

## **School of Health Professions**

BSc (Hons) Paramedic Practitioner/Paramedic Science



**UNIVERSITY OF  
PLYMOUTH**



# **Practice Placement Educator's Handbook**

A guide to supporting learners in clinical practice

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UNIVERSITY OF  
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Faculty of Health: Medicine,  
Dentistry & Human Sciences

## 1. INTRODUCTION AND WELCOME

Welcome to the BSc (Hons) Paramedic Practitioner Practice Educator Handbook. This will be a valuable resource to assist you in your role in supporting your learner's frontline placements, whilst nurturing their talents.

Most recently, there has been a change from the term Named Paramedic Mentor (NPM) to Practice Educator (PEd), this is to provide justice to, and acknowledge the complexities that lie within the Practice Educator role. Mentoring has evolved within pre-registration nursing since the 1970s, and pertains to, a designated, qualified person who offers their time to help and support individuals in their development/education phases. The term Practice Educator emerged from the study of mentors within healthcare professionals in 2000 (Philips et al, 2000), and is defined as [one] who makes a significant contribution to education in the practice setting, coordinating learner experiences and assessment of learning" (Department of Health (DH) 2001a:6).

As a Practice Educator, your role is crucial in ensuring a rich and rewarding learning environment that encourages safe and effective practice, independent learning and professional conduct (Health and Care Professions Council (HCPC), 2014).

Practice education is considered an essential component in the development of healthcare professionals (Goppee, 2015. HCPC, 2014), offering learners a unique and valuable experience within real-life multi-disciplinary environment, whilst transferring the knowledge and skills learnt in their academic environment into achieving their learning outcomes.

Practice Educators are role models for learners, and they will look to you for guidance, inspiration and support. You are in a unique position to influence their placement experience; this responsibility should not be taken lightly, but also, should be enjoyed.

The primary aim of this guide is to remind and reassure you that we welcome your participation at every stage with the learners; we want you to become fully involved in their development and journey, and you should feel comfortable in approaching any one of the team.

## 2. YOUR ROLE AS A PRACTICE EDUCATOR (PED)

*“Tell me and I forget, teach me and I may remember, involve me and I learn.”*

Benjamin Franklin

Learners on the University of Plymouth BSc (Hons) Paramedic Practitioner programme will, throughout their three years of study spend some time every year in a variety of clinical settings. This allows the learner to develop the knowledge required to provide safe and competent care for patients. Placement enables learners to translate their knowledge into practice affording them the opportunity to learn through experience and alongside experts.

All learners will be allocated a named Practice Educator (PEd) to support them in practice, as the named educator you are expected to remain in regular contact with them throughout their time on placement and be responsible for assessing the summative learning outcome element of the practice portfolio annually. You are the registered health care professional making the decision on whether the learner is safe to practise, and therefore eligible to apply for entry to the HCPC register as a paramedic following successful completion of the programme.

A PEd is principally an experienced clinician, who through promotion of a professional relationship can facilitate another’s personal growth and development, create an enabling environment, and seek learning opportunities and supportive interventions.

### 2.1 YOUR MAIN RESPONSIBILITIES AS A 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 through excellent written and verbal means



- Is an advocate of continuing personal and professional development (CPPD) HCPC (2014)
- Provide demonstrable professional behaviour
- Liaison with University and Practice Placement Coordinator (PPC)

Many learners coming onto this programme will have very little experience of working for an ambulance service or within a health or social care role. The many skills that you demonstrate every day in practice without realising it are key to their development, such as;

- How you communicate with the patient, family and other health care professionals
- Skills, in managing acute and non-acute situations
- Level of diverse knowledge and dexterity of managing care and treatment
- Professionalism and integrity
- Desire and motivation to use the best available evidence to improve the quality of the patient experience, and advance the profession
- Leadership and team working skills, including the multi-professional team situation
- Ability to support and either guide or direct others.
- Decision making

*The key to providing a valid placement experience is the knowledge, skills and enthusiasm of the PEd.*

## **2.2 WHAT YOU WILL BE EXPECTED TO BE INVOLVED IN**

- 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 (PebblePad)
- Formative review points (two per year) these need to be completed and uploaded by the learner into their PebblePad.
- 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

The University are very reliant on feedback and communication from you to your Learner's personal tutor. These roles are closely linked to support the learner; this can only be possible if concerns are raised early on.

## 2.3 WHAT MAKES YOUR LEARNER FEEL VALUED ON PLACEMENT

- Induction/observation shift, if this cannot be achieved, a pre-placement meeting either face to face or email
- Feeling and being part of the team, involved in discussions
- Discussion around processes / policies / incidents / conditions / treatments
- Time from the PEd, taking the time to understand their portfolio / documentation / sign timesheets
- Positive attitude
- Supportive and understanding, to challenge, but not be challenging
- Being allowed to get involved with incidents, not simply observing

Your role is not unsupported, you have access to your learner's personal tutor, who is an academic member of staff from within the paramedic team, and the practice placement team (PPT) [paramedicplacements@plymouth.ac.uk](mailto:paramedicplacements@plymouth.ac.uk). They are all there to support yourself and your learner. Your learner will know who their personal tutor is, they will inform you who they are, and in addition to this you can expect regular contact from the personal tutors seeking feedback. Personal tutors are available to provide tutorial support to your learner and offer advice or tripartite support to you, when required.

