trust pathways will be ac	=			-		itation with other
1101 3. All Hust pathways will be ac	incica t	.O. IVIIIII	mam stant	aaiu – 73313	icu	
Formative						
Assessed level: Student						
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Knowledge Practica	II		Person	al and Prof	essional	
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Paramedic Educator (PEd) Name				PEd S	Signature:	

Reality: What are the issues/problems? (T	ick relevant boxes)	
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Options: How can the student achieve the	ir goals? (Tick relevant boxes)	
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Knowledge Practical	Personal and Professional	
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Contions: How can the student achieve the Knowledge Practical Practical Practical	Personal and Professionalir goals? (Tick relevant boxes)	
Knowledge Practical Options: How can the student achieve the Knowledge Practical  1.	Personal and Professionalir goals? (Tick relevant boxes)	
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43. Treatment Centre/Destinati	on: Students must	identify the correct desti	nation of p	atients across			
a range of emergency and urgent situations. This might include heart attack, stroke and trauma							
centres or other alternative pathways (also refer to element 46. Clinical Decision Making – Including							
local Trust Pathways). Minimum	standard = Assist	ed					
Formative							
Assessed level: Student							
Assessed level: PEd							
Date							
PEd Name							
PEd Sign							
Formative							
Assessed level: Student							
Assessed level: PEd							
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Student Signature:  A copy of this has been sent to	the Link Lecture		<u> </u>	·			
Student Signature:  A copy of this has been sent to Paramedic Educator (PEd) Na		er/Course Leader	nature:				

Reality: What are the issues/problems? (Tick relevant boxes)	
Knowledge Practical Personal and Professional	
Options: How can the student achieve their goals? (Tick relevant boxes)	
Knowledge Practical Personal and Professional	
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Student Signature: Date: / /	
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Paramedic Educator (PEd) Name PEd Signature:	
Reality: What are the issues/problems? (Tick relevant boxes)	
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Options: How can the student achieve their goals? (Tick relevant boxes)	
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EEAST and university course tutors.	
Student Signature: Date: / /	
A copy of this has been sent to the Link Lecturer/Course Leader	
Paramedic Educator (PEd) Name PEd Signature:	

44. Patient Handover: Students mu					
manner. This includes other appr	•		•		
workers involved in physical patient					
This may also include pre-alerting tir patient direct to the receiving hospita		•	-	ie whiist i	n transit with the
patient direct to the receiving hospita	u. miniminu	ii stailualu – As	ssisted		
Formative					
Assessed level: Student					
Assessed level: PEd					
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Formative					
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Summative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
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Reality: What are the issues/probl	ems? (Tid	ck relevant hov	VAS)		
Knowledge Practica	,		al and Profes	ssional	
Options: How can the student ach					
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EEAST and university course tuto	rs.				
Student Signature:			Date:	/	1
A copy of this has been sent to the	e Link Led	cturer/Course	Leader		
Paramedic Educator (PEd) Name				ignature:	
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recallty. What	are the issues/problems	? (Tick relevant boxes)	
Knowledge	Practical	Personal and Professiona	ıl
Options: How	can the student achieve	their goals? (Tick relevant boxes)	]
Knowledge	Practical	Personal and Professiona	d
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J	niversity course tutors.	·	<b>3</b> ,
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Paramedic Ed	ducator (PEd) Name	PEd Signatu	re:
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Knowledge	Practical	Personal and Professiona	al
Knowledge Options: How	Practical can the student achieve	Personal and Professiona their goals? (Tick relevant boxes)	
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<b>45. Maintain Fitness to Practice:</b> It is the HCPC. You will remain professional, practionally will you work hard at developing you health. You will develop your own practic communities with an understanding of the Assisted	actice our kr e so t	safely and maintai nowledge and skills hat you may respor	n high standard you will also ind to a wide rang	ds of persomaintain y ge of indivi	onal conduct. Not our own personal duals, groups and
Formative					
Assessed level: Student					
Assessed level: PEd					
Date					
PEd Name					
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Assessed level: Student					
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Reality: What are the issues/proble	ms?	,	•		
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Options: How can the student achie					
Knowledge Practical		Persor	nal and Profe	ssional	
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agreed with the Paramedic Educate	or an	d I understand I	am responsib	ole for inf	orming my
EEAST and university course tutors	S				
Student Signature:			Date:	/	1
A copy of this has been sent to the	Link	Lecturer/Course	e Leader		
Paramedic Educator (PEd) Name				ignature:	

