



PRACTICE ASSESSMENT DOCUMENT

BSc Paramedic Practice

STUDENT'S NAME: _____

STUDENT'S NUMBER: _____

COHORT: _____

If found, please return to:
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and Paramedic Practice
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GLOSSARY OF TERMS AND ABBREVIATIONS

AEI	Approved Education Institution
BLS	Basic Life Support
CHEF	Care Home Education Facilitator
MH	Manual Handling
HAI	Healthcare Associated Infection
HEI	Higher Education Institution
NES	NHS Education for Scotland
NHS	National Health Service
NHSS	National Health Service Scotland
PAD	Practice Assessment Document
PEd	Practice Educator
PEdL	Practice Education Lead
PLE	Practice Learning Experience
PEL	Practice Education Lecturer
SOPs	Standards of proficiency for paramedics
HCPC	Health and Care Professional Council

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**SECTION 1: GUIDANCE FOR USE OF THE PRACTICE
ASSESSMENT DOCUMENT (PAD)**

1.1 Introduction to the Scottish Practice Assessment Document (PAD)

The purpose of the PAD is to provide a record of your practice learning progress and achievement of learning outcomes throughout each practice learning experience (PLE). This allows current and future practice educators, practice education lecturers and your personal tutor to see an overview of your progress from the first PLE through to the last.

The PAD is an integral part of the learning process. It is not simply a catalogue of learning activities; rather, will provide clear evidence of the learning that has occurred. The PAD provides an opportunity to demonstrate evidence of learning from academic activities, reflective activities, service user feedback and application to practice learning as well as from practice experience; it is particularly important to demonstrate achievement of the Standards of proficiency (SOP) – Paramedics (HCPC 2014) and the Standards of conduct, performance and ethics (SCPE) (HCPC 2016a). In addition to this, the PAD contains a record of technical clinical skills and procedures which you will need to demonstrate achievement of in both practice learning and simulated practice.

As an undergraduate paramedic practice student, you will have consented to the carrying of your PAD throughout the duration of your course. You will also have confirmed that you recognise the importance of the PAD to your ongoing learning, supported by your practice educator, and assessment of your proficiency, undertaken by your practice educator for each practice learning experience.

1.2 Your responsibilities as a student within practice learning experiences

Your PAD is an important tool in presenting an overall picture of your achievement and progression through your programme.

As a student it is your responsibility to:

- Take a proactive approach to practice and personal learning by developing learning plans.
- Identify the approved mechanism by which you, as a student, may raise concerns about the safety of service users. This is addressed in Section 5.3.4 *Practical Learning Support Protocol* in the Practice Learning Handbook [integrated within the Student Handbook] and you **MUST** make yourself aware of your responsibilities in relation to this aspect of your role. [See also Section 3.0 in this document.]
- Always seek consent from service users at all times, informing them that you are a student paramedic. You must respect the rights of a service user to decline your participation in care, or to decline care, at all times.
- Provide access to your PAD on day 1 of each PLE and thereafter, so that your PEd and PEdL can review your progress to date. Failure to do so may result in a delay to the commencement of your placement.
- Ensure that your PEd, and other professionals who document within your PAD sign the 'record of signatories' form to evidence their status.
- Ensure all actions and entries in your PAD are undertaken in collaboration with your PEd.

- Identify experiences and learning opportunities with PEd to achieve identified learning outcomes, SOPs, SCPE and skills.
- Critically reflect in and on your practice and document within your PAD.
- Demonstrate your ability to integrate theoretical learning with practice.
- Share with your PEd evidence of learning and development to inform assessment.
- Ensure that all elements of the assessment section are completed fully and signed before you leave your PLE.
- Ensure that your PEd completes and signs your 'timesheet'.
- Follow submission guidelines, as per assessment schedule, for PAD
- Ensure that you have knowledge of the requirements and declare your Good Health and Good Character. You must declare a Good Health and Good Character for every stage of your programme and for entry to the register.
- Ensure that you have knowledge of the requirements of the HCPC (2016a) *Standards of conduct, performance and ethics* and the HCPC (2016a) *Guidance on conduct and ethics for students*.

In addition to the activities described above, as a student you must be aware of the requirement to complete an evaluation after each PLE; this is part of the formal university audit process.

This PAD will show your achievements, progression through the programme and contribute to the decision for entry to the register. If you have any questions regarding this document or how to use it, please do not hesitate to speak to your PEL, module leader and/or PEdL.

Students, while undertaking practice learning experiences, will be supernumerary. This is the recommendation of the College of Paramedics (2019) This means students are additional to the area staffing requirements and students must not be used to fill gaps in the workforce. Students are expected to participate in the work of the practice area allowing them to achieve their learning outcomes, the Standards of proficiency (HCPC 2014) and the Standards of conduct, performance and ethics (HCPC 2016a). Students should not be contracted by any person or body to provide paramedic care/practice as part of their programme or preparation. Students will provide care under a varying degree of supervision whilst on your programme of study but supernumerary status ensures protection to undertake learning activities and flexibility to explore alternative experiences.

1.3 The role of the Practice Educator (PEd)

Students will have a number of practice learning experiences throughout the programme. During PLEs responsibility for student support, supervision and assessment will lie with a practice educator (PEd). College of paramedics (2019 pp. 27) defines a Practice Educator as an – *“appropriately trained and registered healthcare professional who works directly alongside the student in placement settings.”*

Students will have an allocated/named PEd for each practice learning experience. The PEd will be allocated by the practice learning environment. The PEd should work directly with the student and during spokes, i.e. additional learning experiences, the

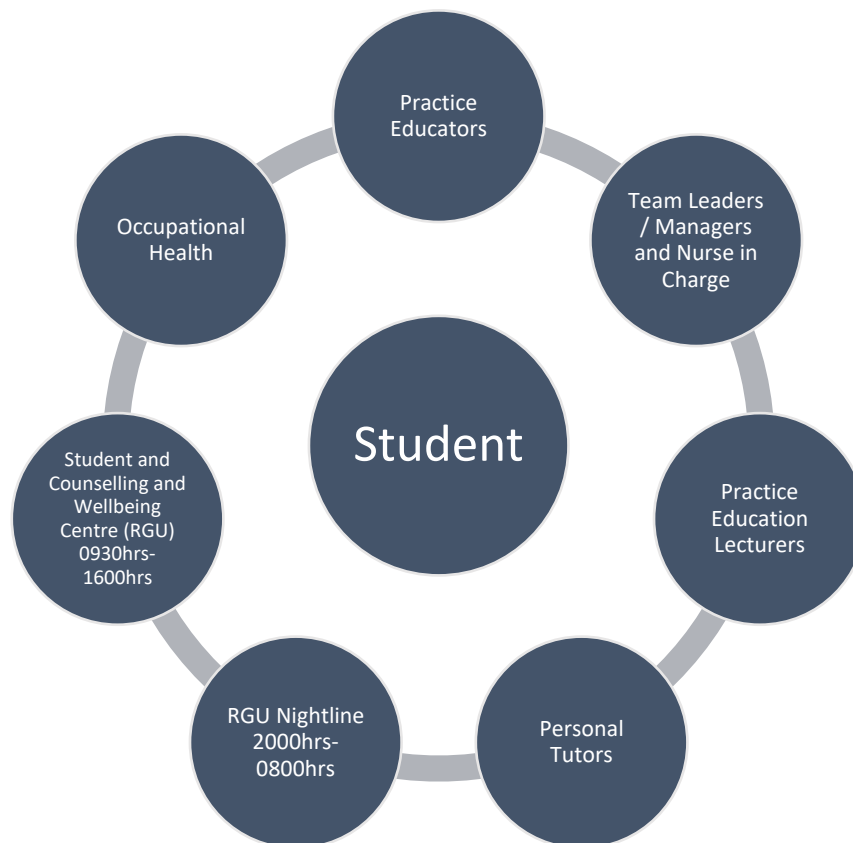
student should have a nominated PEd to ensure support, supervision and assessment can continue.

The PEd will undertake, regular, appropriate training to support in this role and will have access to continuous support through the practice education team and resources such as the Practice Educator's Handbook, and the opportunity to attend bi-annual training days. Additional resources will be available on the School's Practice Learning webpages.

1.0. Student Wellbeing

Student paramedics may find themselves exposed to difficult, stressful or upsetting situations. At RGU we have a strong support network to support our students. Students can seek support from a range of places and people, see diagram below, along with other agencies including but not limited to the Samaritans and Breathing Space. Further advice can be found at:

<https://www.rgu.ac.uk/life-at-rgu/support-advice-services/counselling-wellbeing>



Contact Numbers:

- RGU counselling and wellbeing service - 01224 262120 or counselling@rgu.ac.uk
- The Samaritans - 116 123
- Breathing Space (Weekdays: Monday-Thursday 6pm to 2am Weekend: Friday 6pm-Monday 6am) – 0800 83 85 87
- NHS 24 - 111

- Nightline a student union helpline, run by students for students - 01224 263646 or www.rgu.nightline.ac.uk
- GO Health Services (Occupational Health) - 01224 559750
- Your own GP

In the event of emergency or need for immediate help call:

Emergency Services - 999

RGU Emergency Response Team (ERT) -

<https://www.rgu.ac.uk/contact-us/emergency-contact-details>

1.4 Needle Stick injuries, Exposure or contamination with Blood Borne Viruses (BBV)

Every student should ensure they understand the post exposure procedure whilst undertaking practice. Algorithms for those placed in Grampian and Non-Grampian areas can be found at: <https://gohealthservices.scot.nhs.uk/rgu/bbvexposure>.

Four key principles should be followed following needlestick injury:

1. Bleed it (don't suck)
2. Wash it (using soap and water if available or Clinel wipes if not)
3. Cover it (with a waterproof plaster)
4. Report it (A & E out of hours and Occupational Health in hours)

If you are unsure see the above link for further guidance AND speak with your Practice Educator.

A DATIX should also be completed and section 3.1 in this document.

PLEASE DO NOT IGNORE AN EXPOSURE EVENT.

1.5 Performance review process

The process below describes the review, and assessment, process in relation to practice learning experiences and offers guidance on appropriate completion of the PAD.

1.5.1 Initial Meeting

On allocation to a practice learning experience students will receive a profile for the area which will detail information relating to the practice learning environment including the nature of the environment, potential learning opportunities, geographical area, working hours and a key contact.

Prior to the initial meeting the student paramedic should identify some key learning and development goals for the upcoming PLE. These should be documented within the *Identification of learning and/or development goals* section of the initial interview and confirmed as being appropriate in relation to scope of practice, and availability of learning opportunities by the PEd during the initial interview. Please access the pre-placement information provided, SOPs for appropriate stage, SCPE for appropriate stage, clinical skills for appropriate stage and guidance on ambulance and non-

ambulance practice learning to inform the development of goals. During the initial interview the student and PEd will identify how these goals, and learning needs, will be met and the resources and opportunities required in addition to agreeing how achievement of the goals will be evidenced. There is a section for additional comments if required. The initial interview should take place within the first 48 hours of the practice learning experience commencing and the signatures and date will evidence this.

In addition, the student paramedic should be orientated appropriately to the practice learning environment including an overview of key processes in relation to staff, student and service user safety (i.e. risk assessment processes, fire safety procedures) provided information on the absence reporting process (including key telephone numbers/contact process) and information on working patterns, break times and key features related to the area.

1.5.2 Midway Meeting

Prior to the midway meeting the student should complete the self-assessment in relation to progress. This self-assessment should consider progress in relation to identified learning and development needs but also consider performance in relation to fundamental skills, competencies and conduct. This self-assessment should be shared with the PEd. This will form the basis of a discussion in relation to the student's performance with the PEd providing constructive feedback based on the module learning outcomes, expected standard for stage and assessment criteria and guidance. This feedback should be documented and shared openly with the student.

Progress toward learning and development goals should be reviewed and confirmed. If the student is not on track to achieve the identified goals then action should be taken to review the opportunities, resources and support available to meet the goals or the goals themselves be reviewed to ensure they are within the scope of the learning experience.

The PEd should make a formative assessment of the student's progress using the same assessment guidance as a summative assessment. This guidance can be found in 2.1.

Support should be sought from the practice education team, such as PEdL or PEL, if the student is not currently achieving a pass grade or there are any concerns in relation to their conduct or performance.