## 2.4 LEARNER HEALTH AND WELL-BEING

You are in a position where at times you may be the first person to recognise an issue

with a learner, you are asked to encourage your learner to seek further assistance or support from their personal tutor. If you feel, or you are aware they are not seeking the necessary support, you need to contact the personal tutor as soon as practicable to raise your concerns.

Learner focussed counselling and Occupational Health services are available to all learners on demand from within the university, they offer a plethora of support for emotional health and also learning support for academic input. The personal tutor will make referrals and also signpost to the correct support. Should you feel you need to signpost your learner please use this link <https://www.plymouth.ac.uk/Learner-life/services/learning-gateway>

## **2.5 CONFLICT OF INTEREST**

It is important to recognise when a conflict of interest between you and your learner occurs or has the potential to occur and that you notify both the practice placement coordinator and the personal tutor at your earliest opportunity. A conflict of interest is anything that is an actual or potential risk to the development of a learner in providing safe, effective and person-centred care.

If there is a development of a personal relationship between you and your learner or any learner, this could be considered a conflict of interest and may well be perceived as giving an unfair advantage, or as inappropriate by your peers. Such a situation should be declared to the practice placement coordinator as soon as possible. This will be treated in confidence and likely result in relocation of the learner, ensuring anonymity.

## **3. LEARNERS RESPONSIBILITIES**

Learners are obliged to keep in regular contact with their Practice Educator during their placement, and to make sure 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, but focusing on their responsibilities, and a placement induction which will highlight what to expect and their accountabilities on placement.

### **3.1 LEARNER CONDUCT AND CAPABILITY**

Overarching 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 PPC and or personal tutor.

Learners are expected to act in accordance with the HCPC guidance on Conduct and Ethics for learners (2015). Education and development evolves over time and ascertaining a learner's level or stage may be a challenge at times, but be mindful that learners should be operating at a level that meets the HCPC's paramedic standards of proficiency (2022) by the end of year three. Your learner has to achieve summative learning outcomes appropriate for each stage of their programme; these summative learning outcomes provide guidance as to the skills and competency level required. These can be found in the Summative assessment section of your learners PebblePad.

Year 1 = level 4

Year 2 = level 5

Year 3 = level 6

### **3.2 ATTENDANCE**

Placement attendance is mandatory and completing a minimum number of hours is a requirement of successfully passing each year. PEds need to electronically verify the electronic timesheet which can be submitted weekly, or monthly.

If a learner does not attend an agreed placement shift, you should contact the PPC, personal tutor and /or PPT as well as [paramedicplacements@plymouth.ac.uk](mailto:paramedicplacements@plymouth.ac.uk) as soon as possible, unless special circumstances have been agreed. The key to supporting

learners is remaining in contact with the wider university support team.

### **3.3 GENERAL GUIDANCE FOR LEARNERS**

Learners are informed at the beginning of each academic year and throughout their time on the programme about their role and responsibilities that they must adhere to during their course

- Read and conform to the Trust's policies and procedures
- Wear full uniform whilst in placement (exception only for observation shift) including all PPE
- Record and complete hours electronically
- Ensure PEds are provided with accurate paperwork for completion in good time (not the week before submission)
- Follow all reasonable instructions, especially in relation to their own safety, or patient's safety
- Report to personal tutor / PEd with any issues that are likely to affect their practice placement. Including disclosing any specific learning or assessment need or Occupational Health support
- Inform the University of any change in circumstances at their earliest opportunity

### **4. LEARNER PARAMEDICS DRIVING SWAST VEHICLES**

There is a possibility some learner paramedics from the University of Plymouth are now being trained to Response Driving Standards during their programme. Upon successful completion of this course, they will be entitled to drive SWAST vehicles whilst on placement providing the guidance below is followed. PEd can check a learner's driving status with the driving faculty if necessary.

The following criteria must be adhered to:

- The learner must gain the agreement of the lead clinician to the vehicle to be driven. It may be agreed that the learner can drive en route to emergencies

on a regular basis. The lead clinician should not unreasonably refuse to allow the learner to drive on a regular basis as this is part of the development of the learner.

