



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Contemporary Paramedic Practice				
Module Code	UZYSV5-30-3	Level	3	Version	2
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	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements	If offered as CPD or stand alone	
Valid From	September 2017		Valid to	September 2020	

CAP Approval Date	20/07/2017
--------------------------	------------

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. 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) 2. Use clinical reasoning and knowledge of care pathways to assess and manage acute exacerbations of long-term conditions (Component A and B) 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) 4. Understand how to bring to a close an episode of patient care; including processes for safety-netting following discharge of care (Component A and B) 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) 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) 7. Understand 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) 8. Discuss the contemporary role of the paramedic and the application and implications of new clinical guidelines, policy drivers and updates for a range of clinical conditions (Component A and B)

Syllabus Outline	<p>Theme 1: The management of minor illness</p> <ul style="list-style-type: none"> • Community care pathways, networks and interprofessional working • Principles of 'see and treat' • Treatment and referral processes <p>Theme 2: The management of minor injury</p> <ul style="list-style-type: none"> • Wound evaluation and care • Wound closure • The role of minor injury units <p>Theme 3: Management of long term conditions</p> <ul style="list-style-type: none"> • Clinical guidelines and their effects on practice • Paramedic interventions and care pathways • Key Performance Indicators 																									
Contact Hours	<ul style="list-style-type: none"> • Students will engage in twelve, 6-hour interactive lecture and seminar days. • 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. 																									
Teaching and Learning Methods	<p>Scheduled learning includes lectures and seminars, also tutorials.</p> <p>Independent learning includes hours engaged with essential reading, reflective, comprehensive interactive online learning materials, revision etc.</p> <p>Placement learning: includes placement with the Ambulance Service and key placements within acute and secondary care settings</p>																									
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 1406 1369 1796"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></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>300</td> <td>72</td> <td>114</td> <td>114</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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 poster presentation,</p>	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
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																						

	<table border="1"> <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>50%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		50%		Practical exam assessment percentage		50%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		50%																			
Practical exam assessment percentage		50%																			
		100%																			
Reading Strategy	<p>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.</p> <p>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.</p> <p>Access and skills The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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. However, as indicated above, <i>current</i> advice on readings will be available via the module guide</p>																				
Indicative Reading List	<ul style="list-style-type: none"> • Douglas, G. et al (2013) <i>Macleod's Clinical Examination 8th Ed.</i> Oxford: Churchill Livingstone. • Johnson, G. and Hill-Smith, I. (2012) <i>The Minor Illness Manual.</i> Milton Keynes: Radcliffe Publishing Plc. • Kumar, P. and Clark, M. (2012) <i>Clinical Medicine.</i> Oxford: Saunders • National Institute for Clinical Excellence (NICE) (2014) <i>A Range of Clinical Guidelines.</i> Available from: http://www.nice.org.uk/ [Accessed 5 March 2014]. • National Institute for Clinical Excellence (NICE) (2014) <i>Clinical Knowledge Summaries.</i> Available from: http://cks.nice.org.uk/ [Accessed 5 March 2014]. • Purcell, D. (2010) <i>Minor Injuries: A Clinical Guide.</i> Oxford: Churchill Livingstone. 																				

Part 3: Assessment	
Assessment Strategy	<p>Summative assessment</p> <ul style="list-style-type: none"> • Component A A scientific poster. Rationale: To provide the student with an opportunity to present and discuss the poster and demonstrate their understanding of contemporary paramedic practice • Component B: A 3000 word assignment. Rationale: To provide the student with an opportunity to summatively present a clinical case study demonstrating the modules learning outcomes.

	Formative assessment will take place through skills supervision and feedback, also tutorial support and reading by a personal tutor of draft work.		
Identify final assessment component and element	Component B;		
% weighting between components A and B (Standard modules only)	A:	B:	
	50%	50%	

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. A scientific poster	100%
Component B Description of each element	Element weighting (as % of component)
1. A 3000 word assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. A scientific poster	100%
Component B Description of each element	Element weighting (as % of component)
1. A 3000 word assignment	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.	

FOR OFFICE USE ONLY

First CAP Approval Date	28/03/2014			
Revision CAP Approval Date	20/07/2017	Version	2	Link to RIA 12420