Reality: What are	the issues/problem <u>s</u>	? (Tick rele	evant boxes)	_	_
Knowledge	Practical		Personal and Profes	sional	
Options: How car	n the student achieve	their goals	s? (Tick relevant boxe	es) _	
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Reality: What are	the issues/problems Practical	?(Tick rele	evant boxes) Personal and Profes	sional	
	n the student achieve	 their goals			
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Paramedic Educa				gnature:	

medical technicians, emergency carers, social workers and specialis	re ass	aboration: As a student paramedic you will linary team. You will work with paramedics, sistants, emergency care practitioners, docto their field. You will have an understanding or y in the best interest of patient care. Minimum	emergency ors, nurses, of individual					
Formative								
Assessed level: Student								
Assessed level: PEd								
Date								
PEd Name								
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Reality: What are the issues/probl	em <u>s?</u>	(Tick relevant boxes)						
Knowledge Practica		Personal and Professional						
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Options: How can the student ach	iev <u>e t</u> l							
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Reality: What are the issues/problems? (Tick rel	evani boxes)						
Knowledge Practical	Practical Personal and Professional						
Options: How can the student achieve their goal	s? (Tick relevant boxes)						
Knowledge Practical	Personal and Profession	nal					
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2.							
3.							
4.							
Additional Comments -							
When/Will: When will this plan be reviewed?	Date:	/ /					
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I understand the reason for this Development Ac	ction Plan which has been	discussed and					
agreed with the Paramedic Educator and I unde	rstand I am responsible fo	or informing my					
EEAST and university course tutors.							
Student Signature:	Date: /	/					
A second distance and to the List Lead on							
A copy of this has been sent to the Link Lecturer							
Paramedic Educator (PEd) Name	PEd Signat	ure:					
Reality: What are the issues/problems? (Tick rel							
Knowledge Practical							
	Personal and Profession	nal					
Options: How can the student achieve their goal	s? (Tick relevant boxes)						
Options: How can the student achieve their goal	s? (Tick relevant boxes)						
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Options: How can the student achieve their goal Knowledge Practical 1.	s? (Tick relevant boxes)						
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Options: How can the student achieve their goal Knowledge Practical  1. 2. 3. 4. Additional Comments -  When/Will: When will this plan be reviewed?	S? (Tick relevant boxes) Personal and Profession  Date:	discussed and					
Options: How can the student achieve their goal Knowledge Practical  1. 2. 3. 4. Additional Comments -  When/Will: When will this plan be reviewed?  I understand the reason for this Development Actions.	S? (Tick relevant boxes) Personal and Profession  Date:	discussed and					
Options: How can the student achieve their goal Knowledge Practical  1. 2. 3. 4. Additional Comments -  When/Will: When will this plan be reviewed?  I understand the reason for this Development Acagreed with the Paramedic Educator and I understand I un	S? (Tick relevant boxes) Personal and Profession  Date:	discussed and					
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## **Additional Notes on Practice Elements**

#### Placement Information Sheet YEAR 1 Placement

#### **PLACEMENT INFORMATION:**

Practice Area	Placement Dates (start/finish)	PEd/Supervising Clinician	Link Lecturer

#### NAMED PEd/Supervisor INFORMATION & DECLARATION:

Please be aware that in completing the details below you are confirming that you are up to date in your PEd/Supervisor responsibilities. Should you have any arising concerns please discuss as a priority with your organisations Practice Education Lead.

Named PEd / Supervisor	Signature	Name of Practice Area	Contact details (telephone and/or email)	Date of PEd Prep completed :	Date of annual update:

#### **Details of Associate PEds / Supervising Clinicians:**

Each clinician who contributes to the assessment of the student must complete the following details: -

Names of associate PEd(s)/Supervisor(s)	Signature:	Name of Practice Area:	Contact details: (telephone and/or email)	Date(s)

Please note - This information must be comprehensively completed. Documents which are incomplete will not be accepted for submission.

# PLACEMENT MEETINGS (MUST have Simulation Record and PAD for <u>ALL</u> meetings)

First Meeting Comments (agree an action plan)		
i iist meeting comments (agree an action plan)		
		Simulation Record seen - Y/N
Mid-Way Meeting Comments (review any devel	opment plans and discuss concerns - Link lecturer sk	ype tutorial if required)
	•	
		O'market' and Danasa Language W/NI
		Simulation Record seen – Y/N
Final Masting (aummariae placement discusse	aummetive appearant of practice claments)	
Final Meeting (summarise placement, discuss	summative assessment of practice elements)	
		Simulation Record seen - Y/N
PEd Name:	PEd Signature:	Date:
. = 4 (44)	. = a 5.311ata15.	
Student Name:	Student Signature:	Date:
		<del>-</del> -

# University of Suffolk

Department of Health Sciences – Paramedic Science Placement completion information – Allocations

This form is to be submitted by the student concerned to the Allocations office within five working days of completing each placement. (please copy & recommended to keep a copy for yourself)