- When the learner is the third person on a vehicle, they must not drive whilst patients are on board, as the learner should be gaining clinical experience.
- Learners must be accompanied by a SWAST response qualified driver at all times when responding to emergencies.
- Learners who have not successfully undertaken the SWAST's response driving course but who hold a category C1 driving licence and who have been assessed as competent (theoretically and practically) by the SWAST driving faculty will be eligible to drive SWAST vehicles as per the details set out below.
- This applies to all University of Plymouth learners; Learners must not drive RRVs or DCAs unaccompanied. The exception to this rule is when the learner is on placement on an RRV or DCA and the mentor of that RRV or DCA for clinical reasons needs to travel in the attending ambulance with a patient en route to hospital. In this circumstance, the learner may drive another SWAST vehicle to hospital to meet their clinician; however, the vehicle must be booked unavailable for emergency work and the learner must not drive under emergency conditions. In other exceptional circumstances, it may be appropriate for a learner to drive a SWAST vehicle unaccompanied; such cases should be approved by the Duty Bronze Officer in each case.
- Learners should not be used to move operational or non-operational vehicles around the SWAST: for example pool cars and vehicles from workshops.
- Should any vehicle be involved in a collision whilst a learner is driving, then the normal accident procedure must be followed. In addition, the Bronze

Commander or the learner's PEd must inform the driving faculty and University to ensure support for the learner.

- If a clinician has concerns about a learner's level of ability whilst driving, this should be highlighted promptly to the driving faculty in the first instance.

This experience will be valuable for the learners to ensure that they have the full range of skills required to be competent paramedics.

PEds are pivotal to the success of an educational curriculum where blended learning taking place in practice and the classroom are linked. Whilst learners are in practice they have a supernumerary status, this allows for every patient experience to be an opportunity for learning, and helps to prepare the contemporary learner paramedic for continuing development within evidence-based autonomous practice (College of Paramedics, 2014).

## 5. PROGRAMME STRUCTURE

Over the three years, the curriculum is designed to enhance the learner's placements and vice versa. The following modules are designed to provide the underpinning knowledge base on which the learners build on throughout the year within their placements time and academic time.

The modules listed below for the three years are shown for your information. This will give you an insight into the subject your learner is studying; learning should become evident throughout their practice.

### Year 1 (Level 4)

Module Code	Title	Module Outline
SOHP 401	Preparation for Practice	This module embeds the importance of professionalism associated with the AHPs, using an inter-professional environment to placement.
PARA400	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.
PARA401	Clinical skills and application to practice	This introduces the student to the clinical skills required for pre-hospital care and the theory behind them.
PARA402	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.
PARA403	Special Patient groups	This module will enable the student to develop a portfolio of skills and competencies relevant to first year paramedic practice
PARA404	Paramedic Placement (1)	This module will enable the student to develop a portfolio of skills and competencies relevant to first year paramedic practice

(SOHP: refers to Interprofessional module. PARA: paramedic specific modules)

## Year 2 (Level 5)

Module Code	Title	Module outline
SOHP503	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.
PARA 501	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.
PARA502	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.
PARA503	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
PARA504	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.
PARA505	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
SOHP605	Project	This module consolidates knowledge and skills related to evidence-based practice and lifelong learning. The content will support the students to undertake research 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.
SOHP601	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.
PARA602	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.
PARA603	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.
PARA604	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.
PARA605	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.

## 5.1 PRACTICE EDUCATOR INVOLVEMENT IN THE CURRICULUM

Understanding the curriculum will support you in helping the learner to link theory to practice, allowing you to guide them as they gain experience. There is an expectation that you co-ordinate relevant experiences with other members of the inter-professional team; and judge your learner's competence against set learning outcomes at particular points in the programme. Throughout your learner's time in practice, you will formatively assess your learner at 3 stages throughout the year.

Formative assessment 'forms' and 'informs' the learning experience, there are two formative feedback review points throughout the academic year. As the named Practice Educator you will complete the Formative Practice Educator Feedback review form, **Appendix 1**. Evidence of these completed forms need to be uploaded to your learners PebblePad on the given submission dates, your Learner knows when they are, it is also their responsibility to upload the report.

The programme aims, objectives and learning outcomes have been mapped against the Health and Care Professions Council (HCPC) Standard of Proficiencies for Paramedics (2015) and the College of Paramedics Curriculum Framework (2017).

You will use your professional judgement to assess a learner's ability against specific learning objectives and ensure your learner capably completes their practice competencies. These are evidenced by the learner, through a range of formative and summative assessments. Evidence through learning contracts as well as the formative written feedback to your learner should be produced throughout the placement. It is important to build this evidence throughout the placement and not leave it until the end. This responsibility is twofold; it enables you to provide continuous constructive feedback as well as NOT having to complete all the documentation in one go, which can be time consuming. This programme uses the PEd as the 'sign off' assessor; therefore, at the summative stage of the assessment, at the end of the academic year, you will be involved in making the decision as to whether your learner is 'fit for purpose and practice' and eligible to progress onto the next year or graduation.


## 5.2. PEBBLEPAD

There are many advantages to PebblePad, but this may be new to you, or you may have had time away from your role as a PEd, getting to grips with new material can be time consuming and frustrating. There are links below to show you how to access and use PebblePad, but the team are always willing to run workshops.

