

## ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Contemporary Paramedic Clinical Practice				
Module Code	UZYRQN-30-2		Level	2	Version 1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professionals	
Department	Allied Health Professionals		Module Type	Standard	
Contributes towards	Diploma (HE) Paramedic Science				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	19/01/2016		Valid from	April 2016	
Revision CAP Approval Date			Revised with effect from		

Review Date	April 2022
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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"> <li>1. Identify and assess patients who present with minor injury(s) and/or illness(s), and provide the appropriate management of the injury or illness in accordance with local care pathways and current evidence-based practice.(Component A and B)</li> <li>2. Use clinical reasoning and knowledge of care pathways to assess and manage acute exacerbations of long-term conditions (Component A and B)</li> <li>3. Identify the need for further assessment, intervention or referral to specialist or advanced paramedics, or other services, care pathways or agencies. (Component A and B)</li> <li>4. Demonstrate an understanding of how to bring to a close an episode of patient care; including processes for safety-netting following discharge of care (Component A and B)</li> <li>5. Apply effective critical clinical decision making in order to formulate, negotiate and implement treatment plans, with the appropriate use of clinical safeguarding and referral. (Component A and B)</li> <li>6. Assess, consult and deliver patient care within a multi-professional team and, where appropriate, delegate patient care to other qualified and suitably experienced health and social care professionals. (Component A and B)</li> <li>7. Demonstrate an understanding of the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals (Component A and B)</li> <li>8. Discuss the contemporary role of the paramedic; the HCPC Standards and the application and implications of new clinical guidelines, policy drivers and</li> </ol>

	updates for a range of clinical conditions (Component A and B)
Syllabus Outline	<p>Theme 1: The assessment and management of minor illness</p> <ul style="list-style-type: none"> <li>Community care pathways, networks and interprofessional working</li> <li>Principles of 'see and treat'</li> <li>Treatment and referral processes</li> </ul> <p>Theme 2: The assessment and management of minor injury</p> <ul style="list-style-type: none"> <li>Wound evaluation and care</li> <li>The role of minor injury units</li> </ul> <p>Theme 3: The assessment and management of long term conditions</p> <ul style="list-style-type: none"> <li>Clinical guidelines and their effects on practice</li> <li>Paramedic interventions and care pathways</li> <li>Key Performance Indicators</li> </ul> <p>Theme 4: Management of Medical Emergencies</p> <ul style="list-style-type: none"> <li>Patient presents with: 'difficulty in breathing'</li> <li>Patient presents with: 'chest pain'</li> <li>Patient presents with: 'abdominal pain'</li> <li>Patient presents with: 'a headache'</li> <li>Patient presents with: 'a transient loss of consciousness'</li> <li>Patient presents with: 'an overdose'</li> <li>Patient presents with: 'altered behaviour'</li> <li>Patient presents with: 'a fall'</li> <li>Patient presents with: 'a fever' or 'rash'</li> </ul> <p>Theme 5: Management of Trauma</p> <ul style="list-style-type: none"> <li>Patient presents with: 'a head injury'</li> <li>Patient presents with: 'a chest injury'</li> <li>Patient presents with: 'an abdominal injury'</li> <li>Patient presents with: 'a limb injury'</li> <li>Patient presents with: 'a burn injury'</li> <li>Patient presents at a 'Major Incident'</li> </ul>
Contact Hours	<ul style="list-style-type: none"> <li>Students will typically engage in ten, 3-hour interactive lecture, seminar and tutorial days. Group sizes on the module vary but groups are typically up to 30.</li> <li>Students are also given access to bespoke, interactive learning resources for the module, containing audios, games and quizzes giving opportunities to develop knowledge and understanding as they progress through the module. In addition, email contact with staff is available throughout the module and during scheduled tutorial time.</li> </ul>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures and seminars, also tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, reflective, comprehensive interactive online learning materials, revision etc.</p> <p><b>Placement learning:</b> includes placement with the Ambulance Service and key placements within acute and secondary care settings</p>
Key Information Sets Information	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.

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	30	135	135	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		50%
Practical exam assessment percentage		50%
		100%

## Reading Strategy

### Core readings

It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.

### Further readings

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

### Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level two skills will build upon skills gained by the student whilst studying at level one. 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.

### 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. However, as indicated above, *current* advice on readings will be available via the module guide

## Indicative

- Douglas, G. et al (2013) *Macleod's Clinical Examination* 8<sup>th</sup> Ed. Oxford: Churchill

Reading List	<p>Livingstone.</p> <ul style="list-style-type: none"> <li>Johnson, G. and Hill-Smith, I. (2012) <i>The Minor Illness Manual</i>. Milton Keynes: Radcliffe Publishing Plc.</li> <li>Kumar, P. and Clark, M. (2012) <i>Clinical Medicine</i>. Oxford: Saunders</li> <li>National Institute for Clinical Excellence (NICE) (2014) <i>A Range of Clinical Guidelines</i>. Available from: <a href="http://www.nice.org.uk/">http://www.nice.org.uk/</a> [Accessed 5 Sept 2015]</li> <li>National Institute for Clinical Excellence (NICE) (2014) <i>Clinical Knowledge Summaries</i>. Available from: <a href="http://cks.nice.org.uk/">http://cks.nice.org.uk/</a> [Accessed 5 Sept 2015].</li> <li>Purcell, D. (2010) <i>Minor Injuries: A Clinical Guide</i>. Oxford: Churchill Livingstone.</li> </ul>
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Part 3: Assessment			
Assessment Strategy	<p>Summative assessment</p> <ul style="list-style-type: none"> <li>Component A Design and defence of a scientific poster (20 minutes) Rationale: To provide the student with an opportunity to present and discuss the poster and respond to questions, to demonstrate their understanding of contemporary paramedic practice.</li> <li>Component B: A 3000 word assignment. Rationale: To provide the student with an opportunity to summatively present a clinical case study demonstrating the module's learning outcomes.</li> </ul> <p>Formative assessment</p> <ul style="list-style-type: none"> <li>Will take place through skills supervision and feedback, also tutorial support and reading by a personal tutor of draft work.</li> </ul>		
Identify final assessment component and element	Component B;		
% weighting between components A and B (Standard modules only)		A: 50%	B: 50%

First Sit	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Design and defence of a scientific poster	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. A 3000 word assignment	100%

Resit (further attendance at taught classes is not required)	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Design and defence of a scientific poster	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)

1. A 3000 word assignment	100%
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	