1.5.3 Final Meeting

The final meeting provides the summative assessment for the practice learning experience. Students should complete a robust self-assessment prior to the meeting. This self-assessment should be shared with the PEd. This will form the basis of a discussion in relation to the student's performance throughout the practice learning experience with the PEd providing constructive feedback based on the module learning outcomes, expected standard for stage and assessment criteria and guidance. This feedback should be documented and shared openly with the student.

The PEd should provide a formative grade the student with a summative grade for the practice learning experience. This will be informed through accessing the module learning outcomes, assessment guidance and grading criteria for each stage.

1.6 Additional Learning Experience Record

This record should be used to document any additional learning experiences which take place during both ambulance and non-ambulance practice learning experiences. An example of an additional learning experience may be attending an outpatient clinic that is associated with the inpatient ward the student has been allocated to for a practice learning experience. Students must have a named PEd during these experiences to ensure support and appropriate supervision is available. Students, in partnership with their PEd, are responsible for organising additional learning experiences and engaging fully with these additional experiences when they present. The College of Paramedics (2019) emphasises the importance of using a variety of practice-based learning experiences to contribute to achieving associated learning outcomes and the record provides evidence of this variety of experiences.

When identifying the learning outcomes, or goals, for the additional learning experience please access the non-ambulance practice learning experience guidance 2.2 to aid in identifying scope of practice and creating appropriate goals based on the scope of practice.

1.7 Feedback from service users and carers

It is expected that students will receive feedback from a service user/carer once during each practice learning experience. This feedback should be documented on the appropriate page within the practice learning experience and completion of this should be facilitated by the PEd. It is important that when engaging with service users/carers that students follow the HCPC (2016a) *Guidance on conduct and ethics for students* namely in relation to confidentiality and consent. It should be made clear to service users/carers that they have the right to decline to participate and that they can withdraw consent to participate at any point during the process. It should be made clear that participation, or declining to participate, will not impact on the care and/or treatment they are receiving clinically.

1.8 Reflective Account

It is expected that students will complete **two** reflective accounts per practice learning experience, and these should be documented on the appropriate reflective account sheets within each practice learning experience. These reflective accounts may support the evidence to achieving the SOPs and SCPEs.

1.9 Risk assessment

Introduction:

During a programme of undergraduate paramedic education each accredited HEI has a duty of care to ensure that you are safe while undertaking PLEs. The HEI and practice providers work collaboratively to support all students. According to current Health and Safety legislation (Management of Health and Safety at Work Regulations, 1999) some groups of student paramedics must be aware of particular hazards in the practice setting. Students under the age of 18 (young workers) and those who are pregnant or breastfeeding, may need additional consideration to ensure that they are not exposed to undue risk. Students from these groups should be risk assessed on arrival in the PLE.

If you fall within any of these categories whilst a student, it is your responsibility to:

- Alert the university as soon as possible if you are pregnant or will be under the age of 18 when you first commence practice or if you are returning to a PLE following maternity leave and are still breastfeeding.
- Consent to sharing information. While any information divulged by you will be treated sensitively, it will be necessary to share information relating to your situation with the member of staff responsible for the PLE.
- Comply with measures recommended to manage risk.

1.10 Reasonable adjustments

Reasonable adjustments may have to be made to allow those with a disability to achieve proficiency. HCPC (2017) discuss the importance of HEI's taking account of any reasonable adjustments they have made to the way programmes are delivered to disabled learners when considering how they can meet the SOPs and SCPEs. Students who feel that they may require reasonable adjustment, or have a disability, should contact their personal tutor and share this information. They will be referred to the occupational health service and/or disability and dyslexia centre within RGU and then work in partnership with the School's Inclusion Champions to form appropriate reasonable adjustments as required for practice learning experiences.

Ultimately, it is the responsibility of the student to inform PEd of any reasonable adjustment in practice that they may require. It is therefore good practice to discuss this provision prior to or at the initial meeting and consider whether reasonable adjustments can be made to enable the student to practise safely and effectively. Adjustments may be put in place for the duration of the practice learning experience or for shorter periods of time to address a temporary requirement.

1.11 Attendance

Attendance in practice learning is essential to meet the practice component of the programme. Students are expected to, predominantly, follow the working pattern of their PEd. It is expected that students will experience a breadth of working patterns, including evening, night and weekend working. Students should not be self-rostering. Minimum of 2/3rds of each placement learning experience's hours should normally be attended in order to be graded.

1.11.1 Timesheets

- Timesheets are important documents in that they provide evidence to confirm that students have achieved the minimum numbers of hours required to achieve the practice learning component of the programme. Students must complete 2250 hours of practice learning throughout the three years.
- Both students and PEd are responsible for ensuring timesheets are accurate and signed.
- Timesheets should accurately reflect the number of hours worked in practice, not including rest breaks.
- If the PLE closes because of a public holiday, you can either work in a different environment on that day or make up the time at another time.

1.11.2 Authorised absence / sickness absence

- Please refer to the Attendance Policy (PDF document): <https://tinyurl.com/wk2luky>
- For sickness absence of up to 7 days, a self-certificate is required; for absences of over 7 days, a medical certificate/fit note should be submitted to the programme administration team.
- If you need authorised absence during placement, your PEd will be able to authorise this leave as per the Attendance Policy.

1.11.3 Unauthorised absence

- If you accrue significant periods of unauthorised absence this will be addressed through the HEI's disciplinary policy and procedures. This may ultimately result in your discontinuation from the programme.

1.11.4 Reporting sickness / absence

If you are unable to attend the PLE, for any reason, you must fulfil the following responsibilities either personally or by asking someone to act on your behalf:

- Email snmpabsencereporting@rgu.ac.uk stating your reason for non-attendance.
- Phone the PLE before the start of the shift or as soon as possible thereafter also stating your reason for non-attendance.

1.11.5 Returning from sickness / absence

- As a student you should phone the PLE to tell them when you are returning and email snmpabsencereporting@rgu.ac.uk when you have returned to the workplace. A medical certificate/fit note is required for all sickness of 7 days or more. Failure to present this will result in you still being recorded as sick/absent and this may have implications for your attendance record on the programme.

1.12 Record of signatories – Practice Educator

PLEASE COMPLETE AT THE START OF EVERY PRACTICE LEARNING EXPERIENCE.

Stage	PLE	Practice Educator (Print Name)	Practice Educator Signature. <i>I confirm that I have been suitably prepared for the role of Practice Educator</i>	Practice Educator Initials	Profession of Practice Educator and professional registration	Students sign to confirm that all signatures in this document are authentic	Date
One	One Ward 5 ARI	CLAIRE COCHRANE	Claire Cochrane	CAC	Nurse / Paramedic / Doctor (HCPC NMC/GMC Reg number)	Signature of student	

Stage	PLE	Practice Educator (Print Name)	Practice Educator Signature. <i>I confirm that I have been suitably prepared for the role of Practice Educator</i>	Practice Educator Initials	Profession of Practice Educator and professional registration	Students sign to confirm that all signatures in this document are authentic	Date

Stage	PLE	Practice Educator (Print Name)	Practice Educator Signature. <i>I confirm that I have been suitably prepared for the role of Practice Educator</i>	Practice Educator Initials	Profession of Practice Educator and professional registration	Students sign to confirm that all signatures in this document are authentic	Date

Stage	PLE	Practice Educator (Print Name)	Practice Educator Signature. <i>I confirm that I have been suitably prepared for the role of Practice Educator</i>	Practice Educator Initials	Profession of Practice Educator and professional registration	Students sign to confirm that all signatures in this document are authentic	Date



SECTION 2: PRACTICE LEARNING EXPERIENCES (PLE)

2.0 Practice Learning Experiences Outline

Practice learning is integral to the paramedic practice programme as outlined by the HCPC (2017). Students require to achieve 2250 hours of practice learning throughout the three-year course. The practice learning experiences will have an overall split of 50% ambulance and 50% non-ambulance across the programme but is broken down per stage as follows;

- Stage One – twenty weeks practice learning, 50% ambulance, 50% non-ambulance
- Stage Two – twenty weeks practice learning, 40% ambulance, 60% non-ambulance
- Stage Three – twenty weeks practice learning, 60% ambulance, 40% non-ambulance

Ambulance practice learning experiences will be allocated by the Scottish Ambulance Service and the practice learning allocation model will ensure students rotate through a variety of ambulance settings, for example, through one of the major ambulance stations, Inverness and Aberdeen, and one or more of the remote and rural ambulance stations throughout Grampian, Highland, Western Isles, Orkney and Shetland. The student on ambulance practice learning experiences will be afforded the opportunity to follow the patient's journey on arrival at hospital and observe the immediate care and decision-making process.

Non-ambulance practice learning experiences will be allocated by the RGU practice education team. The School will adopt the principles of a hub and spoke model of allocation. Here, student paramedics will be allocated to one hub non- ambulance practice learning area throughout the three-year programme and during each non-ambulance practice learning experience and will be supported by their practice educator to attend 'spoke' practice learning experiences. There are wide ranging benefits of adopting this model including greater insight into the roles and responsibilities of the wider multidisciplinary, multiagency team; a richer learning experience; increased awareness of potential career options and enhanced understanding of the patient journey. The student will be directly and indirectly supervised and assessed by the practice educator based within their hub area.

2.1 Assessment in Practice Learning

Student progress and achievement of practice learning experiences will be assessed by the PEd in partnership with the PEdL and PEL when appropriate.

Students, during their practice learning experiences, should progress from being dependent on their PEd to requiring minimal supervision and in their final stage operate as close as possible to autonomously and demonstrate an ability to practice independently to support their transition from student to registrant. Assessment of student performance should be informed by direct observational assessment, feedback from others including service users/carers, student self-assessment and reflection and evidence of application of theory to practice.

2.1.1 Formative and Summative Assessment

The rubric below should be used to support both formative and summative assessment of students during practice learning experiences. In addition to this please access the module learning outcomes associated with each stage of practice learning.

The formative assessment will take place at the Midway Meeting and is designed to provide the student with feedback during the assessment process. This will enable the student to make changes in relation to their knowledge and understanding, skills and behaviour prior to the summative assessment.

The summative assessment will take place at the Final Meeting and will constitute the formal assessment for the practice learning experience. The summative grade contributes directly to the practice learning module.

Assessment Criteria

	Pass – Criteria	Fail – Criteria
Stage One	The student has demonstrated an acceptable and safe standard of practice in knowledge and understanding, skills and behaviour while remaining largely depending on their Practice Educator for supervision and support. The student's behaviour has been consistent with the HCPC (2016a) conduct and ethics for students especially in relation to protecting the interests of service users, communicating appropriately and effectively, delegating effectively, being honest and trustworthy and keeping appropriate records. Minimum of 2/3rds of each placement learning experience's hours should normally be attended in order to be graded.	The student has failed to demonstrate an acceptable and safe standard of practice in knowledge and understanding, skills and behaviour while remaining largely depending on their Practice Educator for supervision and support. The student has demonstrated behaviour that has been inconsistent with the HCPC (2016a) conduct and ethics for students especially in relation to protecting the interests of service users, communicating appropriately and effectively, delegating effectively, being honest and trustworthy and keeping appropriate records.
Stage Two	The student has demonstrated an acceptable and safe standard of practice in knowledge and understanding, skills and behaviour while progressing toward minimal supervision from their Practice Educator for supervision and support. The student behaviour has been consistent with the HCPC (2016a) conduct and ethics for students especially in relation to protecting the interests of service users, communicating appropriately and effectively, delegating effectively, being honest and trustworthy and keeping appropriate records. Minimum of 2/3rds of each placement learning experience's hours should normally be attended in order to be graded.	The student has failed to demonstrate an acceptable and safe standard of practice in knowledge and understanding, skills and behaviour while progressing toward minimal supervision from their Practice Educator for supervision and support. The student has demonstrated behaviour that has been inconsistent with the HCPC (2016a) conduct and ethics for students especially in relation to protecting the interests of service users, communicating appropriately and effectively, delegating effectively, being honest and trustworthy and keeping appropriate records.