PebblePad is a personal learning and assessment system which offers users the opportunity to utilise e-portfolio, e-assessment. It is widely used by universities and other ambulance services to help learners, experience better ways to evidence the skills needed for today's competitive world.

PebblePad's versatility to support learning anywhere and on any device, offers limitless possibilities to develop graduates who are better equipped for their careers. Every graduating Learner can transfer his or her content to a free PebblePad personal account, encouraging lifelong learning.

- Use this guide to introduce you to PebblePad  
<https://sway.com/SL2JJeYpIGPP7RTr>
- Helpful guide to show you how to access your Learners account through your SWASfT email  
<https://youtu.be/ROpkQQR131k>

Ongoing achievement is recorded via PebblePad	A record of your Learner's progression that results from their activity within clinical practice. PebblePad is created and completed by the Learner, but your contribution towards it is crucial to creating a global view of their achievements in practice.
Learning contract	A learning contract refers to a list of identified learning objectives that have been agreed by you and your Learner at the beginning of each placement block.
Formative assessment	This is the continual stage of any education, Learners are 'forming' their ideas and progression is beginning to take place. These stages are continual evaluations of your Learner's comprehension and learning needs, with a view to progression. Detailed information such as learning contracts and development plans should be used throughout this period. <b>During each academic year there are 3 formative review points.</b>
Summative Learning Outcomes	<p>You are required to identify whether your Learner has successfully completed the required summative learning objectives for the particular stage of their academic programme.</p> <p><u>Formative feedback should be used:</u></p> <p>Colleagues the learner has worked with = statements from other</p> <p>The learning contract or development plan = evidence of progression to support SLO</p> <p>Summative learning outcomes (SLOs) statements within PebblePad can be reviewed throughout the year</p> <p>Help with this can be sought from Programme/module handbook</p> <p><a href="https://dle.plymouth.ac.uk/pluginfile.php/576136/mod_resource/content/1/Paramedic%20Practitioner%20Programme%20Handbook%202016-17%20Final.pdf">https://dle.plymouth.ac.uk/pluginfile.php/576136/mod_resource/content/1/Paramedic%20Practitioner%20Programme%20Handbook%202016-17%20Final.pdf</a></p>
Paramedic Placement Team	<p>This team is there to support and offer guidance to the PEds. They can be consulted at any stage of the learner's placement especially if the mentor or others have concerns or questions.</p> <p><a href="mailto:paramedicplacements@plymouth.ac.uk">paramedicplacements@plymouth.ac.uk</a></p> <p>And of course personal tutors, all details front of book.</p>
<p>Audit trail</p> <div data-bbox="145 1637 347 1787" style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content;"> <p>If it is not written down it was not done!</p> </div> <div data-bbox="177 1809 229 1921" style="text-align: center;">  </div>	

## 5.3. PLACEMENT HOURS

The practice placement hours do not accrue over the three years and as such, learners need to achieve the minimum of **485** practice hours each year to graduate from the programme. This is because each year requires different competencies, assessed at a different level in order to be successful at each stage of the programme.

All learners on the programme will have a total of 0 hours for the following academic year and will need to achieve the minimum of **485** hours across a variety of clinical settings to be signed off as competent to progress into the next academic year.

### **What does this mean for me as an educator?**

- All learners in all three years will submit their portfolios at the end of the academic year, this submission date will be made known to you by your learner on day one of placement at the start of the academic year
- Learners who have submitted their portfolio will **NOT** return to practice following submission, unless they have extenuating circumstances in place, which allows them to do so to complete their portfolio over an extended period of time
- Any hours over 485 total per year will not be counted towards the next academic year/stage (however this is not a limiting factor for learners, to have more than the recommended minimum, it is a flexible approach for some learners who require more time, within designated blocks)
- The minimum of 485 hours total must be met to achieve each stage of the programme
- You will have a longer summer break without Learners in practice
- All practice hours should be submitted as per [TMS guidelines](#) failure to do so may affect learner progression onto the next stage of the programme
- Summer break is for Learners to rest and not be in practice, unless for extenuating reasons, therefore decreasing pressure for learners

- Learners can claim for extra-curricular events and study days, a maximum of 37.5 hours per year, will be given over to simulation and conferences see link for policy details, [Recording of Hours](#)
- repeat learners or interrupted learners cannot use previous hours for the returning year/s

## 6. PROVIDING FEEDBACK TO YOUR LEARNER

Providing feedback to your learner is an essential part of your role as a PEd. Good quality and timely feedback enables structured information to be conveyed to your learner to enhance their development. It will help your learner maximise their potential at different stages of their education. Your feedback also allows the university and personal tutor insight into the learner's knowledge in practice. This will support academic decisions around their clinical assessments and practice portfolio.

