

# **University of Plymouth Practice Placement Module Quick Reference Guide**

**(2022-23)**



**UNIVERSITY OF  
PLYMOUTH**

Faculty of Health: Medicine,  
Dentistry & Human Sciences

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# Main Responsibilities of the PEd

- Provide a safe and supportive environment for the learner
- Encourage safe and effective practice and a philosophy of care
- Promote independent learning and professional conduct
- Provide constructive feedback and monitoring via written and verbal means
- Is an advocate of continuing personal and professional development (CPPD) HCPC (2014)

## Expectations of PEd Role

Liaison between Practice Placement Coordinator and the University programme and practice placement team (PPT)

Three formative competency reviews as part of the learners practice portfolio

Learning contracts at the beginning of each practice block

Action plans for areas of difficulty

Documenting meetings and debriefs as necessary (including action plans). This is both the responsibility of the PEd and learner.

Regular completion of documents around attendance (electronic timesheets)

Document any issues in relation to learners attitude and communication skills – both positive and negative

# Main Responsibilities of the Learner

- ◇ Learners are obliged to keep in regular contact with their Practice Educator during their placement, and to ensure that all procedures for attending placement are adhered to.
- ◇ Prior to commencing placement, all learners across the cohort will receive a handbook similar to this, focusing on their responsibilities, and a placement induction which will highlight what to expect and their accountabilities on placement.

## Learner Conduct and capability

Responsibility for managing the conduct and capability of the learner lies with the University of Plymouth, although learners maintain honorary contracts with South Western Ambulance Service NHS Foundation Trust (SWASfT) and should a disciplinary offence occur in practice, it will be investigated by both SWASfT and the University. Any issues relating to behaviour and competence need to be discussed with the Placement Coordinator/personal tutor.

The learner must achieve summative learning outcomes appropriate for each stage of their programme. These can be found in the Summative assessment section of your learners PebblePad and later in this document.

**Be mindful that learners should be operating at a level that meets the HCPC's paramedic standards (2022)**

# Programme Structure

## Year 1 (Level 4)

Module Code	Title	Module Outline
<b>SOHP 401</b>	Preparation for Practice	This module embeds the importance of professionalism associated with the AHPs, using an inter-professional environment to placement.
<b>PARA400</b>	Human anatomy & physiology	A module which looks in detail at the anatomical and physiological elements of systems. The different patient groups that will be experienced and how this is applied to practice.
<b>PARA401</b>	Clinical skills and application to practice	This introduces the student to the clinical skills required for pre-hospital care and the theory behind them.
<b>PARA402</b>	Introduction to Paramedic science	This module aims to develop some of the core knowledge and skills that are required to practise safely. The module combines theory and practical teaching sessions.
<b>PARA403</b>	Special Patient groups	This module aims develop students' ability to appropriately assess and manage patients from special patient groups using a patient-centred approach
<b>PARA404</b>	Paramedic Placement (1)	This module will enable the student to develop a portfolio of skills and competencies relevant to first year paramedic practice

## Year 2 (Level 5)

Module Code	Title	Module outline
<b>SOHP503</b>	Project Studies	This module develops knowledge and skills related to evidence-based practice and lifelong learning. The content is designed to enable the students to understand different research designs, to evaluate the research literature and to prepare them to undertake research at undergraduate level.
<b>PARA501</b>	Clinical Skills and Application to Practice (2)	A practically focussed module that will equip students with the knowledge and understanding required to manage a variety of patients, using clinical skills associated with the paramedic role.
<b>PARA502</b>	Trauma Management	This module will equip students with the necessary knowledge and understanding of a varying severity of traumatic injuries and the skills required by paramedics for effective assessment, treatment and management of these patients.
<b>PARA503</b>	Medical Conditions and Pathophysiology	This theoretically focussed module will equip students with the necessary knowledge and understanding of medical conditions related to Paramedic practice. Specific insight will be given to, anatomy and physiology, pathophysiology, assessment including 12-lead ECG interpretation, pharmacology and management of various medical conditions encountered within pre-hospital care
<b>PARA504</b>	Practice Placement 2	This module will enable the student to develop a portfolio of skills and competencies relevant to second year paramedic practice. There will be opportunities to apply theory, evidence based knowledge and practical ability within paramedic placement areas and clinical settings.
<b>PARA505</b>	Mental Health in Paramedic Practice	This module will improve knowledge of student paramedics working in a pre-hospital setting, required to support individuals experiencing mental health problems. Examining aspects of the external environment and how social, environmental, economic and political factors shape experiences of mental health and distress. It explores theories and concepts that underpin and challenge mental health practice and service provision.