Stage Three	The student has demonstrated an acceptable and safe standard of practice in knowledge and understanding, skills and behaviour operating as close as possible to autonomous and independent practice. The student behaviour has been consistent with the HCPC (2016a) conduct and ethics for students especially in relation to protecting the interests of service users, communicating appropriately and effectively, delegating effectively, being honest and trustworthy and keeping appropriate records. Minimum of 2/3rds of each placement learning experience's hours should normally be attended in order to be graded.	The student has failed to demonstrate an acceptable and safe standard of practice in knowledge and understanding, skills and behaviour operating as close as possible to autonomous and independent practice. The student has demonstrated behaviour that has been inconsistent with the HCPC (2016a) conduct and ethics for students especially in relation to protecting the interests of service users, communicating appropriately and effectively, delegating effectively, being honest and trustworthy and keeping appropriate records.
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In addition to the summative assessment provided at each practice learning experience students should achieve the Standard of Proficiency's and clinical skills identified for each stage and the all standards of conduct performance and ethics to ensure progression to the next stage of their programme.

2.2 Practice Learning Experiences - Areas (Non-Ambulance)

The areas in the table below have been identified by the college of paramedics as contributing to the achievement of practice learning outcomes. In addition to achievement of outcomes, they provide an opportunity for inter-professional learning. It will not be possible for students to attend every practice learning experience, or additional learning experience in all of these areas but when possible, students should aim to achieve a breadth of learning across an appropriate range of these areas. The college of paramedics have identified learning associated with each area and this information should be used to form the basis of learning objectives and goals for non-ambulance placement and additional learning experiences where appropriate. Please follow the ethos of the spiral curriculum when determining learning and development opportunities with dependence in stage one, minimal supervision in stage two and independence in stage three being the core of this ethos.

Area/Scope of Practice	Potential Learning/Development Opportunities
<p>Fundamental Care – care home, inpatient area, continuing care setting, hospice</p>	<p>Exposure to, and development of, fundamental skills and principles associated with healthcare professions i.e. to care for people.</p> <p>Communicating with a range of individuals, their carers and wider communities.</p> <p>Including communicating with those that may need adaptations or a flexible approach to communication i.e. older adults, those with sensory impairments, children/young people.</p> <p>Promoting, and supporting, activities of daily living.</p> <p>Identifying, and promoting, the interests of individuals and their carers.</p> <p>Assessment, and management, of risk in partnership with individuals and their carers.</p> <p>Keeping accurate documentation.</p> <p>Respecting confidentiality.</p> <p>Maintaining the safety of individuals, including maintenance of dignity.</p> <p>Develop understanding of other HCPs.</p> <p>Work effectively within a multi-disciplinary team.</p> <p>Apply to Paramedic practice.</p>
<p>Assessment Areas – triage assessment areas, primary care assessment clinics, admission inpatient areas, accident and emergency departments, GP surgeries, urgent care/walk in clinics, maternity assessment units, outpatient clinics</p>	<p>Development of history taking and assessment skills as appropriate for the population/scope of practice for the area.</p> <p>Development of communication skills which enable the effective history taking and assessment of individuals.</p> <p>Development of the medical model of assessment.</p> <p>Accurate documentation of history and documentation of clinical assessment.</p> <p>Sharing of findings with individuals to enable development of action in partnership.</p> <p>Develop understanding of other HCPs.</p> <p>Work effectively within a multi-disciplinary team.</p> <p>Apply to Paramedic practice.</p>

Area/Scope of Practice	Potential Learning/Development Opportunities
<p>Critical Care Areas – operating theatre, intensive treatment unit, high dependence unit</p>	<p>Development of assessment, referral, treatment and management of individuals who present with critical illness and/or injury.</p> <p>Knowledge and skills required to support the transfer, within the healthcare system, of individual who require intensive critical care support.</p> <p>Communication skills in relation to adverse events, courageous/challenging conversations.</p> <p>Skills in relation to supporting family/carers.</p> <p>Develop understanding of other HCPs.</p> <p>Work within a multi-disciplinary team.</p> <p>Development of competence in a range of airway management (from basic to advanced) techniques and skills in line with skills portfolio – this will primarily be undertaken in the Theatres environment.</p> <p>Undertake physiological observations relating to airway management.</p> <p>Apply to Paramedic practice.</p>
<p>Acute Care – Accident and Emergency departments, Minor injuries units</p>	<p>Development of history taking and assessment skills as appropriate for the population/scope of practice for the area.</p> <p>Development of communication skills which enable the effective history taking and assessment of individuals.</p> <p>Development of the medical model of assessment.</p> <p>Undertake a wide range of physiological observations.</p> <p>Accurate documentation of history and documentation of clinical assessment.</p> <p>Develop understanding of other HCPs.</p> <p>Work effectively within a multi-disciplinary team.</p> <p>Apply to Paramedic practice.</p>

Area/Scope of Practice	Potential Learning/Development Opportunities
<p>Maternity care – Antenatal wards, Postnatal wards, Labour wards, Maternity units, Community, Neonatal Intensive Care</p>	<p>Development of history taking and assessment skills as appropriate for the population/scope of practice for the area.</p> <p>Development of communication skills for this unique setting.</p> <p>Development of the medical model of assessment.</p> <p>Undertake a wide range of physiological observations and apply knowledge of physiological changes in pregnancy, utero and early life.</p> <p>Accurate documentation of history and documentation of clinical assessment.</p> <p>Develop understanding of other HCPs.</p> <p>Work effectively within a multi-disciplinary team.</p> <p>Apply to Paramedic practice.</p>
<p>Mental Health and Learning Disability – crisis teams, assertive outreach teams, inpatient settings, substance use services, children and adolescent mental health services</p>	<p>Development of assessment, referral, treatment and management of individual presenting with acute and/or long-term mental health problems.</p> <p>Awareness of the role of third sector agencies and organisations within mental health and learning disability care.</p> <p>Understanding of different mental health experiences and how they impact on individual's quality of life.</p> <p>Different models of understanding mental health experiences.</p> <p>Principles of recovery in practice.</p> <p>Understand mental capacity across the lifespan.</p> <p>Develop understanding of other HCPs.</p> <p>Work effectively within a multi-disciplinary team.</p> <p>Apply to Paramedic practice.</p>

Area/Scope of Practice	Potential Learning/Development Opportunities
<p>Children and Families – inpatient areas, health visitor teams, school nurses, community health hubs and groups</p>	<p>Development of assessment, referral, treatment and management of children who present with acute and/or long-term illness or disability.</p> <p>Skills in relation to communicating with families and carers.</p> <p>Principles of empowerment and joint working with families and carers.</p> <p>Increased understanding of the principles of family-centred care.</p> <p>Develop understanding of other HCPs.</p> <p>Work effectively within a multi-disciplinary team.</p> <p>Apply to Paramedic practice.</p>
<p>End of Life and Palliative care</p>	<p>Development of assessment, referral, treatment and management of those at the end of life or under palliative care.</p> <p>Understand and apply the unique needs of these service users.</p> <p>Understand the importance of upholding service users individual needs and wishes demonstrating person centred care.</p> <p>Communicate and support service users, relatives, carers and others in difficult situations.</p> <p>Develop understanding of other HCPs.</p> <p>Work effectively within a multi-disciplinary team.</p> <p>Apply to Paramedic practice.</p>

STAGE ONE PRACTICE LEARNING EXPERIENCES

NU1404 - Foundations of Paramedic Practice

PRACTICE LEARNING

Module Summary

To enable student to meet the relevant HCPC competencies in the Practice Assessment Document through supervised participation in practice.

Module Learning Outcomes;

- Demonstrate a proactive approach to their own learning and the ability to participate in care with guidance from Practice Educators.
- Demonstrate achievement of the HCPC standards of proficiency and standards of conduct, performance and ethics outcomes, as identified within the Practice Assessment Documentation (PAD), to meet progression criteria for entry to Part 2 of the programme.
- Demonstrate professional attitudes and values across a range of practice learning environments taking cognisance of shared ethical and professional values within uni-professional and inter-professional teams.
- Safely demonstrate a range of communication and relationship management skills in a person-centred manner.
- Safely demonstrate a range of Paramedic procedures to provide evidence based, person-centred care.

The purpose of your learning in practice is to enable you to provide evidence of having achieved the learning outcomes of the module and the PAD is an integral part of the learning process. The achievement of the learning outcomes is interlinked with achieving the HCPC Standards of Proficiency (SOPs) and required skills and procedures relevant to that stage of the course. There will be progression on the 3 year programme with students gaining differing levels at different points of the programme. The skills and SOPs can be graded as follows (College of Paramedics 2017):

- Dependent (D)
- Assisted (A)
- Minimal Supervision (MS)
- Independent (I)

To pass stage one and module NU1404 the following minimum attainment is required:

- At least 60% of the relevant Standards of Proficiency
- At least 60% of the Clinical skills at the Assisted Level
- 100% of the Standards of conduct, performance and ethics.

- Minimum of 2/3rds of each placement learning experience's hours should normally be attended in order to be graded.
- For stage progression a minimum of 50% attendance for both ambulance and non ambulance PLEs to progress to the next stage

Although not all student experiences will be the same, and not every outcome will be achievable in every setting, the opportunities to complete the learning outcomes by the end of stage one should be available. If help or guidance is required, please contact PELparamedic@rgu.ac.uk.

NU1404 - PLE 1 STAGE 1

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PEd identify how these will be achieved and evidenced. The learning and development needs may relate to the standards of proficiency, the standards of conduct, performance and ethics, required skills/procedures and/or broader concepts.

SMART goals should be utilised;

- Specific (sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, result/outcome focused)
- Time bound (time-based, time limited, timely)

Identification of learning and/or development goals	
How will these goals be met – what resources, opportunities, knowledge or skill will I require?	
How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to standards for proficiency, the standards of conduct, performance and ethics and the clinical skills and procedures log.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 1 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 1 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 1 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 4: PLE 1 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 1 STAGE 1

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

Information to be given to the service user/carer/family member:

You have been asked to participate in this feedback exercise, as the student paramedic has been involved in delivering your care. The student's practice educator will ask you some questions about your experience with the student. These comments will be anonymous and will be treated in confidence: they will not affect your care in any way. You do not have to participate if you do not wish to do so and you may withdraw your consent at any time. This will not affect your future care or treatment.

Please tick if you are:	The patient/service user			Carer/relative	
	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
How happy were you with the way the student paramedic....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date

___/___/___

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 – STAGE 1 PLE 1

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 1 PLE 1

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU1404 - PLE 2 STAGE 1

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PE identify how these will be achieved and evidenced. The learning and development needs may relate to the standards of proficiency, the standards of conduct, performance and ethics, required skills/procedures and/or broader concepts.

SMART goals should be utilised;

- Specific (sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, result/outcome focused)
- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

The midway meeting provides an opportunity to review the student's progress to date, progress in relation to identified learning goals and plan for the remaining time in the area. Midway assessment may not always be possible/appropriate – see guidance documentation.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to the standards of proficiency, the standards of conduct, performance and ethics and the clinical skills and procedures log.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 2 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 2 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 2 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 4: PLE 2 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 2 STAGE 1

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

Information to be given to the service user/carer/family member:

You have been asked to participate in this feedback exercise, as the student paramedic has been involved in delivering your care. The student's practice educator will ask you some questions about your experience with the student. These comments will be anonymous and will be treated in confidence: they will not affect your care in any way. You do not have to participate if you do not wish to do so and you may withdraw your consent at any time. This will not affect your future care or treatment.

Please tick if you are:	The patient/service user			Carer/relative	
	Very happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
How happy were you with the way the student paramedic....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date

___/___/___

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 – STAGE 1 PLE 2

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 1 PLE 2

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU1404 - PLE 3 STAGE 1

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PE identify how these will be achieved and evidenced. The learning and development needs may relate to the standards for proficiencies, required skills/procedures and/or broader concepts.

SMART goals should be utilised;

- Specific (sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, result/outcome focused)
- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

The midway meeting provides an opportunity to review the student's progress to date, progress in relation to identified learning goals and plan for the remaining time in the area. Midway assessment may not always be possible/appropriate – see guidance documentation.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to standards for proficiency and the clinical skills and procedures log.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 3 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 3 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 3 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 4: PLE 3 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 3 STAGE 1

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

Information to be given to the service user/carer/family member:

You have been asked to participate in this feedback exercise, as the student paramedic has been involved in delivering your care. The student's practice educator will ask you some questions about your experience with the student. These comments will be anonymous and will be treated in confidence: they will not affect your care in any way. You do not have to participate if you do not wish to do so and you may withdraw your consent at any time. This will not affect your future care or treatment.

