




**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Foundations of Paramedic Practice				
Module Code	UZYSVM-30-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Paramedic Science				
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	

<b>CAP Approval Date</b>	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"> <li>1. Gather and record information from the patient, families and others to gain an understanding of their health and social care needs (Component A and B)</li> <li>2. Communicate confidently with patients, colleagues and other professionals involved in the patient's management and be able to provide information, advice, instruction and professional opinion(Component A and B)</li> <li>3. Contribute to the identification of actual and potential risks to patients and their carers, to self and others and to participate in dynamic risk assessment (Component A and B)</li> <li>4. Carry out a systematic assessment of the needs of patients in order to plan care and intervention (Component A and B)</li> <li>5. Selecting and utilising appropriate interventions, taking into account the specific therapeutic needs of patients and carers. (Component A and B)</li> <li>6. Assess, move and handle patients within a wide range of clinical situations using appropriate selected equipment and techniques. (Component A and B)</li> <li>7. Demonstrate a range of basic and intermediate life support skills and clinical interventions (Component A and B)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Personal protection, dynamic risk assessment, hand washing and hygiene</li> <li>• The primary survey</li> <li>• The secondary survey</li> <li>• The recovery position and manual methods for maintaining an airway</li> <li>• Moving and handling techniques and equipment</li> <li>• Airway management including the use of suction, BVM and basic airway</li> </ul>

	<p>adjuncts.</p> <ul style="list-style-type: none"> <li>• Basic life support for the adult, child, infant and newborn.</li> <li>• Intermediate life support including the use of supra-glottic airways and automated external defibrillation.</li> <li>• The taking and recording of clinical observations including heart rate; respiratory rate; blood pressure; peak-flow; temperature and blood glucose testing.</li> <li>• Assessing the trauma patient</li> <li>• Assessing the medical patient</li> <li>• Cardiac monitoring and recording the 12-lead ECG</li> <li>• The use of medical gases including oxygen and Entonox therapy, nebulisation and recording oxygen saturations.</li> <li>• Road traffic collision extrication and rescue.</li> <li>• The use and application of extrication boards, cervical collars, vacuum mattresses, orthopaedic stretchers and other items of ambulance equipment</li> <li>• Wound assessment and dressing</li> <li>• Fracture assessment and the application of a variety of splints</li> </ul>																									
<p>Contact Hours</p>	<p>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.</p> <p>Students are encouraged to evaluate their own clinical skills in placement and to record these in a clinical placement portfolio.</p>																									
<p>Teaching and Learning Methods</p>	<p><b>Scheduled learning</b> includes clinical skills workshops and simulation.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, revision and maintaining a portfolio</p> <p><b>Placement learning:</b> includes placement with the Ambulance Service.</p>																									
<p>Key Information Sets Information</p>	<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="501 1368 1414 1760"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">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><b>Coursework:</b> Reflective Portfolio and Prescribed Competencies  <b>Practical Exam:</b> 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</p>	<b>Key Information Set - Module data</b>					<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
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	<p>of this module description:</p> <table border="1" data-bbox="614 197 1308 430"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>Pass/Fail</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	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><b>Core readings</b> 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><b>Further readings</b> Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p><b>Access and skills</b> Formal opportunities for students to develop their library and information skills are provided within the induction period. 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><b>Indicative reading list</b> 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"> <li>• Caroline, N. (2013) <i>Emergency Care in the Streets</i>. 7<sup>th</sup> ed. Boston, MA: Jones and Bartlett Publishing</li> <li>• Gregory, P. and Mursell, I. (2010) <i>Manual of Clinical Paramedic Procedures</i>. London: Wiley-Blackwell.</li> <li>• NAEMT (2010) <i>Pre-hospital Trauma Life Support</i>. Oxford: Mosby.</li> <li>• Nolan, J.P. ed. (2010) <i>Guidelines for Adult Basic Life Support</i>. London: Resuscitation Council (UK)</li> <li>• Deakin C. et al. (2010) <i>European Council Guidelines for Resuscitation 2010 Section 6. Paediatric life support. Resuscitation</i>. 81(10).pp 1364-1388.</li> </ul>																				

### Part 3: Assessment

Assessment Strategy	<p>Summative assessment</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Component A; Element 2 Objective Structured Clinical Exams. Rationale: An opportunity for the student to demonstrate practical skills competency in simulation.</li> <li>• Component B A reflective portfolio to support prescribed competencies. Rationale: An opportunity for the student to demonstrate reflective practice.</li> </ul> <p>Formative assessment will take place through skills supervision and feedback, also tutorial support and reading by a personal tutor of draft work.</p>
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Identify final assessment component and element	• Component B	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
		<b>100%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Prescribed competencies as identified in practice assessment document	Pass/Fail	
2. Objective Structured Clinical Exams	Pass/Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. A reflective portfolio to support prescribed competencies	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Prescribed competencies as identified in practice assessment document	Pass/Fail	
2. Objective Structured Clinical Exams	Pass/Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. A reflective portfolio to support prescribed competencies	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.		