#### The weekly record of hours overleaf must be completed

Name of Student:						
Cohort: Field of S	Ohort: Field of Study: Paramedic Science Site:					
Full Placement Name(including Trust title):						
Placement Type:						
rideement type.						
Date started placement:						
Date ended placement:						
Number of nights (from weekly record over						
Please List All Dates of Sickness/Absence/Sp	pecial Leave (from weekly record o	verleaf) :				
Ni la a						
Number of individual absence events:  A. Hours of absence due to sickne	ss(from weekly record overleaf):					
A. Hours of absence due to sicklie	ss(from weekly record overlear).					
B. Hours of unscheduled absence	for other reasons(from weekly reco	ord				
overleaf) :						
	Total hours missed: (=A+	B)				
	Total Hours Wor					
Signature of Mentor:	Printed name:	Date:				
Signature of Mentor.	Printed name.	Date.				
Or Associate Mentor	Printed name:	Date:				
ND. Designing the ground of the con-		and Audito of this for				
NB: By signing the record of absence you ar take place.	e confirming this is an accurate rec	cora. Audits of this form wi				
take place.						
Student Signature:		Date:				

# **Weekly Record of Hours**

This must be completed on a weekly basis and deficits reported to link tutor.

PEd signature to confirm details below are correct.....

Date of week commencing	Night shift record – dates	Total of hours for week	Running total of hours for placement	Target hours for placement	Running total of hours deficit (if any)	Signed by mentor

MONTH......YEAR.....INTAKE.....INTAKE.....

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Date	From	То	Hours Total	Sickness S	Absence A	A/L	Signature (Supervisor / Mentor) Each shift must be signed	Print Name (Supervisor/Mento	actual number of hours per shift that you have observed or worked directly with the student
(0)	(2)	(4)	<b>(5)</b>	(6)	(7)	(0)	(0)	(10)	student in practice. (11)
(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
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31 <sup>st</sup>			1						
1			1	•		(12)	Total number of hours wo	orked by student this m	onth
STUDENT NAME (Please Print) STUI					ST	TUDEN	T SIGNATURE	PEd S	IGNATURE
Tota	al Hours	For Th	is Mont	th			Practice	Team Only	
						(S	hortage of hours this month)		
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TRACTICE LACEMENT ATTENDANCE RECORD				
MONTH	YEAR			
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TRUST / SITE	INTAKE			

		ours							
Date	From	То	Hours Total	Sickness S	Absence A	A/L	Signature (Supervisor / Mentor) Each shift must be signed	Print Name (Supervisor/Mentor)	Main Mentor Please indicate below the actual number of hours per shift that you have observed or worked directly with the student
				4-1				4	student in practice.
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Tot	al Hours	s For Thi	s Mont	th			Practice	Team Only	

Total flours for This Month	Practice Team Only
	(Shortage of hours this month)

MONTH......YEAR.....INTAKE......INTAKE.....

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Date	From	То	Hours Total	Sickness S	Absence A	e A/L	Signature (Supervisor / Mentor) Each shift must be signed	Print Na (Supervisor		Main Mentor Please indicate below the actual number of hours per shift that you have observed or worked directly with the student
	(0)	(4)	(5)	(0)	<u></u> \	(0)	(0)	(4.0		student in practice.
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Tot	al Hours	s For Thi	s Mont	h			Practice	Team On	ly	
							(Shortage of hours this month)			

# University of Suffolk

Department of Health Sciences – Paramedic Science Placement completion information - Allocations

This form is to be submitted by the student concerned to the Allocations office within five working days of completing each placement.

#### The weekly record of hours overleaf must be completed

Name of Student:								
Cohort: Field of Study: Paramedic Science Site:								
Full Placement Name(including Trust title):								
Placement Type:								
Date started placement:								
Date ended placement:								
Number of nights (from weekly record overl	eaf) worked in this place	ement:						
Please List All Dates of Sickness/Absence/Sp	ecial Leave (from weekl	y record overlea	af):					
•	·							
Number of individual absence events:								
A. Hours of absence due to sicknes	s(from weekly record ov	verleaf):						
B. Hours of unscheduled absence f	or other reasons(from v	eekly record						
overleaf):								
	Total hours mi	ssed: (=A+B)						
		lours Worked						
Signature of Montor	Printed name:		Dato					
Signature of Mentor:	Printed name:		Date:					
Or Associate Mentor	Printed name:		Date:					
of Associate Mentor	Trinted name.		Date.					
NB: By signing the record of absence you are	confirming this is an ac	curate record.	Audits of this form wi					
take place.								
Student Signature:			Date:					
Student Signature.			Date.					

# **Weekly Record of Hours**

This must be completed on a weekly basi	s and deficits re	eported to link tu	utor.
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PEd signature to confirm details below are correct.....