Raising awareness of strengths and areas for improvement creates a clear focus for the learners and for PEds, because it is task orientated it allows you to recognise the need to further develop an action plan to improve performance or progress forward. Learners value feedback, especially when it is from a respected member of the team and their role model. There will of course be challenges to providing constructive feedback in challenging situations, remember it is not all about what you say, but how you say it and when (Mehrabian and Ferris, 1967).

Learning is multi-faceted, and does not just take place in formal settings, valuable learning is readily available within the practice setting. This reinforces the theory that knowledge is created through transformation of experience. All learners are unique and process information in different ways; this can be a result of personality, cognitive processes, previous learning and importantly the learning environment. The practice area is dynamic and at times can be emotionally and physically demanding, it is important to take into consideration the different factors involved.

Although it is impossible to provide absolute benchmarks for learners, below is an illustration of general terms that may allow you to orientate to the different stages learners should be reaching throughout their time on the programme.

<b>1<sup>st</sup> year learners</b>	<b>2<sup>nd</sup> year learners</b>	<b>3<sup>rd</sup> year learners</b>
<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>

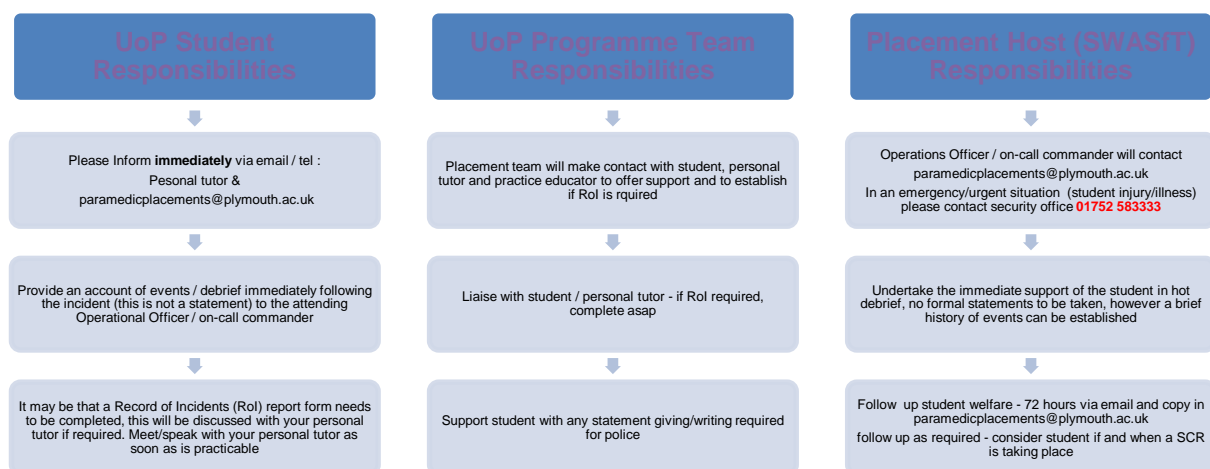
## 7. REPORTING INCIDENTS ON PLACEMENT

It is recognised that individual University staff may be made aware of incidents or concerns directly by the placement provider, PEd or learner. It is vital that rapid and co-operative working is used to manage this situation. The first priority is to ensure the safety and wellbeing of any patients/colleagues and learners who may be linked to the concern, including withdrawing a learner from placement if necessary.

### 7.1 REPORTS OF CONCERNS FROM LEARNERS

The challenges faced by learners in reporting concerns, and the need for adequate support to do so, are widely recognised (NMC, RCN 2015). Discussions relating to the importance of raising concerns need to be integral to the placement preparation and support process, and should be reiterated regularly.

In particular it has been noted that learners may wait until the end of a placement before reporting practice events for fear of affecting their practice assessment. As a result, staff are only made aware a long time after the incident occurred when it may be more difficult to act on. Thus in any general discussion on clinical practice this topic should be raised. The illustration below highlights what the learners should do, and the support available.





