




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Paramedic Practice 1				
Module Code	UZYSVD-30-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Paramedic Practice				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites			Co-requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Gather appropriate objective and subjective information (Component A and B) 2. Undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment (Component A and B) 3. Conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully (Component A and B) 4. Formulate a working diagnosis from the analysis of clinical examination, history and vital signs assessment findings. (Component A and B) 5. Draw on appropriate knowledge and skills in order to make professional judgements (Component A and B) 6. Formulate specific and appropriate management plans including the setting of timescales (Component A and B) 7. Monitor and review the ongoing effectiveness of planned activity and modify it accordingly (Component A and B)
Syllabus Outline	<ul style="list-style-type: none"> • Advanced airway management and ventilation <ul style="list-style-type: none"> ○ Endotracheal intubation ○ Needle cricothyrotomy • Intravenous therapy <ul style="list-style-type: none"> ○ Intravenous cannulation

	<ul style="list-style-type: none"> ○ Intravenous infusion ○ Intraosseous cannulation ○ Intraosseous infusion ● Needle thoracocentesis 																														
Contact Hours	<ul style="list-style-type: none"> ● Students will engage in twenty-four, 3-hour interactive clinical skills session. Group sizes on the module vary but groups are typically up to 30. Students are provided with opportunities to develop and demonstrate clinical skills in simulation, prior to applying them in practice placement. ● Students are encouraged to evaluate their own clinical skills in placement and to record these in a clinical placement portfolio. 																														
Teaching and Learning Methods	<ul style="list-style-type: none"> ● Scheduled learning includes clinical skills workshops and simulation. ● Independent learning includes hours engaged with essential reading, revision and maintaining a portfolio ● Placement learning: includes placement with the Ambulance Service and key placements within acute and secondary care settings 																														
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, this is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1043 1370 1435"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">114</td> <td style="text-align: center;">114</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes:-</p> <p>Coursework: Reflective Portfolio and Prescribed Competencies Practical Exam: OSCEs</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="569 1778 1264 2011"> <tbody> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">Pass/Fail</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	114	114	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	Pass/Fail		100%
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Reading Strategy	<p>Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p> <p>Indicative reading list The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages</p>
Indicative Reading List	<ul style="list-style-type: none"> • Caroline, N. (2013) <i>Emergency Care in the Streets</i>. 7th ed. Boston MA: Jones and Bartlett Publishing. • Deakin C. et al. (2010) European Council Guidelines for Resuscitation 2010 Section 4. Adult advanced life support. <i>Resuscitation</i>. 81(10). pp 1305-1352. • Deakin C. et al. (2010) European Council Guidelines for Resuscitation 2010 Section 6. Paediatric Life Support. <i>Resuscitation</i>. 81(10). Pp 1364-1388. • Fisher, D.F. et al (2013) <i>UK Ambulance Service Clinical Practice Guidelines</i>. Bridgwater: Class Publishing. • Gregory, P., and Mursell, I. (2010) <i>Manual of Clinical Paramedic Procedures</i>. London: Wiley-Blackwell. • Kovacs, G. and Law, J. (2011) <i>Airway Management in Emergencies</i>. London: McGraw-Hill • NAEMT (2010) <i>Pre-hospital Trauma Life Support</i>. Oxford: Mosby.

Part 3: Assessment	
Assessment Strategy	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Component A: Element 1 Prescribed competencies as identified in practice assessment document. Rationale: An opportunity for the student to demonstrate clinical competence through formative and summative assessment. • Component A; Element 2 Objective Structured Clinical Exams. Rationale: An opportunity for the student to demonstrate practical skills competency in simulation. • Component B A reflective portfolio to support prescribed competencies. Rationale: An opportunity for the student to demonstrate reflective practice.

	Formative assessment will take place through skills supervision and feedback, also tutorial support and reading by a personal tutor of draft work.
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Identify final assessment component and element	• Component B	
% weighting between components A and B (Standard modules only)	A:	B:
		100%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Prescribed competencies as identified in practice assessment document	Pass/Fail	
2. Objective Structured Clinical Exams	Pass/Fail	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. A reflective portfolio to support prescribed competencies	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Prescribed competencies as identified in practice assessment document	Pass/Fail	
2. Objective Structured Clinical Exams	Pass/Fail	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. A reflective portfolio to support prescribed competencies	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		