Date of week commencing	Night shift record – dates	Total of hours for week	Running total of hours for placement	Target hours for placement	Running total of hours deficit (if any)	Signed by mentor

# PRACTICE PLACEMENT ATTENDANCE RECORD MONTH......YEAR.....YEAR....

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										student in practice.
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MONTH......YEAR.....INTAKE.....INTAKE.....

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

MONTH	YEAR
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	Но	ours							
Date	From	То	Hours Total	Sickness S	Absence A	A/L	Signature (Supervisor / Mentor) Each shift must be signed	Print Name (Supervisor/Mentor)	Main Mentor Please indicate below the actual number of hours per shift that you have observed or worked directly with the student
									student in practice.
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31 <sup>st</sup>									
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Tot	al Hours	For Thi	s Mont	ch .			Practice	Team Only	

(Shortage of hours this month)

#### **END OF PLACEMENT REVIEW**

Primary Location:		Supervising Clinician Name (Printed):
Secondary Location:	If Applicable	Supervising Clinician Name: If more than one

Conduct, Performance and Ethics: The statements below relate to the Health and Care Professions Council 13 points in Guidance on Conduct and Ethics for Students (HCPC; 2012). If any aspect has not been met, or has been highlighted during the placement, it should be documented in the Record of Meetings/Tutorial section of this document and list actions taken or help requested to modify the behaviour. (Please delete as appropriate) The student always acts in the best interest of the patient. (1) YES / NO The student is always polite (3) YES / NO The student's personal appearance is appropriate to the dress code (3) YES / NO The student is punctual and their attendance is acceptable for their placement (3) YES / NO The student's ability to practice has not been limited by illness or injury (4,5) YES / NO The student reflects on outcomes and modifies their behaviour (6) YES / NO YES / NO The student reacts positively towards feedback (6) The student accepts appropriate responsibility for their practice (7) YES / NO The student asks for help when appropriate (7) YES / NO YES / NO The student always behaves with integrity and honesty (12) YES / NO The student always behaves in a professional manner (13)

- 1. I confirm that the hours documented have been undertaken with the student and that I have discussed this end of placement evaluation.
- 2. There are no developmental plan(s) in place / There are developmental plan(s) in place (delete as appropriate)

Supervising Clinician Name (Print):	_Signature:
Student Signature	

#### **ASSESSMENT OF PARAMEDIC ATTRIBUTES**

#### ASSESSMENT OF PARAMEDIC ATTRIBUTES (Tr2/3)

# PLEASE NOTE: Feedback from Service Users and Carers (wherever appropriate) should be considered in completion of this aspect of Assessment

The student must score a mark of 2 or above in *each* element of the assessment of paramedic attributes in order for an overall pass to be awarded.

- Where the mark of 1 'unsatisfactory' or 5 exceptional' is awarded for attribute evidence MUST be provided within the "comment" box to illustrate the student's behaviour and level of performance.
- 1 = Unsatisfactory performance
- 2 = Satisfactory performance (but some aspects in clear need of improvement)
- 3 = Good performance (consistent with most other students, taking into account the stage in the programme)
- 4 = Excellent performance
- 5 = Exceptional performance

(Adapted from: Health and Care Professions Council, Guidance on Conduct and Ethics for Students, 2010).

	Paramedic Attribute	1 <sup>st</sup> (formative) Insert mark (between 1 and 5)	2 <sup>nd</sup> (summative) Insert mark (between 1 and 5)
1.	Always acts in the best interests of the service user		
Comi	ment:		

2.	Respects the confidentiality of the service user  - keeps information about service users confidential unless this puts someone at risk (follows local policies and guidelines)  - removes all identifying information about service users from anything used in academic assessment material (follows UCS policies and guidelines)
Comr	nent:
3.	Keeps high standards of personal conduct.  - is aware that conduct outside of the programme may affect completion of programme or registration with HCPC  - is polite with service users, colleagues, practice placement teams and programme team  - personal appearance is appropriate for placement environment  - follows the UCS and placement provider's policy on attendance
Comr	nent:
4.	Provides any information about own conduct, competence or health to UCS and PEd/Supervising Clinician.  - ensures the UCS and placement provider are aware of existing health conditions or changes to health which may put service users/yourself at risk  - informs the UCS if convicted of, or cautioned for, any offence whilst on the programme
Comr	nent:
5.	Knows their limits – does not allow their health to affect their performance or judgements in practice – is aware of potential risk to service users, themselves and colleagues  - seeks help from a doctor or occupational health professional when worried about health
Comr	nent:

6.	Keeps professional knowledge and skills up to date - is responsible for own learning - thinks about and responds positively to feedback given
Comr	ment:
7.	Acts within the limits of their knowledge and skills  Only carries out an unsupervised task if they feel they have the appropriate knowledge and skills  Ensures they have appropriate supervision for any task that they are asked to carry out  Asks for help when they need it  Does not claim to have knowledge or skills which they do not – is aware this could put service users, themselves and colleagues at risk
Comr	ment:
8.	Communicates effectively and respectfully with service users, UCS and placement providers  - communicates effectively, respectfully and cooperates with colleagues to benefit service users  - communicates effectively, respectively and cooperates with programme team and placement team  - where appropriate shares knowledge with colleagues  - recognises and values contributions by others
Comr	nent:

9.	Gets valid consent to provide care or services (as far as possible)
	- Makes sure service user are aware they are student before carrying out any
	intervention
	- Makes sure the service user has given their permission for the intervention to be
	carried out by a student
	- Explains the intervention they plan to carry out, including any risks associated with
	it
	- Follows UCS or placement providers policy on consent
Comr	nent:
10.	Keeps accurate records on service users
	- Makes sure any information put into someone's record is clear and accurate
	- Protects information in records from being lost, damaged, accessed without
	permission or tampered with
Comr	nent:
11.	Deale feight and cafely with the ricks of infection
11.	Deals fairly and safely with the risks of infection
	- Takes all appropriate steps to deal with risks of infection - Follows UCS or placement provider's policy on managing risks of infection
Comr	
Collii	
12.	Behaves honestly
'	- Does not pass off other people's work as their own
	- Fills in documents truthfully and accurately
	- Does not let any improper financial reward influence the advice or services
	recommended
	- Follows the UCS policies on ethics when carrying out research
Comr	

13.	Makes sure their behaviour does not damage public confidence in the profession  - Does not do anything which might affect the trust that the public has in the profession	
Comn	nent:	
Total		

PLEASE NOTE: Following submission the PAD is subject to a moderation process undertaken by the Department of Health Studies.

This will involve review of the process of assessment, marks awarded and evidence/ commentary documented to ensure parity wherever possible. Where there are any queries that arise PEds may be contacted by their link lecturer prior to final confirmation of the marks awarded

All work graded as a 1<sup>st</sup> and all work graded as not meeting the required pass standard plus a representative selection of each
of the other grade levels awarded will be moderated.

## **EEAST PEd/Non-ambulance Supervising Clinician EVALUATION / FEEDBACK FORM**

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

PEd/Clinician Name (Optional):	Link Lec	turer:				
Trust / employing organisation:	Name of	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 need	led.					
5.I understand how to complete the assessment document	t (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/supervising clinician in this placement						



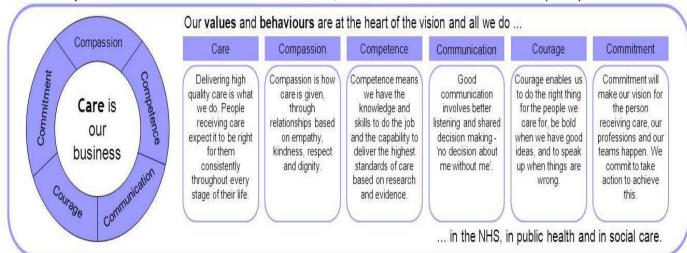
University of Suffolk is committed to the principles and values of the NHS Constitution (DH, 2013). This details the following behaviours and values as those that patients and staff believe to be at the heart of our NHS:

- 1. Respect and dignity
- 2. Commitment to quality of care
- 3. Compassion
- 4. Improving lives
- 5. Working together for patients
- 6. Everyone counts

Each competency in this practice assessment record has been mapped against the value(s) embedded in the NHS Constitution. The student pledge is also linked to these values.

The serious failures at Mid-Staffordshire NHS Foundation Trust (Francis 2013) are a stark reminder of how critical these NHS values are in promoting a culture of care. The shared vision for nursing, midwifery and health care workers (as set out in Table 1 below) (DH, 2012) also embraces these values, requiring 'nurses, midwives and health care staff to deliver high quality, compassionate care, and to achieve excellent health and wellbeing outcomes'.

Table 1: Expected values and behaviours of nurses, midwives and health care staff (6C's)



(DH, 2012)

Each of these values and behaviours are reflected in the practice competencies and interpersonal / professional skills components of the student's practice assessment.

Department of Health, 2013. *The NHS Constitution for England*. [online] Available at: <<a href="https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/170656/NHS\_Constitution.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/170656/NHS\_Constitution.pdf</a> >. [Accessed 04 March 2014].

Francis, C. 2013. *The Mid Staffordshire NHS Hospital Trust public enquiry*. [online] Available at:<a href="http://www.midstaffspublicinquiry.com/report">http://www.midstaffspublicinquiry.com/report</a> >. [Accessed 04 March 2014].

