University of the West of England
BRISTOL

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Paramedic Practice 2					
Module Code	UZYSVE-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	Professional Practice	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	September 2017		Valid to	September 2020		

CAP Approval Date	20/07/2017

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. conduct a thorough and detailed physical examination of the patient using observations, palpation, auscultation and other assessment skills to inform clinical reasoning and to guide the formulation of a diagnosis across all age ranges (Component A and B) 2. undertake or arrange investigations, diagnostic or monitoring procedures, treatment, therapy or other actions as appropriate (Component A and B) 3. analyse and critically evaluate the information collected (Component A and B) 4. be able to draw on appropriate knowledge and skills in order to make professional judgements (Component A and B) 5. monitor and review the ongoing effectiveness of planned activity and modify it accordingly (Component A and B) 6. work, where appropriate, in partnership with other professionals, support staff and to demonstrate referral of service users when appropriate (Component A and B) 7. recognise the principles and practices of other healthcare professionals and healthcare systems and how they interact with the role of a paramedic (Component A and B)
Syllabus Outline	**Key concepts** • A structured approach to comprehensive history taking • Interprofessional communication and referral processes • Diagnostic reasoning, differential diagnosis and heuristics and managing risk • Red flags and safety-netting • Ethics and law that underpins paramedic practice (Duty of care, limits and scope of practice etc.) • The evidence and appropriate clinical decision making rules

<table>
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Community care pathways and interprofessional practice

A systems approach to clinical examination skills

Clinical assessment and diagnostic reasoning for:-:

Respiratory Conditions
Cardiovascular Conditions
Nervous System Conditions
Endocrine System Conditions
Musculoskeletal (minor illness and injury)
Integumentary System (rashes, soft tissue injuries etc.)
Gastrointestinal Conditions
Genitourinary Conditions

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<tr><td>Contact Hours</td><td>Students will engage in twenty-four, 3-hour interactive clinical skills session. 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.</td></tr>
<tr><td>Teaching and Learning Methods</td><td>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</td></tr>
<tr><td>Key Information Sets Information</td><td>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.

<u>Key Information Set - Module data</u>

Number of credits for this module 30

<table>
<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>
</table>

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

Coursework: Reflective Portfolio and Prescribed Competencies
Practical Exam: OSCEs

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:</td></tr>
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	Total assessment of the module: Written exam assessment percentage: 0% Coursework assessment percentage: 100% Practical exam assessment percentage: Pass/Fail 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 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. **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 Reading List	• Caroline, N. (2013) *Emergency Care in the Streets* 7th ed. Boston, MA: Jones and Bartlett Publishing. • Douglas, G. et al (2013) *Macleod's Clinical Examination* 8th ed. Oxford: Churchill Livingstone. • Fisher, D.F. et al (2013) *UK Ambulance Service Clinical Practice Guidelines*. Bridgwater: Class Publishing. • Gregory, P., and Mursell, I. (2010) *Manual of Clinical Paramedic Procedures*. London: Wiley-Blackwell • Kumar, P. and Clark, M. (2012) *Clinical Medicine.* Oxford: Saunders.

Part 3: Assessment	
Assessment Strategy	Summative assessment • 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.

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** **(as % of component)**
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** **(as % of component)**
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** **(as % of component)**
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** **(as % of component)**
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.	

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