Please tick if you are:	The patient/service user			Carer/relative	
	Very happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date

____/____/____

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 – STAGE 1 PLE 3

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiencies. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 1 PLE 3

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiencies. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU1404 - PLE 4 STAGE 1

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PE identify how these will be achieved and evidenced. The learning and development needs may relate to the standards for proficiencies, required skills/procedures and/or broader concepts.

SMART goals should be utilised;

- Specific (sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, result/outcome focused)
- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

The midway meeting provides an opportunity to review the student's progress to date, progress in relation to identified learning goals and plan for the remaining time in the area. Midway assessment may not always be possible/appropriate – see guidance documentation.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to standards for proficiency and the clinical skills and procedures log.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 4 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 4 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 4 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 4: PLE 4 STAGE 1

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 4 STAGE 1

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

Information to be given to the service user/carer/family member:

You have been asked to participate in this feedback exercise, as the student paramedic has been involved in delivering your care. The student's practice educator will ask you some questions about your experience with the student. These comments will be anonymous and will be treated in confidence: they will not affect your care in any way. You do not have to participate if you do not wish to do so and you may withdraw your consent at any time. This will not affect your future care or treatment.

Please tick if you are:	The patient/service user			Carer/relative	
	Very happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date

___/___/___

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 – STAGE 1 PLE 4

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiencies. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 1 PLE 4

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiencies. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

STATEMENT OF COMPETENCE FOR PROGRESSION – STAGE ONE

Student – Statement of Confirmation for Stage One
<p>I confirm that I have achieved, over the course of stage one, a least 60% of the standards of proficiency, at least 60% of the identified clinical skills and have achieved a pass grade for all of the practice learning experiences.</p> <p>I confirm that I have an understanding of the HCPC (2016b) <i>Guidance on conduct and ethics for students</i> and have achieved 100% of the required HCPC (2016a) <i>Standards of conduct, performance and ethics</i> and consistently uphold these standards in my role as a student paramedic</p> <p>I confirm that I have the necessary skills, knowledge, character and health required to be fit to practise in my role as a student paramedic.</p>
Signature of Student
Date:

Practice Educator – Statement of Confirmation for Stage One
<p>I confirm that the student has achieved, over the course of stage one, all the identified standards of proficiency, the standards of conduct, performance and ethics, identified clinical skills and has achieved a pass grade for all of the practice learning experiences.</p>
Signature of Practice Educator:
Date:

FOR USE BY HEI	
The student has achieved all practice requirements for progression to the next stage of their programme	YES / NO
Is there feedback that requires actioning?	YES / NO If appropriate action taken to address feedback;
Lecturer name, signature and date:	Comments to student
External Examiner Review Name: Date:	Comments (if appropriate)

STAGE TWO PRACTICE LEARNING EXPERIENCES

NU2404 - Developing Proficient Paramedic Practice

PRACTICE LEARNING

Module Summary

To enable the student to develop independence in meeting the HCPC competencies for practice with minimal guidance and support.

Module Learning Outcomes;

- Reflect on their own learning and the ability to participate in care with guidance from Practice Educators.
- Demonstrate achievement of the HCPC standards of proficiency and standards of conduct, performance and ethics outcomes, as identified within the Practice Assessment Documentation (PAD) to meet progression criteria for entry to Part 3 of the course.
- Apply professional attitudes and values across a range of practice learning environments taking cognisance of shared ethical and professional values within uni-professional and inter-professional teams.
- Safely demonstrate a range of communication and relationship management skills in a person-centred manner.
- Safely demonstrate a range of Paramedic procedures to provide evidence-based, person-centred care .

As in NU1404 the purpose of your learning in practice is to enable you to provide evidence of having achieved the learning outcomes of the module and the PAD is an integral part of the learning process.

To pass stage two and module NU2404 the following minimum attainment is required:

- At least 80% of the relevant Standards of Proficiency
- At least 80% of the relevant Clinical skills at Minimal Supervision level
- 100% of the Standards of conduct, performance and ethics.
- Minimum of 2/3rds of each placement learning experience's hours should normally be attended in order to be graded.
- For stage progression a minimum of 50% attendance for ambulance and non ambulance to progress to the next stage

Although not all student experiences will be the same, and not every outcome will be achievable in every setting, the opportunities to complete the learning outcomes by the end of stage two should be available. If help or guidance is required, please contact PELparamedic@rgu.ac.uk.

NU2404 - PLE 1 STAGE 2

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PEd identify how these will be achieved and evidenced. The learning and development needs may relate to the standards of proficiency, the standards of conduct, performance and ethics, required skills/procedures and/or broader concepts.

SMART goals should be utilised;

- Specific (sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, result/outcome focused)
- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

The midway meeting provides an opportunity to review the student's progress to date, progress in relation to identified learning goals and plan for the remaining time in the area. Midway assessment may not always be possible/appropriate – see guidance documentation.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to the standards for proficiency, the standards of conduct, performance and ethics and the clinical skills and procedures log.

Student self-assessment in relation to progress
Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 1 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 1 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 1 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 4: PLE 1 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 5: PLE 1 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 6: PLE 1 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:






Date:

SERVICE USER / CARER FEEDBACK
PLE 1 STAGE 2

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

Information to be given to the service user/carer/family member:

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Please tick if you are:	The patient/service user			Carer/relative	
	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
How happy were you with the way the student paramedic....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date ____/____/____	Student Signature:	Practice Educator Signature:
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REFLECTIVE ACCOUNT 1 – STAGE 2 PLE 1

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of the standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 2 PLE 1

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of the standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

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CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU2404 - PLE 2 STAGE 2

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PE identify how these will be achieved and evidenced. The learning and development needs may relate to the standards of proficiency, the standards of conduct, performance and ethics, required skills/procedures and/or broader concepts.

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- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

The midway meeting provides an opportunity to review the student's progress to date, progress in relation to identified learning goals and plan for the remaining time in the area. Midway assessment may not always be possible/appropriate – see guidance documentation.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to standards of proficiency, the standards of conduct, performance and ethics and the clinical skills and procedures log.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 2 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 2 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 2 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator Signature:

Student Signature:

Date:

Additional Learning Experiences Record 4: PLE 2 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 5: PLE 2 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 6: PLE 2 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 2 STAGE 2

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

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Please tick if you are:	The patient/service user			Carer/relative	
	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
How happy were you with the way the student paramedic....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date
____/____/____

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 – STAGE 2 PLE 2

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

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CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 2 PLE 2

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of the standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU2404 - PLE 3 STAGE 2

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PE identify how these will be achieved and evidenced. The learning and development needs may relate to the standards of proficiency, the standards of conduct, performance and ethics, required skills/procedures and/or broader concepts.

SMART goals should be utilised;

- Specific (sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, result/outcome focused)
- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

The midway meeting provides an opportunity to review the student's progress to date, progress in relation to identified learning goals and plan for the remaining time in the area. Midway assessment may not always be possible/appropriate – see guidance documentation.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to standards of proficiency, the standards of conduct, performance and ethics and the clinical skills and procedures log.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 3 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 3 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 3 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator Signature:

Student Signature:

Date:

Additional Learning Experiences Record 4: PLE 3 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 5: PLE 3 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 6: PLE 3 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 3 STAGE 2

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

Information to be given to the service user/carer/family member:

You have been asked to participate in this feedback exercise, as the student paramedic has been involved in delivering your care. The student's practice educator will ask you some questions about your experience with the student. These comments will be anonymous and will be treated in confidence: they will not affect your care in any way. You do not have to participate if you do not wish to do so and you may withdraw your consent at any time. This will not affect your future care or treatment.

Please tick if you are:	The patient/service user			Carer/relative	
	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
How happy were you with the way the student paramedic....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date
____/____/____

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 – STAGE 2 PLE 3

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 2 PLE 3

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of the standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

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REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU2404 - PLE 4 STAGE 2

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

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<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
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Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

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Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

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Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 4 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 4 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 4 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator Signature:

Student Signature:

Date:

Additional Learning Experiences Record 4: PLE 4 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 5: PLE 4 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 6: PLE 4 STAGE 2

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

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Duration of experience:	
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Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:






Date:

SERVICE USER / CARER FEEDBACK
PLE 4 STAGE 2

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

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Please tick if you are:	The patient/service user			Carer/relative	
	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
How happy were you with the way the student paramedic....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date ____/____/____	Student Signature:	Practice Educator Signature:
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REFLECTIVE ACCOUNT 1 – STAGE 4 PLE 2

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

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CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 4 PLE 2

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of the standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

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REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU2404 - PLE 5 STAGE 2: Alternative Practice Learning Experience

In the box below provide an overview of your proposed alternative practice learning experience – as part of the proposal identify four learning outcomes that will form the basis of your learning experience

Learning Outcome One;

Learning Outcome Two;

Learning Outcome Three;

Learning Outcome Four;

Proposal – include how you will evidence achievement of the learning outcomes developed above.

Learning Outcomes, and
Proposal, agreed by PEL

Signature:

Date:

Learning/Evidence of Achievement of Learning Outcomes (continue on a separate document if required);

Comments from PEL;

The student has evidenced completion of the identified Learning Outcomes and can be credited with the clinical hours for the alternative practice learning experience.

YES / NO

Signature:

Date:

STATEMENT OF COMPETENCE FOR PROGRESSION – STAGE TWO

Student – Statement of Confirmation for Stage Two
<p>I confirm that I have achieved, over the course of stage two, 80% of the identified standard of proficiency, at least 80% of the identified clinical skills and have achieved a pass grade for all of the practice learning experiences.</p> <p>I confirm that I have an understanding of the HCPC (2016b) <i>Guidance on conduct and ethics for students</i> and have achieved 100% of the required HCPC (2016a) <i>Standards of conduct, performance and ethics</i> and consistently uphold these standards in my role as a student paramedic</p> <p>I confirm that I have the necessary skills, knowledge, character and health required to be fit to practise in my role as a student paramedic.</p>
Signature of Student
Date:

Practice Educator – Statement of Confirmation for Stage Two
<p>I confirm that the student has achieved, over the course of stage two, all the identified standards of proficiency, the standards of conduct, performance and ethics, identified clinical skills and has achieved a pass grade for all of the practice learning experiences</p>
Signature of Practice Educator:
Date:

FOR USE BY HEI	
The student has achieved all practice requirements for progression to the next stage of their programme	YES / NO
Is there feedback that requires actioning?	YES / NO If appropriate action taken to address feedback;
Lecturer name, signature and date:	Comments to student
External Examiner Review Name: Date:	Comments (if appropriate)

STAGE THREE PRACTICE LEARNING EXPERIENCES

NU3404 – Independent Paramedic Practice

PRACTICE LEARNING

Module Summary

To enable students to meet the HCPC competencies with indirect supervision for paramedic registration.

Module Learning Outcomes;

- Critically reflect on your own learning and continual professional development, including the learning of others.
- Demonstrate achievement of the HCPC standards of proficiency and the standards of conduct, performance and ethics outcomes, as identified within the Practice Assessment Document (PAD), to meet progression for entry to Practice.
- Evaluate professional attitudes and values across a range of practice learning environments taking cognisance of shared ethical and professional values within uni-professional and inter-professional teams.
- Lead and co-ordinate care with indirect supervision from Practice Educator(s).
- Safely demonstrate a range of communication, relationship management skills and Paramedic procedures in a compassionate, evidence-based and person-centred manner.

As in NU1404 and NU2404 the purpose of your learning in practice is to enable you to provide evidence of having achieved the learning outcomes of the module and the PAD is an integral part of the learning process.

To pass stage three and module NU3404 the following minimum attainment is required:

- 100% of the SOPS and 100% of the skills at the Independent Level
- 100% of the Standards of conduct, performance and ethics.
- Normally a pass grade in each PLE

Although not all student experiences will be the same, and not every outcome will be achievable in every setting, the opportunities to complete the learning outcomes by the end of stage three should be available. If help or guidance is required, please contact PELparamedic@rgu.ac.uk.

NU3404 - PLE 1 STAGE 3

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PEd identify how these will be achieved and evidenced. The learning and development needs may relate to the standards of proficiency, the standards of conduct, performance and ethics, required skills/procedures and/or broader concepts.