Department of Health, 2012. Compassion in practice. Nursing, midwifery and care staff our vision and strategy. [online] Available at:< <a href="http://www.england.nhs.uk/wp-content/uploads/2012/12/compassion-in-practice.pdf">http://www.england.nhs.uk/wp-content/uploads/2012/12/compassion-in-practice.pdf</a>> [Accessed 04 March 2014.]

#### THE INTERPERSONAL AND PROFESSIONAL SKILLS PROFILE

The interpersonal /professional skills profile has been divided into 6 sections, each indicating statements around the values underpinning the NHS Constitution and reflecting the 6C's.

#### (F) Indicates a fail (P) Indicates a pass Student:

Station:

PEds should choose <u>one</u> statement from each of the sections below that best reflects the student's interpersonal and professional skills. Please indicate your chosen statement by signing in the corresponding box.

·		
CARE	PEd Please sign in one of the	PEd Reasons / evidence for choosing this
Please choose one statement below	boxes below to indicate your choice of statement for this value	statement
(F) 1. Fails to respond to patient needs.		
(F) 2. Lacks consideration of patient comfort when delivering care.		
(F) 3. Ignores advice to improve patient care.		
(P) 4. Demonstrates evidence based practice.		
(P) 5. Approach to care enhances the patient experience.		
(P) 6. Ensures patient is central to care decisions.		
(P) 7. Quality of care is commendable.		
COMPASSION	PEd Please sign in one of the boxes below to indicate	PEd Reasons / evidence for choosing this statement
Please choose one statement below	your choice of statement for this value	Statement
(F) 1. Fails to treat patients / carers / colleagues with respect.		
(F) 2. Lacks empathy / understanding towards patients' concerns.		
(F) 3. Fails to recognise opportunities to promote dignity in care delivery.		
(P) 4. Demonstrates compassion and understanding in patient care.		
(P) 5. Promotes dignity and respect in patient care.		
(P) 6. Shows a mature understanding and an empathic approach to care.		
(P) 7. Champions patient dignity and encourages colleagues to support this value.		
COMPETENCE  Please choose one statement below	PEd Please sign in one of the boxes below to indicate your choice of statement for this value	PEd Reasons / evidence for choosing this statement
(F) 1 Level of care is unsafe.		
(F) 2. Blames circumstances for difficulties encountered.		
(F) 3. Unable to define own learning needs.		
(P) 4. Reflects on clinical practice and adapts accordingly.		
(P) 5. Capable of informed decision making.		
(P) 6. Delegates care effectively and with consideration for patient safety.		
(P) 7. Remains calm and professional in challenging situations.	DE de (Cont. 2010), amonda de de se	S. + 60 (- (M) - 0040)

PEds should choose one statement from each of the sections below that best reflects the student's interpersonal and

COMMUNICATION	PEd	PEd
Commence	Please sign in <b>one</b> of the boxes below to indicate	Reasons / evidence for choosing this
Please choose one statement below	your choice of statement for this value	statement
(F) 1. Fails to communicate key aspects of patient care to appropriate staff.		
(F) 2. Reacts adversely to constructive criticism.		
(F) 3. Lacks self awareness and the effect of behaviours on others.		
(P) 4. Has a pleasant and approachable manner.		
(P) 5. Communicates effectively with patients and relatives.		
(P) 6. Uses interprofessional team working to support effective patient care.		
(P) 7. Encourages patients to participate in decisions around their care.		
COURAGE	Please sign in <b>one</b> of the	PEd Reasons / evidence for choosing this
Please choose one statement below	boxes below to indicate your choice of statement for this value	statement
(F) 1. Demonstrates lack of interest regarding standards of patient care.		
(F) 2. Fails to respond to and report concerns of patients and carers.		
(F) 3. Poor advocate for patients / carers when opportunity arises.		
(P) 4. Accepts appropriate responsibility.		
(P) 5. Shares appropriate experience and knowledge to enhance patient care.		
(P) 6. Acts as an advocate for patients.		
(P) 7. Escalates concerns appropriately when the need arises.		
COMMITMENT  Please choose one statement below	PEd Please sign in one of the boxes below to indicate	PEd Reasons / evidence for choosing this statement
	your choice of statement for this value	
(F) 1. Displays a negative attitude.		
(F) 2. Behaves in an unprofessional manner.		
(F) 3. Lacks motivation.		
(P) 4. Actively seeks opportunities to develop own learning.		
(P) 5.Valued team member who has gained respect.		
(P) 6. Well motivated and adaptable.		
(P) 7.Consistently acts as a professional role model.		