## Year 3 (Level 6)

Module Code	Title	Module Outline
<b>SOHP605</b>	Project	This module consolidates knowledge and skills related to evidence-based practice and lifelong learning. The content will support the students to undertake re-search at undergraduate level, to discuss their findings in the context of the contemporary evidence base and to evaluate the implications of their activities on their future practice.
<b>SOHP601</b>	Project	Students will undertake and complete a short piece of research developed from the level five protocol which involves the collection and interpretation of a small amount of data. Findings will be presented in the format of a professional journal article and conference style presentation.
<b>PARA602</b>	Clinical Decision Making in Paramedic Practice	This module prepares the student for professional paramedic practice, enabling students to justify their clinical decisions by utilising a contemporary evidence base. This module incorporates professional standards of proficiency with explicit reference to ethical and legal issues, whilst emphasising the importance of systematic thinking and enhanced communication skills.
<b>PARA603</b>	Medical Conditions and Pathophysiology (2)	This module will further knowledge and understanding related to medical conditions in paramedic practice. It builds upon existing knowledge from the first instalment of this module. Specifically, learners will develop their understanding of anatomy and physiology, pathophysiology, pharmacology and management of various medical conditions encountered within pre-hospital care.
<b>PARA604</b>	Practice Placement (3)	This module will enable the student to develop a portfolio of skills and competencies relevant to third year paramedic practice. There will be opportunities to apply theory, evidence based knowledge and practical ability within paramedic placement areas and clinical settings.
<b>PARA605</b>	Facilitating Education in Paramedic Practice	This module will equip Paramedic students with the knowledge to facilitate education in preparation for their professional practice. Students will identify self-awareness of leadership and management, to enable safe and competent practice. Critically analysing effective leadership behaviour and the influence of professional dynamics, leading to opportunities to engage in, and develop a professional practice qualification.

# Levels of Competence for Students

1 <sup>st</sup> year learners	2 <sup>nd</sup> year learners	3 <sup>rd</sup> year learners
<p><b>Subject knowledge</b></p> <p>Sound knowledge of the basic concepts</p>	<p><b>Subject knowledge</b></p> <p>Sound understanding of the principles of professional practice, and will have learned to apply those principles widely</p>	<p><b>Subject knowledge</b></p> <p>Understanding of a complex body of knowledge, some of it at the current boundaries of professional practice</p>
<p><b>Levels of safety and responsibility</b></p> <p>Clinically safe, and accurate, requiring some supervision</p> <p>Begins to develop own professional principles and judgement and is therefore able to challenge ideas</p>	<p><b>Levels of safety and responsibility</b></p> <p>Clinically safe, accurate when working alone with minimal supervision</p> <p>Applies own professional judgement and experience to make clinical decisions and is able to accept challenge from others</p>	<p><b>Levels of safety and responsibility</b></p> <p>Clinically safe, accurate when working alone without supervision</p> <p>Able to critically review evidence, arguments and assumptions to reach sound clinical decisions; and is able to accept challenge from others</p>
<p><b>Levels of supervision</b></p> <p>Evaluates own performance, although appreciates regular feedback</p> <p>Begins to interact effectively within a team and is able to develop professional partnerships</p> <p>Recognises personal strengths and areas for development</p>	<p><b>Levels of supervision</b></p> <p>Actively seeks and makes use of feedback</p> <p>Begins to take a leadership role in care delivery and within a team</p> <p>Evaluates own performance and others performance</p>	<p><b>Levels of supervision</b></p> <p>Actively seeks and makes use of feedback</p> <p>Takes a leadership role in care delivery and within a team</p> <p>Evaluates own performance and others performance</p>
<p><b>Characteristics of performance</b></p> <p>Increasingly efficient, co-ordinated and confident in the delivery of care</p> <p>Needs some reminders and prompting to facilitate the delivery of care in non-routine situations</p>	<p><b>Characteristics of performance</b></p> <p>Proficient, co-ordinated and confident in the delivery of care</p> <p>Needs minimal prompting to facilitate the delivery of care</p>	<p><b>Characteristics of performance</b></p> <p>Highly proficient, co-ordinated and confident in the delivery of care</p> <p>Needs no prompting to facilitate the delivery of care</p>