SMART goals should be utilised;

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- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, result/outcome focused)
- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

The midway meeting provides an opportunity to review the student's progress to date, progress in relation to identified learning goals and plan for the remaining time in the area. Midway assessment may not always be possible/appropriate – see guidance documentation.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student’s progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to the standards of proficiency, the standards of conduct, performance and ethics and the clinical skills and procedures log.

Student self-assessment in relation to progress
Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 1 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

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Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 1 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

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Identified learning or development goals:	
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Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 1 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

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Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 4: PLE 1 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 5: PLE 1 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

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Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 1 STAGE 3

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

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Please tick if you are:	The patient/service user			Carer/relative	
	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
How happy were you with the way the student paramedic....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date

___ / ___ / ___

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 - STAGE 3 PLE 1

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REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 3 PLE 1

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU3404 - PLE 2 STAGE 3

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PE identify how these will be achieved and evidenced. The learning and development needs may relate to the standards of proficiency, the standards of conduct, performance and ethics, required skills/procedures and/or broader concepts.

SMART goals should be utilised;

- Specific (sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, result/outcome focused)
- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

The midway meeting provides an opportunity to review the student's progress to date, progress in relation to identified learning goals and plan for the remaining time in the area. Midway assessment may not always be possible/appropriate – see guidance documentation.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to standards of proficiency, the standards of conduct, performance and ethics and the clinical skills and procedures log.

Student self-assessment in relation to progress
Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 2 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 2 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 2 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 4: PLE 2 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see pages 16 and 17 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 5: PLE 2 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 2 STAGE 3

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

Information to be given to the service user/carer/family member:

You have been asked to participate in this feedback exercise, as the student paramedic has been involved in delivering your care. The student's practice educator will ask you some questions about your experience with the student. These comments will be anonymous and will be treated in confidence: they will not affect your care in any way. You do not have to participate if you do not wish to do so and you may withdraw your consent at any time. This will not affect your future care or treatment.

Please tick if you are:	The patient/service user			Carer/relative	
	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
How happy were you with the way the student paramedic....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date
____/____/____

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 - STAGE 3 PLE 2

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 3 PLE 2

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of the standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

REFLECTION – *How was the experience? What have you thought about the experience? How do you feel about the experience?*

CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU3404 - PLE 3 STAGE 3

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

Prior to the initial meeting please identify a range of learning and development needs which you hope to achieve during practice learning. Note these below and in partnership with your PE identify how these will be achieved and evidenced. The learning and development needs may relate to the standards of proficiency, the standards of conduct, performance and ethics, required skills/procedures and/or broader concepts.

SMART goals should be utilised;

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- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, result/outcome focused)
- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator comments
and confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

The midway meeting provides an opportunity to review the student's progress to date, progress in relation to identified learning goals and plan for the remaining time in the area. Midway assessment may not always be possible/appropriate – see guidance documentation.

Student self-assessment in relation to progress
Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to the standards of proficiency, the standards of conduct, performance and ethics and the clinical skills and procedures log.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 3 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 3 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 3 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 4: PLE 3 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 5: PLE 3 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 3 STAGE 3

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

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Please tick if you are:	The patient/service user			Carer/relative	
	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
How happy were you with the way the student paramedic....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date

___ / ___ / ___

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 - STAGE 3 PLE 3

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CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 3 PLE 3

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of the standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

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CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

NU3404 - PLE 4 STAGE 3

PRACTICE LEARNING AREA	
AMBULANCE/NON-AMBULANCE (tick)	<input type="checkbox"/> Ambulance <input type="checkbox"/> Non-Ambulance
NAMED PRACTICE EDUCATOR	
MIDWAY MEETING DATE	
FINAL MEETING DATE	

INITIAL MEETING

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- Time bound (time-based, time limited, timely)

<p>Identification of learning and/or development goals</p>	
<p>How will these goals be met – what resources, opportunities, knowledge or skill will I require?</p>	
<p>How will I demonstrate achievement of the learning and development goal – demonstration of skills, simulated demonstration, explanation, through behaviour/professional conduct</p>	

Practice Educator
comments and
confirmation of goals

Student signature:

Practice Educator signature:

Date:

MIDWAY MEETING

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Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Is the student on target to achieve the learning and development goals?

YES / NO

At this point the student would be assessed as (see 2.1.1 Formative and Summative Assessment);

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

FINAL MEETING

The final meeting provides a summative assessment of the student's progress throughout the practice learning experience. Please consult the learning outcomes associated with the module, assessment guidance and grading criteria to support the assessment process. In addition, please review progress in relation to the standards for proficiency, the standards of conduct, performance and ethics and the clinical skills and procedures log.

Student self-assessment in relation to progress

Practice Educator comments in relation to progress – please see guidance in relation to the module learning outcomes, expected standards for stage and assessment criteria/guidance in section 2.1.

Practice learning experience grade (see 2.1.1 Formative and Summative Assessment).

Please tick:

Pass

Fail

Student signature:

Practice Educator signature:

Date:

Additional Learning Experiences Record 1: PLE 4 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 2: PLE 4 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 3: PLE 4 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 4: PLE 4 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:

Additional Learning Experiences Record 5: PLE 4 STAGE 3

Use this record to evidence additional practice-based learning that has occurred during this practice learning period. This could include visits to clinical areas for a structured period of time, experience days with a health/social care professional or a longer period of structured time in a clinical environment as part of a spoke placement.

Name and Location of Organisation/Professional/Clinical Area:	
Duration of experience:	
Practice Educator:	
Area/Scope of Practice <i>Please see section 2.2 to support in identifying</i>	
Identified learning or development goals:	
Student reflection and self-assessment:	

Practice Educator comments on learning and performance:

Practice Educator signature:

Student signature:

Date:






SERVICE USER / CARER FEEDBACK

PLE 4 STAGE 3

Aim: We would value the views of service users and/or their carers/families on the contact the student has had with you. This helps the student paramedic and their Practice Educator to learn what you thought of what the student did for you and how they did it. The information you provide will be used to help the student's learning and development and it will benefit future service users/carers.

Information to be given to the service user/carer/family member:

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Please tick if you are:	The patient/service user			Carer/relative	
	Very happy	Happy	I'm not sure	Unhappy	Very unhappy
How happy were you with the way the student paramedic.....					
cared for you?					
listened to your needs?					
understood the way you felt?					
talked to you?					
showed you respect?					

What did the student paramedic do well?

What could the student paramedic have done differently?

Date

___ / ___ / ___

Student Signature:

Practice Educator Signature:

REFLECTIVE ACCOUNT 1 - STAGE 3 PLE 4

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of the standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

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CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

REFLECTIVE ACCOUNT 2 – STAGE 3 PLE 4

During your practice learning experience, it is expected that you complete **two** reflective accounts. These reflective accounts should evidence learning through experience and may contribute towards evidencing achievement of the standards of proficiency and the standards of conduct, performance and ethics. The reflective guide below is based on Kolb's cycle of experiential learning and guides learning through reviewing, analysing and evaluating an experience (Kolb 1976).

EXPERIENCE - *What happened? What were you doing? Description of the experience*

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CONCEPTUALISATION - *What have you learned from the reflection/experience? Can you draw any conclusions?*

EXPERIMENTATION – *What have you learned and how will you implement this in the future?*

STATEMENT OF COMPETENCE FOR ELIGIBILITY TO APPLY TO BECOME A REGISTERED PARAMEDIC WITH THE HCPC – STAGE THREE

Student – Statement of Confirmation for Stage Three
<p>I confirm that I have achieved, over the course of stage three, 100% of the identified standards of proficiency, 100% of the clinical skills and have achieved a pass grade for all of the practice learning experiences.</p> <p>I confirm that I have an understanding of the HCPC (2016b) <i>Guidance on conduct and ethics for students</i> and have achieved 100% of the required HCPC (2016a) <i>Standards of conduct, performance and ethics</i> and consistently uphold these standards in my role as a student paramedic</p> <p>I confirm that I have the necessary skills, knowledge, character and health required to be fit to practise in my role as a student paramedic and to apply for registration as a paramedic with the HCPC.</p>
Signature of Student
Date:

Practice Educator – Statement of Confirmation for Stage Three
<p>I confirm that the student has achieved, over the course of stage three, all the identified standards of proficiency, the standards of conduct, performance and ethics, identified clinical skills and has achieved a pass grade for all of the practice learning experiences. The student is now eligible to apply for registration as a paramedic with the HCPC.</p>
Signature of Practice Educator:
Date:

FOR USE BY HEI	
The student has achieved all practice requirements for the programme and recommendation for professional registration can be made	YES / NO
Is there feedback that requires actioning?	YES / NO If appropriate action taken to address feedback;
Lecturer name, signature and date:	Comments to student
External Examiner Review Name: Date:	Comments (if appropriate)



BSc Paramedic Practice

**EXTENSION TO COURSE FOR COMPLETION OF
OUTSTANDING COURSE REQUIREMENTS**

Declaration of competence

To be completed by the named practice educator at the conclusion of the allocated Practice Learning Experience (PLE) period.

Student Name:	Intake:
Location:	Practice Educator:
<u>Practice Educator</u> I can confirm that the student HAS CONTINUED / NOT CONTINUED (please delete as appropriate) to demonstrate at an INDEPENDENT level for Stage 3 of the course that they have fulfilled the HCPC requirements for entry to the Register as previously confirmed in the final assessment and confirmation of completion on: Date:	
Practice Educator Signature:	Date:
Personal Tutor Signature:	Date:
Student Paramedic Signature:	Date:

N.B. The Practice Learning Support Process is still applicable during PLEs that are extensions to the course for completion of clinical hours or any outstanding requirements. It is the student's responsibility to ensure this document is completed and submitted with the timesheets for the ple on the date specified.

Summative - Sign offs

Scope of Practice and skills detailed on the following pages have been colour coded to assist the student and Practice Educators as to the scope of practice the student should be practicing to. It is expected that each year the student should achieve all the white signoffs for each stage with potential for some grey. Black areas should not be undertaken as they have not been taught. Not all skills will be seen in practice and there is scope for simulation signoff in exceptional circumstances. All skills should be undertaken with supervision of a registered healthcare professional regardless of the student's competence. The student and practice educator are responsible for ensuring suitable supervision.

	Within scope of practice. The student has been taught and assessed as independent in the education environment. This student is now learning the skill experientially.
	Outside scope of practice. The student has been introduced to this skill but has not been assessed as independent. This student should be able to assist in this skill with the guidance of the practice educator.
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These areas should be signed at the level achieved.