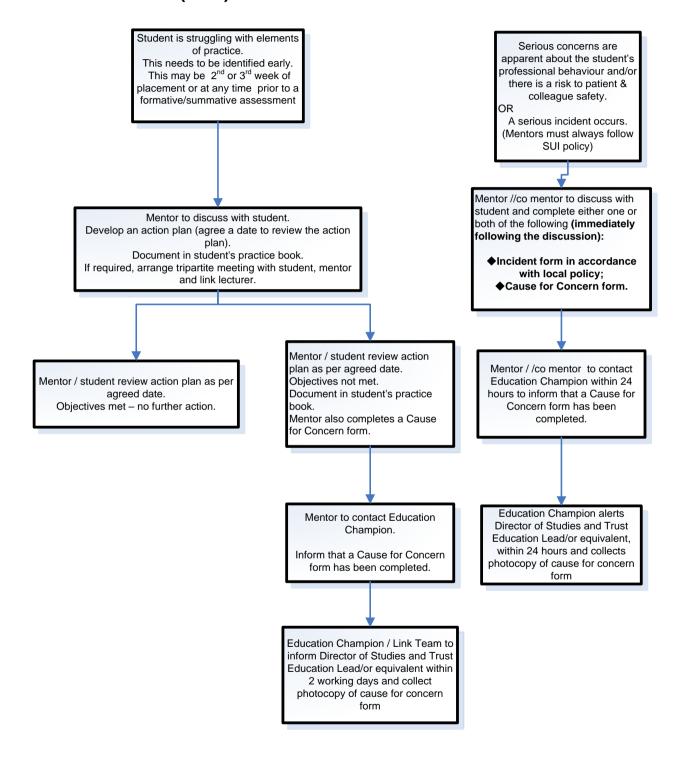
professional skills. Please indicate your chosen statement by signing in the corresponding box

Statements revised in collaboration with service users and PEds (Sept 2012) amended to reflect 6C's (March 2013)

Paramedic Educator : Signature: Date:



### Cause for Concern (CFC)



Cause for Concern This may cover – conduct / behaviour / clinical performance / attitude				
Contact made by:	Date:			
Name:	Name of P	lacement Provider/Trust:		
Position:				
Tel:				
E-mail:	Clinical Are	ea:		
Mentor Details (if different to above)	Student D	etails:		
Name:	Name:			
Tel:	Cohort:	Course:		
Cause for Concern Summary: (This form MUST be submitted with supportive evidence i.e. copy of student formative/summative feedback on their poor performance)  Actions Taken to date: (This form MUST be submitted with examples of actions taken. Unless it is a SUI there is an expectation the student has received verbal/written feedback on performance /Action plan/discussion with Mentor/ Education champion/Evidence of mentor working together)				
MENTOR: on completion please cont Education Champion Name:	act the following: Contacted: YES/NO	Method of Contact:	Date:	
Ward Manager/Team Leader Name:	Contacted: YES/NO	Method of Contact:	Date:	
Trust/Organisation Education Lead/or equivalent Name:	Contacted: YES/NO	Method of Contact:	Date:	
EDUCATION CHAMPION: On receiving this form please contact the following:  (If the concern is related to sickness/absence this form should be given to the Course Leader for investigation. If necessary, following investigation, the Director of Studies and Course Group Leader should be provided with this detail)				
Course Leader Name: (for sickness/absence)	Contacted: YES/NO	Method of Contact:	Date:	
Link Team Member Name:	Contacted: YES/NO	Method of Contact:	Date:	
Trust/Organisation Education Lead:	Contacted: YES/NO	Method of Contact:	Date:	
Personal Tutor Name:	Contacted: YES/NO	Method of Contact:	Date:	
Course Group Leader	Contacted: YES/NO	Method of Contact:	Date:	
Director of Studies Name:	Contacted: YES/NO	Method of Contact:	Date:	

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

Mentor to ensure photocopy of this form and supporting evidence is given to Education Champion / Link Team Lack of supporting evidence will result in this form being returned.

# **Student Managed Documentation**





#### UOS AUDIT OF PRACTICE SETTINGS: STUDENT EVALUATION OF PRACTICE 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 Paramedic Educa	tor (PEd):		
Course/Intake:			
Name of Education Champ	oion		
Dates of Experience:	From:	То:	
Instructions for Student			
Please complete this question be completing a 'mirror image		nd of your clinical placement.	Your PEd will
Please complete each stater IF YOU TICK NO, PLEASE	, ,	xes either Yes or No and con I	nment.
Thank you for completing thi Document	is questionnaire. Pleas	se leave this in the Practice A	Assessment

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 Paramedic Educator 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?
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 Paramedic 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 Paramedic 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.
Qo. Otate any anneaties you encountered as a stadent in this climed area.

What were the 3 best aspects about this clinical practice experience?
. On reflection, what could you have done to improve your clinical learning experience?