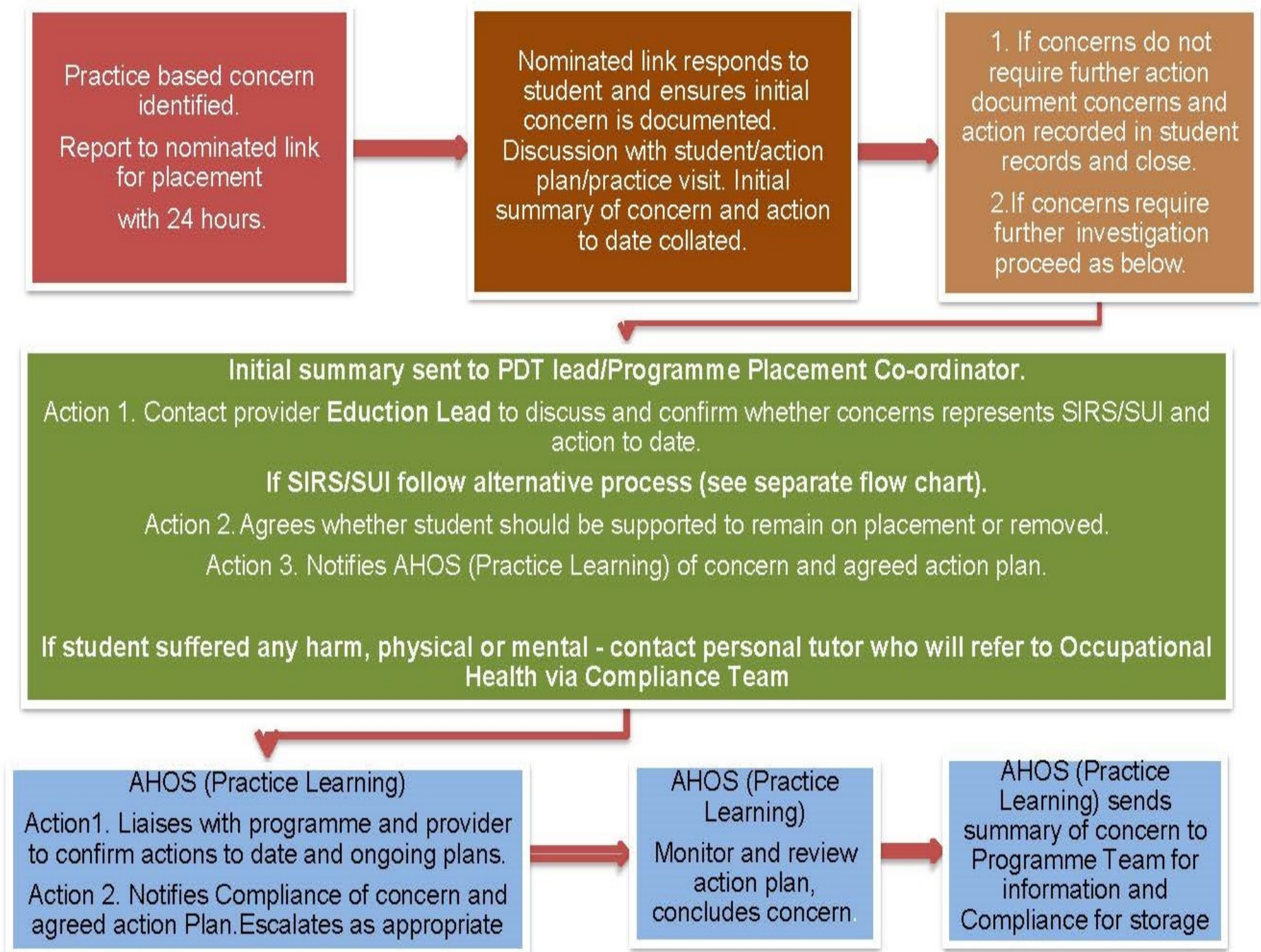
# Portfolio

Portfolio Element	Learner Responsibility	PEd Responsibility
<b>SCOT Analysis</b>	<b>Yes</b> —At the start of each placement block.	Can be reviewed with learner if desired.
<b>Learning Contract</b>	<b>Yes</b> — One at the start of every placement block. To be reviewed and agreed with PEd.	<b>Yes</b> — To be written/ reviewed and agreed with Learner.
<b>FPEFS</b>	<b>Yes</b> —Must be completed by stated date on PARA 404/504/604 timetable. Learner has responsibility of ensuring these are completed on time and for leaving comments on PEd’s feedback.	<b>Yes</b> —Educators to leave progress feedback at 3 defined points in the academic year, commenting on their learner’s attainment of the defined SLO’s in the portfolio.
<b>Workbooks</b>	<b>Yes</b> —Must demonstrate competence linked to SLO outcomes in workbooks 1 – 5.	<b>Yes</b> — All workbooks must be signed by learner’s PEd.
<b>Timesheets</b>	<b>Yes</b> —Must be routinely completed and submitted, preferably every week.	<b>Yes</b> —All submitted timesheets must be verified by Learner’s PEd via link sent to PEd’s SWAST email account.