D – Dependant

A – Assisted

MS – Minimal Supervision

I – Independent

STANDARDS OF PROFICIENCY

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
1 be able to practise safely and effectively within their scope of practice						
1.1 know the limits of their practice and when to seek advice or refer to another professional						
1.2 recognise the need to manage their own workload and resources effectively and be able to practise accordingly						
1.3 be able to use a range of integrated skills and self-awareness to manage clinical challenges independently and effectively in unfamiliar and unpredictable circumstances or situations						
1.4 be able to work safely in challenging and unpredictable environments, including being able to take appropriate action to assess and manage risk						
2 be able to practise within the legal and ethical boundaries of their profession						
2.1 understand the need to act in the best interests of service users at all times						
2.2 understand what is required of them by the Health and Care Professions Council						
2.3 understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
2.4 recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility						
2.5 know about current legislation applicable to the work of their profession						
2.6 be able to practise in accordance with current legislation governing the use of medicines by paramedics						
2.7 understand the importance of and be able to obtain informed consent						
2.8 be able to exercise a professional duty of care						
3 be able to maintain fitness to practise						
3.1 understand the need to maintain high standards of personal and professional conduct						
3.2 understand the importance of maintaining their own health						
3.3 understand both the need to keep skills and knowledge up to date and the importance of career-long learning						
3.4 be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment						
3.5 recognise the need to engage in critical incident debriefing, reflection and review to ensure that lessons are addressed for future patient safety and management						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
4 be able to practise as an autonomous professional, exercising their own professional judgement						
4.1 be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem						
4.2 be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately						
4.3 be able to initiate resolution of problems and be able to exercise personal initiative						
4.4 recognise that they are personally responsible for and must be able to justify their decisions						
4.5 be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar and unpredictable circumstances or situations						
4.6 be able to make and receive appropriate referrals						
4.7 understand the importance of participation in training, supervision and mentoring						
4.8 be able to make a decision about the most appropriate care pathway for a patient and refer patients appropriately						
5 be aware of the impact of culture, equality and diversity on practice						
5.1 understand the requirement to adapt practice to meet the needs of different groups and individuals						

Standards of Proficiency		Stage 1	Level	Stage 2	Level	Stage 3	Level
		PEd Signature and Date		PEd Signature and Date		PEd Signature and Date	
5.2	understand the need to demonstrate sensitivity to the factors which shape lifestyle that may affect the individual's health and the interaction between the service user and paramedic						
6	be able to practise in a non-discriminatory manner						
7	understand the importance of and be able to maintain confidentiality						
7.1	be aware of the limits of the concept of confidentiality						
7.2	understand the principles of information governance and be aware of the safe and effective use of health and social care information						
7.3	be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public						
8	be able to communicate effectively						
8.1	be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, colleagues and others						
8.2	be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5.						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
8.3 understand how communication skills affect assessment of, and engagement with, service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability						
8.4 be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication						
8.5 be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others						
8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs						
8.7 understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions						
8.8 understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible						
8.9 recognise the need to use interpersonal skills to encourage the active participation of service users						
9 be able to work appropriately with others						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
9.1 be able to work, where appropriate, in partnership with service users, other professionals, support staff and others						
9.2 understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team						
9.3 understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals						
9.4 understand the range, scope and limitations of operational relationships between paramedics and other health and care professionals						
9.5 recognise the principles and practices of other health and care professionals and health and care systems and how they interact with the role of a paramedic						
9.6 be able to contribute effectively to work undertaken as part of a multi-disciplinary team						
10 be able to maintain records appropriately						
10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines						
10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines						
11 be able to reflect on and review practice						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
11.1 understand the value of reflection on practice and the need to record the outcome of such reflection						
11.2 recognise the value of case conferences and other methods of review						
12 be able to assure the quality of their practice						
12.1 be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures						
12.2 be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care						
12.3 be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures						
12.4 be able to maintain an effective audit trail and work towards continual improvement						
12.5 be aware of, and be able to participate in, quality assurance programmes, where appropriate						
12.6 be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user						
12.7 recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
13 understand the key concepts of the knowledge base relevant to their profession						
13.1 understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction, relevant to the paramedic profession						
13.2 be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process						
13.3 recognise the role of other professions in education, health and social care						
13.5 understand the concept of leadership and its application to practice						
13.6 understand the theoretical basis of, and the variety of approaches to, assessment and intervention						
13.7 understand human anatomy and physiology, sufficient to recognise the nature and effects of injury or illness, and to conduct assessment and observation in order to form a differential diagnosis and establish patient management strategies						
13.8 understand the following aspects of biological science:						
- disease and trauma processes and how to apply this knowledge to develop appropriate treatment plans for the patient's pre-hospital or out-of-hospital care						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
- how the application of paramedic practice may cause physiological and behavioural change						
- human anatomy and physiology, especially the dynamic relationships of human structure and function and the musculoskeletal, cardiovascular, respiratory, digestive, endocrine, urinary, reproductive, integumentary and nervous systems						
- human growth and development across the lifespan						
- normal and altered anatomy and physiology throughout the human lifespan						
- relevant physiological parameters and how to interpret changes from the norm						
- the factors influencing individual variations in human ability and health function						
- the main classes of pathogenic microorganisms, the spread of infection and the use of universal precautions						
- the main sequential stages of normal development, including cognitive, emotional and social measures of maturation through the human lifespan						
- the role of nutrition in promoting health and preventing illness across the life spectrum						
13.9 understand the following aspects of physical science:						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
- principles and theories of physics, biomechanics, electronics and ergonomics that can be applied to paramedic practice						
- the means by which the physical sciences can inform the understanding and analysis of information used to determine a diagnosis						
- the pathophysiological changes to normal homeostatic function and its implications						
- the principles and application of measurement techniques based on biomechanics and electrophysiology						
13.10 understand the following aspects of sociological, health and behavioural science:						
- how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships						
- how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice						
- psychological and social factors that influence an individual in health and illness						
13.11 understand the following aspects of clinical science:						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
- pathological changes and related clinical features of conditions encountered in pre-hospital and out-of-hospital practice						
- physiological, pharmacological, structural, behavioural and functional changes in patient presentation						
- principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice						
- the theoretical basis of assessment, clinical decision making and appropriate treatment plans, along with the scientific evaluation of their effectiveness						
- the theories supporting problem solving and clinical reasoning						
- understand relevant pharmacology and the administration of therapeutic medications, including pharmacodynamics and pharmacokinetics						
14 be able to draw on appropriate knowledge and skills to inform practice						
14.1 know the theories and science that underpin the theory and principles of paramedic practice						
14.2 be able to change practice as needed to take account of new developments or changing contexts						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
14.3 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and effectively						
14.4 know how to position or immobilise patients correctly for safe and effective interventions						
14.5 know the indications and contra-indications of using specific paramedic techniques in pre-hospital and out-of-hospital care, including their limitations and modifications						
14.6 be able to modify and adapt practice to meet the clinical needs of patients within the emergency and urgent care environment						
14.7 know how to select or modify approaches to meet the needs of patients, their relatives and carers, when presented in the emergency and urgent care environment						
14.8 be able to formulate specific and appropriate management plans including the setting of timescales						
14.9 be able to gather appropriate information						
14.10 be able to select and use appropriate assessment techniques						
14.11 be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
14.12 be able to conduct a thorough and detailed physical examination of the patient using appropriate skills to inform clinical reasoning and guide the formulation of a differential diagnosis across all age ranges						
14.13 be able to use observation to gather information about the functional abilities of patients						
14.14 understand the need to consider the assessment of both the health and psycho-social care needs of patients and carers						
14.15 be able to undertake or arrange investigations as appropriate						
14.16 be able to analyse and critically evaluate the information collected						
14.17 be able to demonstrate a logical and systematic approach to problem solving						
14.18 be able to use research, reasoning and problem solving skills to determine appropriate actions						
14.19 recognise the value of research to the critical evaluation of practice						
14.20 be aware of a range of research methodologies						
14.21 be able to evaluate research and other evidence to inform their own practice						
14.22 be able to use information and communication technologies appropriate to their practice						
15 understand the need to establish and maintain a safe practice environment						

Standards of Proficiency	Stage 1 PEd Signature and Date	Level	Stage 2 PEd Signature and Date	Level	Stage 3 PEd Signature and Date	Level
15.1 understand the need to maintain the safety of both service users and those involved in their care						
15.2 be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting and be able to act in accordance with these						
15.3 be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation						
15.4 be able to select appropriate personal protective equipment and use it correctly						
15.5 be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control						
15.6 understand and be able to apply appropriate moving and handling techniques						
15.7 understand the nature and purpose of sterile fields and the paramedic's role and responsibility for maintaining them						
15.8 be aware of the role of the paramedic in responding to hazardous or major incidents						

STANDARDS OF CONDUCT, PERFORMANCE AND ETHICS

Standards of conduct, performance and ethics		Achieved Stage 1	Achieved Stage 2	Achieved Stage 3
		PEd Signature and Date	PEd Signature and Date	PEd Signature and Date
1	Promote and protect the interests of service users and carers			
1.1	You must treat service users and carers as individuals, respecting their privacy and dignity			
1.2	You must work in partnership with service users and carers, involving them, where appropriate, in decisions about the care, treatment or other services to be provided.			
1.3	You must encourage and help service users, where appropriate, to maintain their own health and well-being, and support them so they can make informed decisions.			
1.4	You must make sure that you have consent from service users or other appropriate authority before you provide care, treatment or other services.			
1.5	You must not discriminate against service users, carers or colleagues by allowing your personal views to affect your professional relationships or the care, treatment or other services that you provide.			
1.6	You must challenge colleagues if you think that they have discriminated against, or are discriminating against, service users, carers and colleagues.			
1.7	You must keep your relationships with service users and carers professional.			
2	Communicate appropriately and effectively			
2.1	You must be polite and considerate			
2.2	You must listen to service users and carers and take account of their needs and wishes.			

Standards of conduct, performance and ethics	Achieved Stage 1	Achieved Stage 2	Achieved Stage 3
	PEd Signature and Date	PEd Signature and Date	PEd Signature and Date
2.3 You must give service users and carers the information they want or need, in a way they can understand.			
2.4 You must make sure that, where possible, arrangements are made to meet service users' and carers' language and communication needs.			
2.5 You must work in partnership with colleagues, sharing your skills, knowledge and experience where appropriate, for the benefit of service users and carers.			
2.6 You must share relevant information, where appropriate, with colleagues involved in the care, treatment or other services provided to a service user.			
2.7 You must use all forms of communication appropriately and responsibly, including social media and networking websites.			
3 Work within the limits of your knowledge and skills			
3.1 You must keep within your scope of practice by only practising in the areas you have appropriate knowledge, skills and experience for.			
3.2 You must refer a service user to another practitioner if the care, treatment or other services they need are beyond your scope of practice.			
3.3 You must keep your knowledge and skills up to date and relevant to your scope of practice through continuing professional development.			
3.4 You must keep up to date with and follow the law, our guidance and other requirements relevant to your practice.			
3.5 You must ask for feedback and use it to improve your practice.			

Standards of conduct, performance and ethics	Achieved Stage 1	Achieved Stage 2	Achieved Stage 3
	PEd Signature and Date	PEd Signature and Date	PEd Signature and Date
4 Delegate appropriately			
4.1 You must only delegate work to someone who has the knowledge, skills and experience needed to carry it out safely and effectively.			
4.2 You must continue to provide appropriate supervision and support to those you delegate work to.			
5 Respect confidentiality			
5.1 You must treat information about service users as confidential.			
5.2 You must only disclose confidential information if: <ul style="list-style-type: none"> - you have permission; - the law allows this; - it is in the service user's best interests; or - it is in the public interest, such as if it is necessary to protect public safety or prevent harm to other people. 			
6 Manage risk			
6.1 You must take all reasonable steps to reduce the risk of harm to service users, carers and colleagues as far as possible.			
6.2 You must not do anything, or allow someone else to do anything, which could put the health or safety of a service user, carer or colleague at unacceptable risk.			
6.3 You must make changes to how you practise, or stop practising, if your physical or mental health may affect your performance or judgement, or put others at risk for any other reason.			
7 Report concerns about safety			
7.1 You must report any concerns about the safety or well-being of service users promptly and appropriately.			

Standards of conduct, performance and ethics	Achieved Stage 1	Achieved Stage 2	Achieved Stage 3
	PEd Signature and Date	PEd Signature and Date	PEd Signature and Date
7.2 You must support and encourage others to report concerns and not prevent anyone from raising concerns.			
7.3 You must take appropriate action if you have concerns about the safety or well-being of children or vulnerable adults.			
7.4 You must make sure that the safety and well-being of service users always comes before any professional or other loyalties.			
7.5 You must follow up concerns you have reported and, if necessary, escalate them.			
7.6 You must acknowledge and act on concerns raised to you, investigating, escalating or dealing with those concerns where it is appropriate for you to do so.			
8 Be open when things go wrong			
8.1 You must be open and honest when something has gone wrong with the care, treatment or other services that you provide by: <ul style="list-style-type: none"> - informing service users or, where appropriate, their carers, that something has gone wrong; - apologising; - taking action to put matters right if possible; and - making sure that service users or, where appropriate, their carers, receive a full and prompt explanation of what has happened and any likely effects 			
8.2 You must support service users and carers who want to raise concerns about the care, treatment or other services they have received.			
8.3 You must give a helpful and honest response to anyone who complains about the care, treatment or other services they have received.			