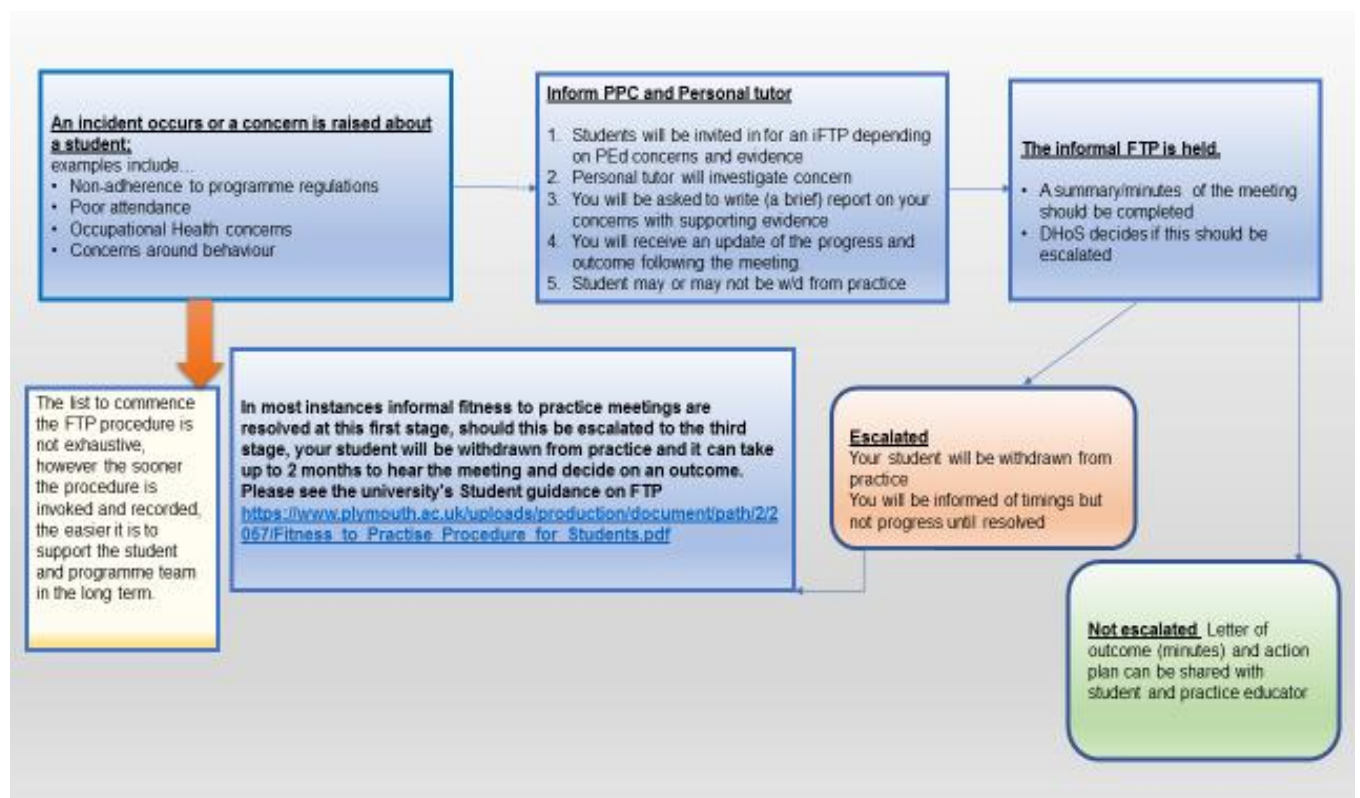
## 7.2 INITIAL RESPONSE TO PRACTICE-BASED INCIDENTS AND CONCERNS

### Initial acknowledgement

As an educational institute, there is a need to provide an appropriate, sensitive, compassionate and timely response to concerns, including appropriate support for learners and PEd. Where concerns are raised, it is important that initial responses should be open and constructive and should emphasise that any concern raised will be taken seriously. Where appropriate (i.e. assuming the learner is not acutely distressed), information should be gained detailing the facts relating to the concern and any action taken to date. This should be recorded in writing. If this is not possible, a record of the concern as reported so far should be made, along with a clear action plan for following up the concern to establish further detail.

## 7.3 FITNESS TO PRACTICE

It is important to remember that most concerns can be resolved with either a one to one meeting or a tripartite involving the personal tutor. If however, there are more serious or persistent concerns, these **must** be addressed early and **must** be well documented to support any fitness to practice process.



## 8. ACCIDENTS / INJURIES

The safety of learners on placement is paramount. Any accidents or injuries experienced by learners on placement should be reported to the duty officer in the first instance, and then [paramedicplacements@plymouth.ac.uk](mailto:paramedicplacements@plymouth.ac.uk) and the personal tutor. An incident (Datix) report form needs to be completed by the learner if practicable or PEd at your earliest opportunity.

## 9. WHAT HAPPENS IF I TAKE LEAVE, OR AM ABSENT DUE TO ILLNESS?

In your absence (off duty, annual leave etc.) it is anticipated you and your colleagues will assist your learner in finding another registered paramedic. Your colleagues should be able to supervise and support the Learner, if necessary signing off any relevant formative portfolio competencies and providing feedback to both you and to the learner. It is important for your Paramedic colleagues to provide witness statements and testimonials, regarding the learner's performance in the clinical environment, for you to review on your return. Should your leave or your absence be for a longer period of time, please contact [ROC.students@swast.nhs.uk](mailto:ROC.students@swast.nhs.uk) to request an interim PEd.

### 9.1 WITHDRAWING FROM AND INTERRUPTING THE PROGRAMME

Learners may consider withdrawing from the University or interrupting their studies for any reason, please advise them to consult with their programme leader and seek advice if they are experiencing difficulties. Just talking to someone may be enough to put them back on track. Learners choose to interrupt study or withdraw for a variety of reasons and we may be able to help.

