



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundations of Paramedic Clinical Practice				
Module Code	UZYRMY-30-1	Level	1	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	Professional Practice		
Contributes towards	Diploma (HE) Paramedic Science				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	Jan 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. 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 service users, 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 service users 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 service users in order to plan care and clinical intervention, and reflect on the process (Component A and B)</li> <li>5. Select and utilise appropriate interventions, taking into account the specific therapeutic needs of service users and carers. (Component A and B)</li> <li>6. Assess, move and handle service users 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> <li>8. Demonstrate, in practice, the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing (Component A and B)</li> </ol>

Syllabus Outline	<p>Staying safe:</p> <ul style="list-style-type: none"> <li>• Personal protection, dynamic risk assessment, hand washing and hygiene</li> <li>• Moving and handling techniques and equipment</li> </ul> <p>Patient assessment</p> <ul style="list-style-type: none"> <li>• The primary survey</li> <li>• The secondary survey</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>• Cardiac monitoring and recording the 12-lead ECG</li> <li>• Assessing the trauma patient</li> <li>• Assessing the medical patient</li> </ul> <p>Immediate Care</p> <ul style="list-style-type: none"> <li>• The recovery position and manual methods for maintaining an airway</li> <li>• Introduction to airway management and ventilation including the use of suction, BVM and airway adjuncts</li> <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 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 application of a variety of dressings</li> <li>• Fracture assessment and the application of a variety of splints</li> </ul>
Contact Hours	<p>Students will typically engage in fourteen, 3-hour interactive clinical skills sessions. 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. Additional support will be through tutorial support, reading of draft assignments and online discussion groups.</p> <p>Students are encouraged to evaluate their own clinical skills in placement and to record these in a reflective clinical placement portfolio.</p> <p>Support in placement is provided by a Practice Placement Educator (PPEd) and the student will receive a minimum of 1125 hours in clinical placement.</p>
Teaching and Learning Methods	<ul style="list-style-type: none"> <li>• <b>Scheduled learning</b> includes clinical skills, workshops, tutorial support and simulation.</li> <li>• <b>Independent learning</b> includes hours engaged with essential reading, revision and maintaining a portfolio</li> <li>• <b>Placement learning:</b> includes placement with the Ambulance Service.</li> </ul>
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>

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	45	105	1125	1275

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	100%
Practical exam assessment percentage	Pass/Fail
	100%

### Reading Strategy

#### 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.

#### Further readings

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.

#### Access and skills

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.

#### 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. *Current* advice on additional reading will be available via the module guide or Blackboard pages.

### Indicative Reading List

- Caroline, N. (2013) *Emergency Care in the Streets*. Burlington, MA: Jones and Bartlett Publishing
- Deakin C. et al. (2010) *European Council Guidelines for Resuscitation 2010*

	<p>Section 6. Paediatric life support. In: <i>Resuscitation</i>. 81(10). 1364-1388</p> <ul style="list-style-type: none"> <li>• Gregory, P., Mursell, I. (2010) <i>Manual of Clinical Paramedic Procedures</i>. London: Wiley-Blackwell</li> <li>• NAEMT (2010) Pre-hospital Trauma Life Support. Philadelphia: Mosby</li> <li>• UK Resuscitation Council (2010) Guidelines for Adult Basic Life Support</li> <li>• Pilberry, R &amp; Lethbridge, K. (2015) <i>Ambulance Care Essentials</i>. Bridgewater: Class Publishing</li> </ul>
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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</p> <ul style="list-style-type: none"> <li>• Will take place through skills supervision and feedback in placement. Also simulation and skills practice and 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:	B:
		100%
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
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 (as % of component)</b>	
1. A reflective portfolio to support prescribed competencies	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
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.