Standards of conduct, performance and ethics	Achieved Stage 1	Achieved Stage 2	Achieved Stage 3
	PEd Signature and Date	PEd Signature and Date	PEd Signature and Date
9 Be honest and trustworthy			
9.1 You must make sure that your conduct justifies the public's trust and confidence in you and your profession.			
9.2 You must be honest about your experience, qualifications and skills.			
9.3 You must make sure that any promotional activities you are involved in are accurate and are not likely to mislead.			
9.4 You must declare issues that might create conflicts of interest and make sure that they do not influence your judgement.			
9.5 You must tell us as soon as possible if: <ul style="list-style-type: none"> - you accept a caution from the police or you have been charged with, or found guilty of, a criminal offence; - another organisation responsible for regulating a health or social-care profession has taken action or made a finding against you; or - you have had any restriction placed on your practice, or been suspended or dismissed by an employer, because of concerns about your conduct or competence. 			
9.6 You must co-operate with any investigation into your conduct or competence, the conduct or competence of others, or the care, treatment or other services provided to service users.			
10 Keep records of your work			
10.1 You must keep full, clear, and accurate records for everyone you care for, treat, or provide other services to.			
10.2 You must complete all records promptly and as soon as possible after providing care, treatment or other services.			

Standards of conduct, performance and ethics	Achieved Stage 1	Achieved Stage 2	Achieved Stage 3
	PEd Signature and Date	PEd Signature and Date	PEd Signature and Date
10.3 You must keep records secure by protecting them from loss, damage or inappropriate access.			
Student Sign-off – I have met the above standards (Sign and Date)			

CLINICAL SKILLS AND PROCEDURES LOG – SCOPE OF PRACTICE AND SIGN OFF

Scope of Practice and skills detailed on the following pages have been colour coded to assist the student and Practice Educators as to the scope of practice the student should be practicing to. It is expected that each year the student should achieve all the white signoffs for each stage with potential for some grey. Black areas should not be undertaken as they have not been taught. Not all skills will be seen in practice and there is scope for simulation signoff in exceptional circumstances. All skills should be undertaken with supervision of a registered healthcare professional regardless of the student's competence. The student and practice educator are responsible for ensuring suitable supervision.

	Within scope of practice. The student has been taught and assessed as independent in the education environment. This student is now learning the skill experientially.
	Outside scope of practice. The student has been introduced to this skill but has not been assessed as independent. This student should be able to assist in this skill with the guidance of the practice educator.
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These areas should be signed at the level achieved.

D – Dependant

A – Assisted

MS – Minimal Supervision

I – Independent

Skill	Stage 1 PEd Signature	Level	Stage 2 Ped Signature	Level	Stage 3 PEd Signature	Level
Technologies						
• Basis of Radio Use						
• Mobile Data Terminal						
• Electronic Patient Report Form						
Scene Safety (SOP – 1.4, 3.4 partial, 14.3, 15.1, 15.3)						
• Dynamic Risk Assessment						
• Safety at Scene - Personal						
• Safety at Scene - Others						
Infection Prevention and Control (SOP - 14.3, 15.1, 15.4, 15.2, 15.3)						
• Hand Hygiene						
• Don and Doff Gloves, Goggles and Apron						
• Don and Doff Infection Control Suit						
• Cleaning						
• Sharps Safety and Policy						
• Policy and Reporting HSE, COSH, RIDDOR and others						
Moving and Handling (SOP - 14.3, 15.1, 15.3)						
• Risk Assessment						
• Ergonomics						
• TILE assessment						
• Use of I-Bex						
• Use of Ambulance Trolley						
• Use of Hospital Bed and Trolley						
• Use of Orthopaedic Stretcher						

Skill	Stage 1 PEd Signature	Level	Stage 2 Ped Signature	Level	Stage 3 PEd Signature	Level
Moving and Handling (continued) (SOP - 14.3, 15.1, 15.3)						
• Use of Extrication Board						
• Use of Mangar ELK						
• Use of Banana board						
• Use of Handling Belt						
• Transferring trolley to bed/bed to trolley/Bed to bed						
Ambulance Station and Vehicles						
• Orientation						
• Safety						
Consent (SOP - 14.3)						
• Obtaining Consent						
• Assessing Mental Capacity						
• Providing Informed Consent (SOP – 2.7, 8.7)						
Patient Records						
• GDPR						
• Legal issues, Storage and Sharing Information (SOP 10.2)						
• Clinical Record Completion (SOP 10.1, 14.11)						
• Assisting in Patient Referrals						
Patient Assessment (SOP - 14.3, 14.10, 14.12 partial, 14.15)						
• JRCALC Use						
• Global Overview						
• Primary Survey						
• Secondary Survey						

Skill	Stage 1 PEd Signature	Level	Stage 2 Ped Signature	Level	Stage 3 PEd Signature	Level
Patient Assessment (continued) (SOP - 14.3, 14.10, 14.12 partial, 14.15)						
• Calculate GCS						
• Calculate NEWS						
• History Taking (SOP 14.9 partial)						
• SOCRATES						
• Respiratory Assessment						
• Cardiovascular Assessment						
• Abdominal Assessment						
• Gastrointestinal and Genitourinary Assessment						
• Obstetric and Gynaecological Assessment						
• Musculoskeletal and Mobility Assessment						
• Neurological Assessment						
• Spinal Assessment						
• Paediatric Assessment						
• Older Adult Assessment						
• Assessment of the Newborn						
• Functional Ability Assessment (SOP 14.13)						
• 3 and 12 Lead ECG Placement						
• 12 Lead ECG Interpretation						
• Blood Pressure Manual and Automatic						
• Temperature						
• Blood Glucose						
• Pupillary Response						

Skill	Stage 1 PEd Signature	Level	Stage 2 Ped Signature	Level	Stage 3 PEd Signature	Level
Patient Assessment (continued) (SOP - 14.3, 14.10, 14.12 partial, 14.15)						
• FAST Assessment						
• End Tidal CO2						
• Oxygen Saturation						
• Auscultation, Palpation and Percussion						
• Apply differential diagnosis to patients (SOP 14.12)						
Airway and Breathing						
• Airway assessment						
• Head Tilt Chin Lift						
• Jaw Thrust						
• Bag Valve Mask						
• Suction						
• Oropharyngeal Airway						
• Nasopharyngeal Airway						
• Supraglottic Airway Device I-Gel						
• Laryngoscopy						
• Endotracheal Intubation						
• Assist Intubation						
• Management of Intubation						
• Ventilator						
• Needle Cricothyroidotomy						
• Oxygen Equipment						
• Oxygen Therapy						

Skill	Stage 1 PEd Signature	Level	Stage 2 Ped Signature	Level	Stage 3 PEd Signature	Level
Airway and Breathing (continued)						
• Nebuliser set up and Delivery						
• Needle Chest Thoracentesis						
Life Support						
• Basic Life Support Adult						
• Basic Life Support Child						
• Basic Life Support Neonate						
• Resuscitation of the Newborn						
• Manual Defibrillation						
• Rhythm Recognition in Cardiac Arrest						
• Intermediate Life Support Adult						
• Intermediate Life Support Child						
• Advanced Life Support Adult						
• Advanced Life Support Paediatric						
• Undertake ROLE/COD						
Immobilisation (SOP 14.4)						
• Manual Immobilisation						
• Log roll						
• Cervical Collar						
• Kendrick Extrication Device						
• Prometheus Traction Splint						
• Splinting of limbs Box/Vacuum/Manual						
• Scoop Immobilisation						
• Head Blocks						

Skill	Stage 1 PEd Signature	Level	Stage 2 Ped Signature	Level	Stage 3 PEd Signature	Level
Immobilisation (continued) (SOP 14.4)						
• Extrication						
• Rapid Extrication						
• Crash Helmet Removal						
• Pelvic Binder						
Maternity						
• Normal Delivery						
• Maternity Pack Use						
• Breech Presentation						
• Shoulder Dystocia						
• Antepartum Haemorrhage						
• Postpartum Haemorrhage						
• Fundal Massage						
• Internal Bi-Manual Compression						
Wounds						
• General Wound Management						
• Minor injury packs						
• Care of Minor Injuries						
• Aseptic Technique						
• Understanding and Maintaining Sterile Fields (SOP 15.7)						
• Blast Bandage						
• Haemostatic Bandage						
• Pressure Bandage						
• CAT (or similar) Tourniquet Use						
• Chest Seal						

Skill	Stage 1 PEd Signature	Level	Stage 2 Ped Signature	Level	Stage 3 PEd Signature	Level
Medication and Administration (SOP - 2.6)						
• JRCALC and SAS Guidance						
• Entonox Use						
• Nebuliser Use						
• Sublingual Administration						
• Administration by Intramuscular Injection						
• Administration of Per Rectum Medication						
• Intravascular Cannulation Access						
• Set up Intravascular fluids						
• Preparation, Checking and Administration of medications						
• Intraosseous Access						
• Legal Considerations around Medicines						
• Controlled Drugs - Morphine						
Fundamental Care						
• Personal Care Assessment Needs						
• Nutrition and Fluid Assessment						
• Compassionate Approach to Care						
• Communicate Effectively with those Across the Lifespan						
• Patient Positioning (SOP 14.4)						
Decision Making, Handover and Care						
• Utilise Care Pathways (SOP – 4.6, 4.8)						
• Decision Making						

Skill	Stage 1 PEd Signature	Level	Stage 2 Ped Signature	Level	Stage 3 PEd Signature	Level
Decision Making, Handover and Care (continued)						
• Patient Handover – Ambulance to Ambulance (SOP 8.1 partial)						
• Patient Handover – Ambulance to Other Healthcare Professional (SOP 8.1 partial)						
• Pre-alert (ATMIST)						
• METHANE Reporting (SOP – 15.8)						
• Recognising Major Incidents (SOP – 15.8)						
• Professional to Professional Discussion/Referral (SOP – 4.6, 4.8, 8.1)						
• Consideration for Ethical Dilemmas						
• Recognise the need for escalation intervention (Police, Fire, Sort, Air Ambulance, senior clinician etc) (SOP 1.1)						
• Incident debriefing						
Safeguarding (SOP 7.3 partial)						
• Recognise safeguarding situations across the lifespan						
• Report safeguarding situations across the lifespan						
• Follow local guidelines on prevention (eg falls referrals)						

This list is not exhaustive.

Further skills taught/learnt should be recorded on the Additional Skills Log below and signed by the Practice Educator assessing that skill.

Additional Skills Log

Any additional skills you have learnt over and above the log in this PAD should be recorded below and signed by a suitably qualified Practice Educator.

Date	Skill Learnt	Relevance to Practice	Setting Learnt (e.g. A and E)	Practice Educator details and signature

Date	Skill Learnt	Relevance to Practice	Setting Learnt (e.g. A and E)	Practice Educator details and signature

Date	Skill Learnt	Relevance to Practice	Setting Learnt (e.g. A and E)	Practice Educator details and signature

Please ensure signature verification is completed for each new practice educator signature.

Airway Skills Log

This is where any airway interventions should be recorded from basic airway manoeuvres and assessment through to intubation and needle cricothyrotomy. This log should be kept updated and is for use in ambulance and non-ambulance placements. This log

Date	Placement Area/Simulation	Reason for manoeuvre	No. of attempts	Skill used	Outcome of skill used/attempted	Comments	Practice Educator Signature

Key: ETI Endotracheal Intubation
 SGA Supraglottic Airway (I-Gel)
 NPA Nasopharyngeal airway
 OPA Oropharyngeal airway
 SUC Suction
 MAN Manual manoeuvre

Outcomes: I Independent/Competent
 MS Minimal Supervision
 A Assisted
 D Dependant
 S Successful Completed Intervention
 U Unsuccessful at undertaking intervention
 N Requires further training

Date	Placement Area/Simulation	Reason for manoeuvre	No. of attempts	Skill used	Outcome of skill used/attempted	Comments	Practice Educator Signature

Key: ETI Endotracheal Intubation
 SGA Supraglottic Airway (I-Gel)
 NPA Nasopharyngeal airway
 OPA Oropharyngeal airway
 SUC Suction
 MAN Manual manoeuvre

Outcomes: I Independent/Competent
 MS Minimal Supervision
 A Assisted
 D Dependant
 S Successful Completed Intervention
 U Unsuccessful at undertaking intervention
 N Requires further training

Date	Placement Area	Reason for manoeuvre	No. of attempts	Skill used	Outcome of skill used/attempted	Reflection/notes/comment s/problems	Practice Educator Signature

Key: ETI Endotracheal Intubation
SGA Supraglottic Airway (I-Gel)
NPA Nasopharyngeal airway
OPA Oropharyngeal airway
SUC Suction
MAN Manual manoeuvre

Outcomes: I Independent/Competent
MS Minimal Supervision
A Assisted
D Dependant
S Successful Completed Intervention
U Unsuccessful at undertaking intervention
N Requires further training

Date	Placement Area	Reason for manoeuvre	No. of attempts	Skill used	Outcome of skill used/attempted	Reflection/notes/comments/problems	Practice Educator Signature

Key: ETI Endotracheal Intubation
SGA Supraglottic Airway (I-Gel)
NPA Nasopharyngeal airway
OPA Oropharyngeal airway
SUC Suction
MAN Manual manoeuvre

Outcomes: I Independent/Competent
MS Minimal Supervision
A Assisted
D Dependant
S Successful Completed Intervention
U Unsuccessful at undertaking intervention
N Requires further training

Access Skills Log

This is your log for intravenous and intraosseous access. Please record the skills undertaken and the outcomes even if unsuccessful. Outcomes can be recorded at **S – Successful**, **U – Unsuccessful** or **N – Requires further training**. Your outcome should also be recorded as **I – independent**, **MS – Minimal Supervision**, **A – Assisted** or **D -Dependant**.