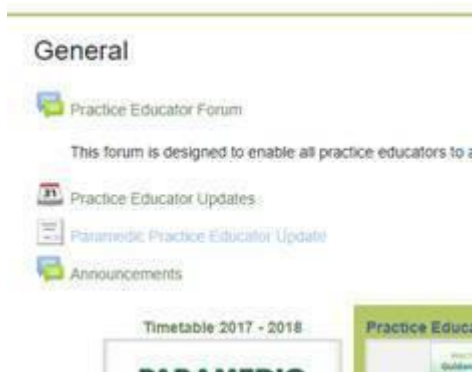
### 9.2 ACCESSING AND USING THE PEd DIGITAL LEARNING ENVIRONMENT

There is a dedicated practice educator digital learning environment accessible using this link; <https://open.plymouth.ac.uk> this completely new area has been created for ease of use, it is dedicated to practice educators. It will look very similar to the student portal, but this is not accessible to students, you will need to log on and create a password for your account, please use the link above. This is very intuitive

and easy to use, the Paramedic Practice Educator specific section is within the CPD area on the main screen.

Once you have been enrolled, then you can access the information use the forum, and let the programme and placement teams know what else is required, and share good practice.

There is also a scheduler called Practice Educator Updates:



If you click on here, you can sign up to an educator update day being delivered on different dates throughout the year by the programme team.

## 10. FURTHER RESOURCES AND INFORMATION

Additional learning support is available to learners at the learning support and well-being service here in the university <https://www.plymouth.ac.uk/Learner-life/services/learning-gateway> . You should encourage your learner to disclose any specific learning need at the earliest opportunity, whilst at university it may not be apparent within the classroom setting and only come to light in practice. Personal tutors will be more than happy to discuss your concerns if you suspect your learner may need support and has not sought help. Please do this at the earliest opportunity. ***From everyone on the programme team, we appreciate your commitment and contribution to educating the paramedics of the future. Without your support, this would not be possible,***

Thank You

# APPENDICES

## APPENDIX 1

### **EXAMPLE** – Practice Education Portfolio 2

**Formative Practice Educator Feedback – EXAMPLE – DO NOT USE**

**Review Point Number .....**

**Date**

For information on the year specific requirements of Learners, please see the placement educator handbook.

**Continued Overleaf**

**PARA205 – Practice Education Portfolio 2  
Academic Year 2019-2020**

The formative feedback report has been designed for you, as an educator to collaborate in the placement experience throughout the academic year.

There are two points during practice placement when you are asked to provide feedback on your student's progress, in relation to the Summative learning outcomes (SLOs).

This will then be reviewed by the personal tutor, who will offer support to you and your student if required.

The SLOs (5 in total) are listed alongside the formative marking criteria. Please provide feedback against each SLO by utilising the sliding scale. A final summative decision (sign-off) at the end of the year will indicate whether the student has achieved or not achieved each SLO.

For information on the year specific requirements of students, please see the placement educator handbook, this can be found by clicking on this link; <https://open.plymouth.ac.uk>

Dates for the two FPEFs to be submitted by the student to their PebblePad are:

<b>Stage</b>	<b>Review Point 1</b>	<b>Review Point 2</b>
<b>Year 2</b>	29/11/20	22/05/21

Please mark on the sliding scale where you consider your student to be performing at each review point. It is divided into three categories defined as follows:

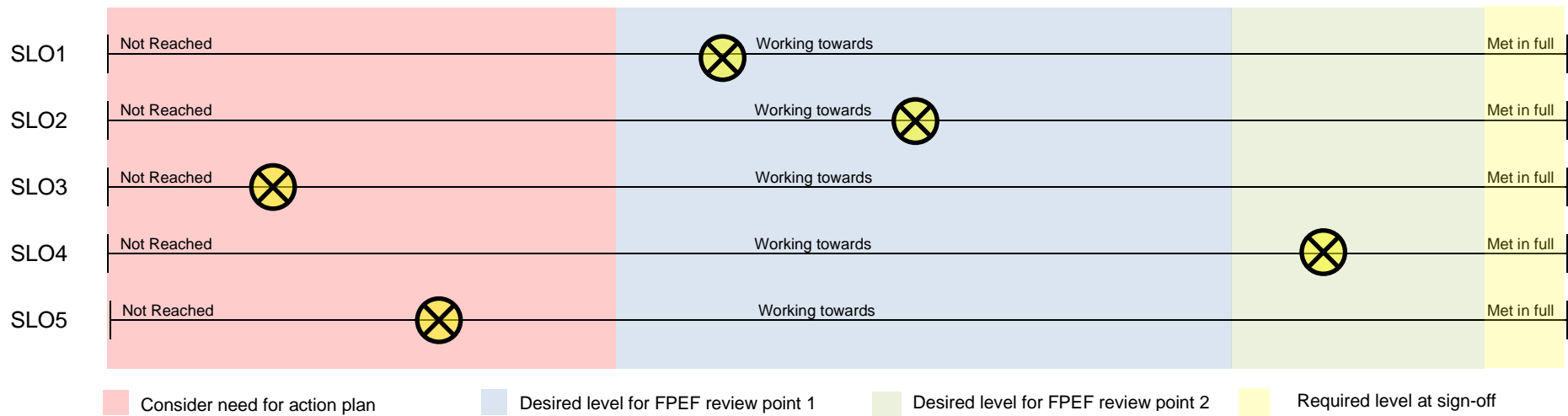
**Not Reached** – Students are not displaying adequate levels of proficiency in this area, and are unlikely to achieve the necessary standard by final sign-off if their trajectory remains the same. If marked in this category, additional support/action plan will be considered in collaboration with student's personal tutor.