# Reporting Incidents in Practice

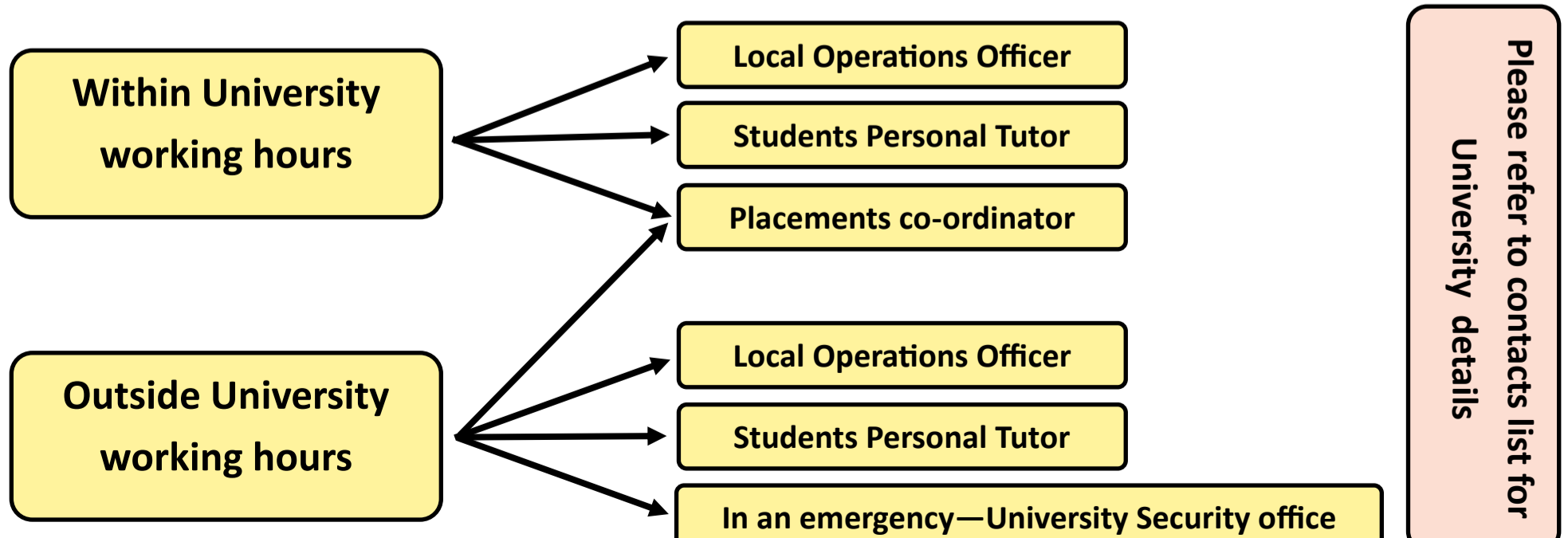
Below is the University flow chart for reporting incidents and concerns in practice

## Practice Based Concerns – Flow Chart



Note: AHOS = Associate Head of School

## PEds reporting incidents — Points of contact



# Contact List

Role	Named Contact	Job Title/ Work hours	Contact
Paramedic placements	Ian Luscombe	<b>FLA coordinator</b> Mon-Fri	Paramedic placements@plymouth.ac.uk
	Tom Kidney	<b>Acute coordinator</b> Mon-Fri	
Lecturer/ Personal Tutor	Jon Green	<b>Programme Lead</b> Mon-Fri	Jon.green@plymouth.ac.uk
Lecturer/ Personal Tutor	Tristan Henderson	<b>Academic Lead</b> Mon, Tues, Fri	Tristan.henderson@plymouth.ac.uk
Lecturer/ Personal Tutor	Jason Long	Mon, Thurs, Fri	Jason.long@plymouth.ac.uk
Lecturer/ Personal Tutor	Emilia Lawrenson	Mon, Tues, Thurs, Fri	Emlia.lawrenson@plymouth.ac.uk
Lecturer/ Personal Tutor	Matt Francis	Mon-Fri	Matt.Francis@plymouth.ac.uk
Lecturer/ Personal Tutor	Sally Barrett	Mon-Thurs	Sally.barrett@plymouth.ac.uk
Lecturer/ Personal Tutor	Ian Luscombe	Mon-Fri	Ian.luscombe@plymouth.ac.uk
Lecturer/ Personal Tutor	Tom Kidney	Mon-Fri	Tom.kidney@plymouth.ac.uk
Lecturer/ Personal Tutor	Dean Gray	Wed-Fri	Dean.gray@plymouth.ac.uk
Lecturer/ Personal Tutor	Andrew Webber	Mon-Wed	Andrew.webber@plymouth.ac.uk
Security office	N/A	24/7	security@plymouth.ac.uk 01752 583333