Date	Placement Area/Simulation	Skill Performed (IO/IV/Settling up Infusion)	Outcome	Comments	Practice Educator Signature

This is your log for intravenous and intraosseous access. Please record the skills undertaken and the outcomes even if unsuccessful. Outcomes can be recorded at **S – Successful, U – Unsuccessful or N – Requires further training**. Your outcome should also be recorded as **I – independent, MS – Minimal Supervision, A – Assisted or D -Dependant**.

Date	Placement Area/Simulation	Skill Performed (IO/IV/Settling up Infusion)	Outcome	Comments	Practice Educator Signature

This is your log for intravenous and intraosseous access. Please record the skills undertaken and the outcomes even if unsuccessful. Outcomes can be recorded at **S – Successful, U – Unsuccessful or N – Requires further training**. Your outcome should also be recorded as **I – independent, MS – Minimal Supervision, A – Assisted or D -Dependant**.

Date	Placement Area/Simulation	Skill Performed (IO/IV/Settling up Infusion)	Outcome	Comments	Practice Educator Signature

This is your log for intravenous and intraosseous access. Please record the skills undertaken and the outcomes even if unsuccessful. Outcomes can be recorded at **S – Successful, U – Unsuccessful or N – Requires further training**. Your outcome should also be recorded as **I – independent, MS – Minimal Supervision, A – Assisted or D -Dependant**.

Date	Placement Area/Simulation	Skill Performed (IO/IV/Settling up Infusion)	Outcome	Comments	Practice Educator Signature

SECTION 3: POLICIES, GUIDELINES, PROTOCOLS

3.0 Practice Support Learning Protocol

3.1 Record of Accidents / Incidents

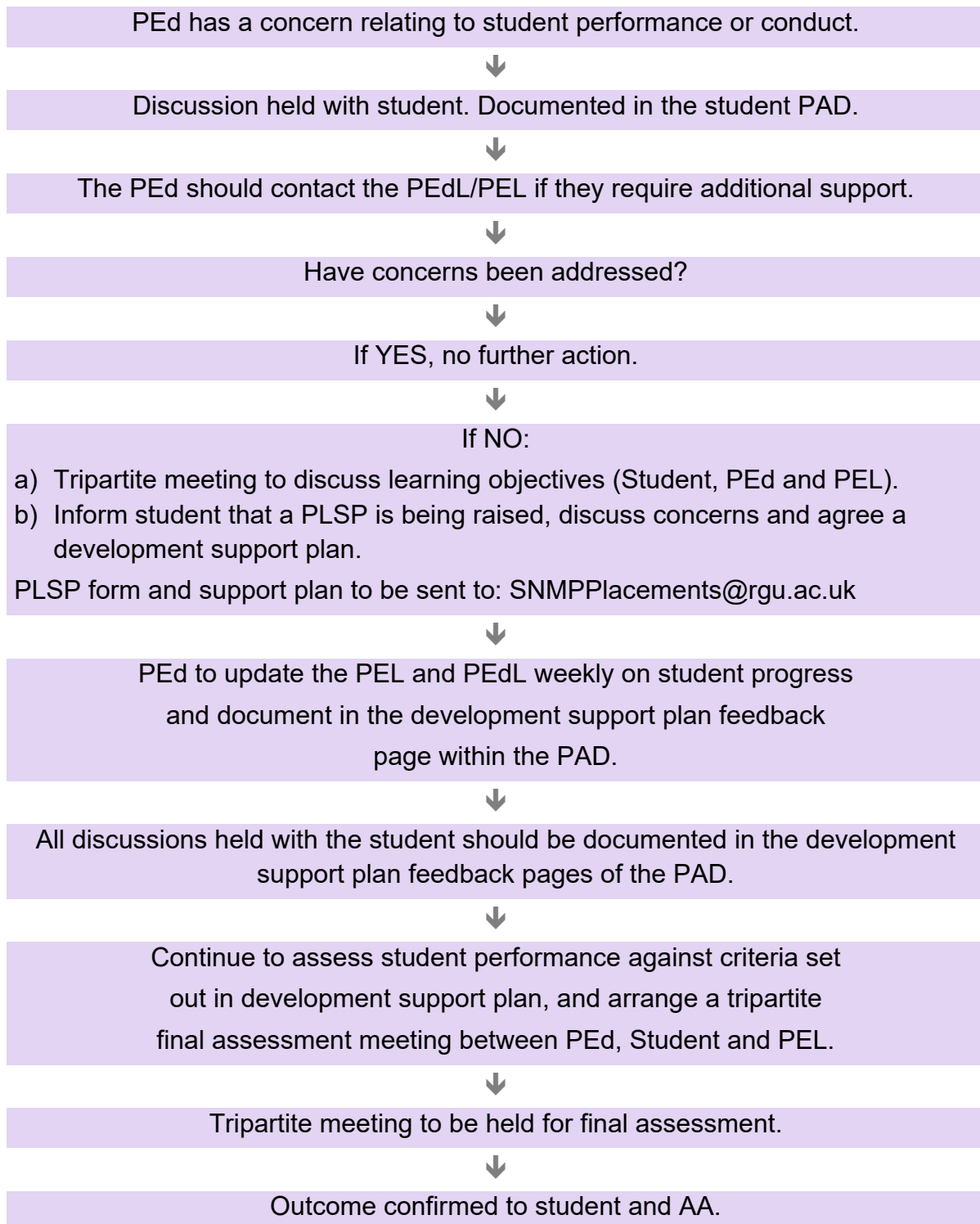
3.0 Practice Learning Support Protocol

During your practice learning experience, you may require more support to achieve particular learning outcomes or professional standards. In order to ensure a supportive framework for this, we provide you and your Practice Educator with a development plan and feedback document below. This should be used to record any areas of concern and your development progress in relation to this. These documents must be kept as part of your PAD to ensure consistency of assessment across practice areas.

Click here to access the full version of the BSc Paramedic Practice: Practice Learning Support Protocol (PDF document):

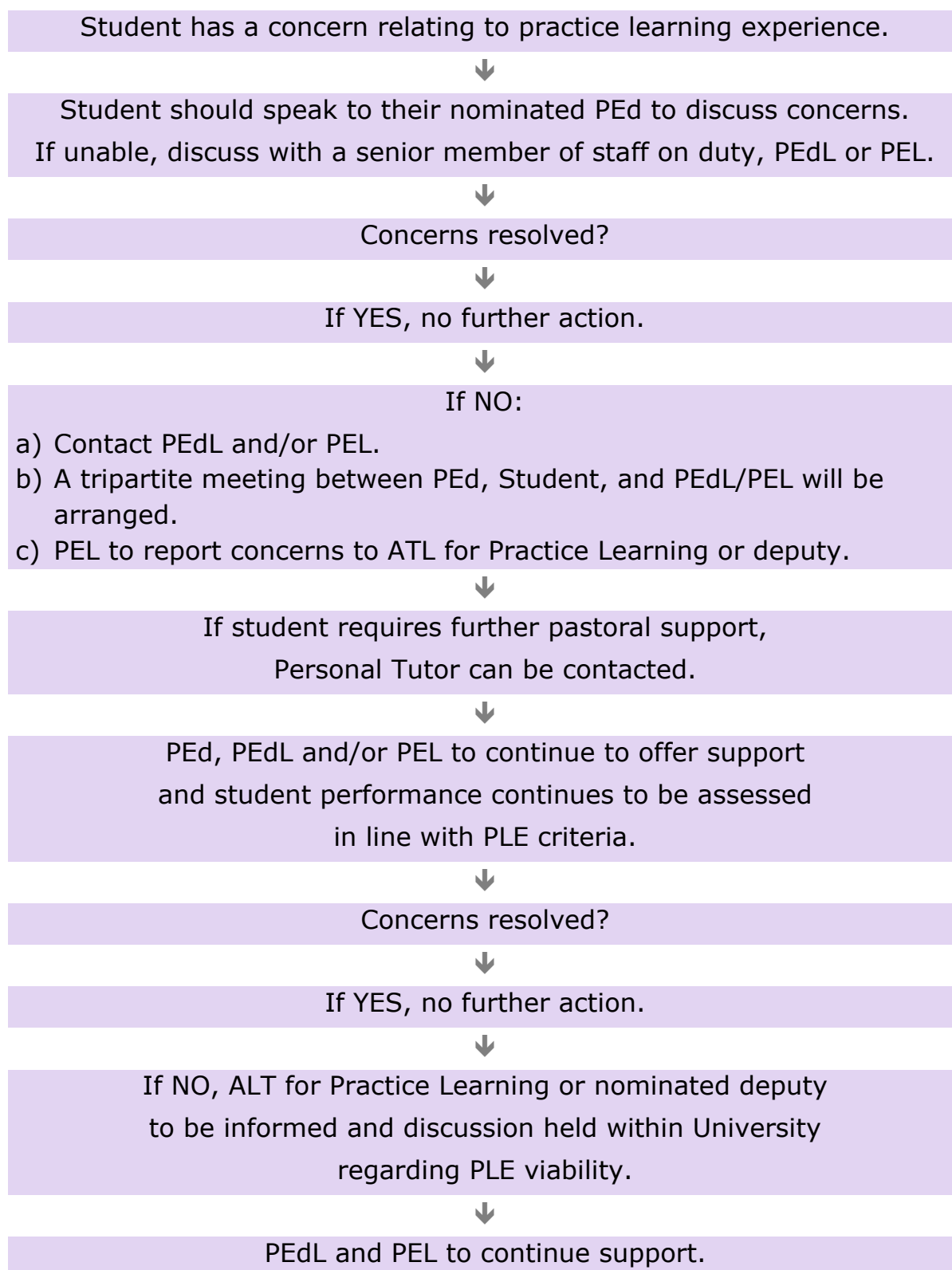
https://campusmoodle.rgu.ac.uk/public/Nursing_and_Midwifery/documents/policies/Paramedic%20PLSP.pdf

Raising Concerns Flowchart for Practice Education Lead/Practice Educators



PEd = Practice Educator; PEdL = Practice Education Lead; PEL = Practice Education Lecturer

Raising Concerns Flowchart for Students



PEd = Practice Educator; PEdL = Practice Education Lead; PEL = Practice Education Lecturer

Student Statement Template - Reporting a Care Concern

To be completed with academic support

What is your concern and where did this take place? (Name the practice learning environment)	Please explain what you saw and/or heard including dates, times and any witnesses (names). Please provide as many factual details as you can	Who did you report your concern to? Include their designation, for example, <i>A. Lecturer, XX university</i>	On what date did you report your concern?

Student signature _____ Date _____

3.1 Record of Accidents / Incidents

If a student is directly involved in an accident or incident where a DATIX form has been completed, briefly record the details on the form below.

Placements must inform the School within 24 hours by email: snmpplacements@rgu.ac.uk

Date of accident / incident	Details of accident / incident	Actions (if any)	Absence incurred (if any)	School informed (please tick)	DATIX completed (please tick)	Follow-up by School (if required)

REFERENCES

COLLEGE OF PARAMEDICS (CoP), 2019. *Paramedic curriculum guidance*. 5th ed. Bridgwater: CoP.

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KOLB, D.A., 1976. Management and the learning process. *California Management Review*, 18(3), pp. 21-31.

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