**Working towards** – Students are displaying satisfactory to good competence in this area and seem likely to progress well to achieve the necessary standard by final sign-off.


**Met in full** – Meets required standards described in the SLO, if exemplary characteristics are displayed please mark at the extreme end of scale.

## Formative Practice Educator Feedback (FPEF)

<b>Student:</b>	<b>PEd Name:</b>	
<b>Station:</b>	<b>Date:</b>	<b>Review Point:</b>
<p><b>SLO1</b> Does your student demonstrate effective interpersonal communication skills with service users and service colleagues, and require minimal supervision. Does your student demonstrate their thinking and explain their actions using appropriate styles. Can your student keep full and accurate records, documenting patient information, clinical findings, treatment given and proposed management pathways and respecting issues of confidentiality?</p> <p><b>SLO2</b> Does your student demonstrate the ability to make decisions with minimal supervision, based on a thorough evaluation of need, contextual factors and current evidence and recognising the legal, ethical and moral boundaries of your personal scope of practice as a second year paramedic student.</p> <p><b>SLO3</b> Does your student demonstrate effective and efficient patient management in a range of settings with minimal supervision, drawing on sources of advice and support when required and recognising the roles, responsibilities and contributions of other healthcare professionals.</p> <p><b>SLO4</b> Does your student demonstrate with minimal supervision, the safe handling and preparation of medicines in the practice environment in accordance with current Medicines and Healthcare Products Regulatory Agency (MHRA) paramedic regulations</p> <p><b>SLO5</b> Does your student demonstrate clinical and social skills in different practice environments with minimal supervision, taking into account the varying needs of individual groups and/or carers. Does your student demonstrate an understanding of unpredictability and change and maintaining a safe practice environment in accordance with current health and safety regulations.</p>		



**Overall Performance** – Please summarise your student’s current level of competency, considering the expected skills at their location in the programme.

					
Increasingly efficient, competent and confident. Needs some reminders & prompting in non-routine situations.		Proficient, competent and confident. Needs minimal prompting.		Highly proficient, competent & confident. Needs no prompting.	

Placement Educator feed forward – please offer 3 suggestions for improvement

- 
- 
-

HCPC declaration	Please indicate tick the applicable box		Suggestions for improvement
	Yes	No Students personal tutor must be contacted, and a development plan put in place	
Your student achieves/maintains expected professional standards in accordance with HCPC requirements. <a href="http://www.hpc-uk.org/assets/documents/10002D1BGuidanceonconductandethicsforstudents.pdf">http://www.hpc-uk.org/assets/documents/10002D1BGuidanceonconductandethicsforstudents.pdf</a>			

**Student Section for completion before submission**

<b>Student Comments – This section must be completed.</b> Consider the comments your practice educator has provided and reflect on how you will embrace their feedforward into your future practice.	
Student name:	Signed:



Please indicate your running placement hours total so far:		(hours)
Approximate guide of hours	By review point one (29/11/17- approximately 250 hours <b>MIN</b> )	=
	By review point two (22/05/18 - approximately 450 hours <b>MIN</b> )	=

## APPENDIX 2

### FORM 009: PRACTICE HANDOVER LOG

This form is for completion by the Student's Mentor if there is a change of Mentor.

This could be a permanent transfer or for a secondment period. This would enable any action plans to be continued and momentum in student development to be maintained.

Following completion this should be discussed with the Practice Placement Coordinator.

#### Practice Handover Log

<b>Learner Name:</b>
<b>Programme</b>
<b>Outgoing Mentor:</b>
<b>Incoming Mentor</b>

#### General Information

Please complete the following:

**Please use this area to pass on any comments about your learner's progress and agreed action plans to support the transition from one mentor to another:**

**Mentor Signature** ..... **Date** .....

Discussed With	Operations Officer	Practice Mentors	PPC	Learner
<b>Name</b>				
<b>Method of Contact</b>				
<b>Date</b>				

**DISCLAIMER**

All the information in this handbook is correct at the time of printing. Courses are

regularly reviewed and updated so details may change. Occasionally, a module listed in the programme handbook may be replaced or withdrawn.

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