Thank you for completing this questionnaire

# UNIVERSITY of SUFFOLK BSc (Hons) Paramedic Practice

## **PAD Feedback Sheet**

		Level:
Student Number:	Date:	Marker:
PEd Declaration		Yes or No
Mandatory Training		Yes or No
All Element Assessed		Yes or No
Placement Interviews		Yes or No
Placement Hours		Yes or No
End of Placement Review		Yes or No
Assessment of Paramedic Attributes	<b>;</b>	Yes or No
Skills Profile		Yes or No
Student Evaluation		Yes or No
PAD Presentation		
Feedback		
1 ecusion		
		Pass or Fail
		- 500 01 1 500
External Examiner:		
Comments:		

# **Record of Tutorials**

Please note. You should bring your PAD with you to every tutorial session that you attend. It is your responsibility to get this signed by your personal tutor/mentor following every tutorial session.

Student Name & I.D	
Personal Tutor	

Name & Signature of Lecturer	Reason for Tutorial	Date for review (if required)
	Name & Signature of Lecturer	Name & Signature of Lecturer  Reason for Tutorial

Record	of	Tuto	oria]	ls

Please note. You should bring your PAD with you to every tutorial session that you attend. It is your responsibility to get this signed by your personal tutor/mentor following every tutorial session.

Student Name & I.D
D I.T. 4
Personal Tutor

Date of Tutorial	Name & Signature of Lecturer	Reason for Tutorial	Date for review (if required)
	_		

#### **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. The algorithms below show what processes to follow depending on the level of your concern and the urgency of the situation. 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 <u>at risk of</u> 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 <u>unlikely</u> to achieve the outcomes required in the placement learning to the standard expected.

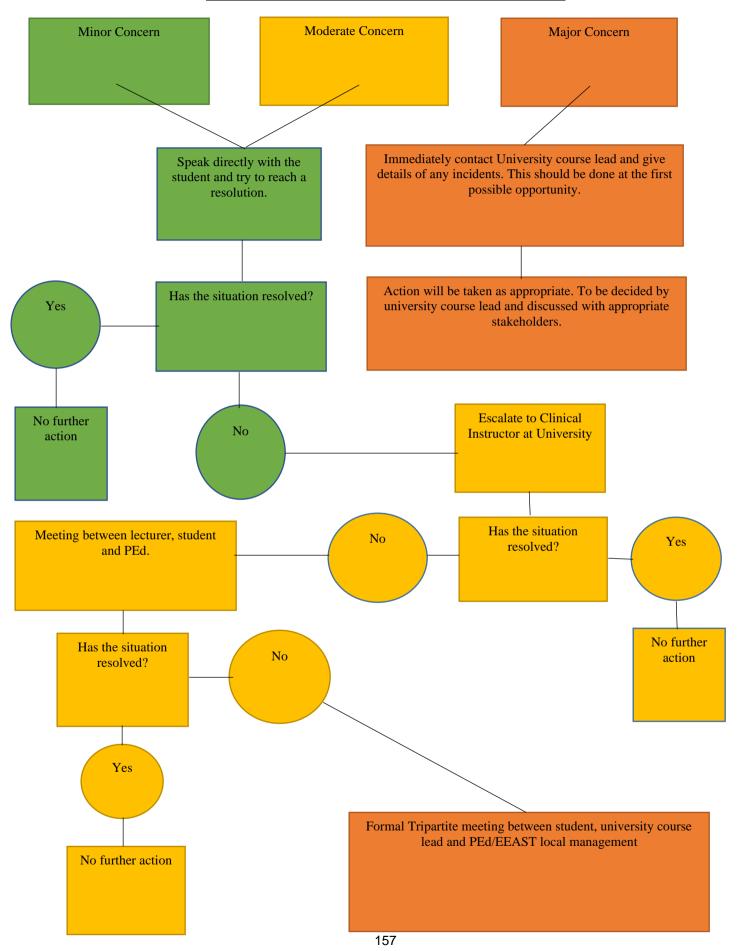
An example of a moderate concern – "Due to a student's poor engagement over the term of this placement, plus a number of absences, it is unlikely that the required standard of practice will be met. This has been ongoing for a number of weeks and attempts to rectify this have been unsuccessful".

#### 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 work place. The potential injuries caused as a result may mean the student cannot attend placement or University".

## **Escalating Concerns with University of Suffolk.**



#### **University of Suffolk Contacts.**

Please note. Mobile telephone numbers should be used in out of office hours for emergencies only.

**Lee Marshall, Course Lead -** Email – <u>L.marshall3@uos.ac.uk</u>

Mob - 07772076445

Gareth Partington - Email <u>g.partington@uos.ac.uk</u>

Bethany Weeks - Email - B.weeks2@uos.ac.uk

Sebastian Clover - Email - <u>S.clover@uos.ac.uk</u>

Craig Hosking, Clinical Instructor – Email – C.hosking@uos.ac.uk

