BSc (Hons) Paramedic Science

Handbook 2017-18
# CONTENTS

Introduction from the Course Director ................................................................. 3

1.0 UEA STUDENT HANDBOOK, your school and course handbook ....................... 4

2.0 COURSE OVERVIEW/PROFILE ........................................................................ 5

3.0 AIMS and PHILOSOPHY .................................................................................... 7

4.0 MEET THE COURSE TEAM ............................................................................. 9

5.0 LEARNING OUTCOMES .................................................................................. 14

6.0 CONTENT AND STRUCTURE ........................................................................... 17
   6.1 Key Features .................................................................................................. 17
      6.1.1 Programme structure .............................................................................. 17
      6.1.2 How will I learn? ..................................................................................... 18
   6.2 Module Outlines ............................................................................................ 19
      6.2.1 Year One ................................................................................................ 19
      6.2.2 Year Two ................................................................................................ 23
      6.2.3 Year Three .............................................................................................. 27
   6.3 Assessments ................................................................................................... 31
   6.4 Placements ..................................................................................................... 31
      6.4.1 Making up Time ..................................................................................... 32
      6.4.2 Vacations ................................................................................................. 32
   6.5 Interprofessional Learning ............................................................................. 32
   6.6 Important information ................................................................................... 32
      6.6.1 Attendance Policy .................................................................................. 32
      6.6.2 Uniform Requirements .......................................................................... 33
      6.6.3 Course specific awards ......................................................................... 33
      6.6.4 Declaration of good character ............................................................... 33
      6.6.5 Paid employment .................................................................................... 33
      6.6.6 Career Framework .................................................................................. 34

7.0 USEFUL LINKS AND RESOURCES .................................................................. 35

8.0 COURSE READING ......................................................................................... 38
   8.1 Core reading .................................................................................................. 38
   8.2 Supplementary reading ................................................................................. 40
   8.3 Additional reading ......................................................................................... 42
   8.4 Journals (examples) ...................................................................................... 43
   8.5 Academic study skills ................................................................................... 43
   8.6 Reflective practice ......................................................................................... 43
   8.7 Communication skills ................................................................................... 44
Dear Student,

I am delighted to welcome you to the BSc (Hons) Paramedic Science Programme at UEA. I hope that your studies with us over the next three years will be both fulfilling and rewarding.

This BSc Paramedic Science programme is a collaborative initiative between the School of Health Sciences, Faculty of Medicine and Health at The University of East Anglia, the East of England Ambulance Service NHS Trust (EEAST). This partnership, together with other health care Trusts and organisations across Norfolk and Suffolk has been developed to ensure that your programme will offer you the scope to develop appropriate knowledge and skills as well as professional values.

The programme is approved by the Health and Care Professions Council (HCPC) and endorsed by the College of Paramedics and hails a new era for those who are entering the paramedic workforce in this region. It is currently a challenging and exciting time in health services, but particularly so for those who are entering the paramedic profession. This programme will provide you with a sound basis from which to develop your career as a contemporary graduate paramedic.

According to the College of Paramedics a paramedic “is an autonomous practitioner who has the knowledge, skills and clinical expertise to assess, treat, diagnose, supply and administer medicines, manage, discharge and refer patients in a range of urgent, emergency, critical or out of hospital settings.” Effective practice requires the recognition and understanding of the clinical, social and psychological context of patients in assessing, planning, delivering and evaluating their care. This can only be achieved through the effective application of interpersonal skills and evidence based medicine.

It is clear that Paramedics need to be able to deal with a complex range of problems. This programme will prepare you to meet the challenges faced by the emergency services, and the ever changing context of health care. The paramedic profession is constantly evolving as is this BSc. (Hons) programme of paramedic education.

You are on the cusp of entering a new and challenging chapter in your life and future career. We are looking forward to taking your first steps into your new profession with you.

Yours sincerely,

Lawrence Hill

Course Director BSc. (Hons) Paramedic Science / Professional Lead for Paramedic Science
The central **UEA student handbook** contains information about all key UEA policies and guidance and is for all students studying on undergraduate and postgraduate taught programmes. It aims to give new and continuing students a central reference point for University-wide regulations, processes and guidance to help and support you through your studies. You can find information about these topics:

i. The advising system  
ii. Learning and Teaching Services  
iii. Communication  
iv. The Student Portal and e:Vision  
v. Campus cards  
vi. Student finances  
vii. The Student Support Service  
viii. Regulations  
ix. Health and safety  
x. Generic course information  
xii. Timetables  
xiiii. Coursework submission and returns  
xiv. Examinations  
xv. University dates for 2017/18  
xvi. Appeals and complaints  
xvii. Equality and inclusion for students  
xviii. Student representation and feedback

This list only summarises the main headings; for full details of the content refer to the handbook itself.

Information contained in the central UEA student handbook will not be repeated in the **School of Health Sciences (HSC) handbook**. Any general information regarding your taught provision within the HSC will be summarised in this handbook and can also be found on the HSC Students: School and General Information Blackboard.

All information specific to your programmes of study can be found in your **course handbook** (this handbook), your course specific Blackboard site and via the New Student Website.
2.0 COURSE OVERVIEW/PROFILE

The Programme comprises 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6. Equal emphasis is placed on theory and practice.

Successful completion of all the required theory and practice elements will result in an award of a BSc (Hons) Paramedic Science.

The BSc (Hons) Paramedic Science is a professional qualification and the student who has attained this qualification is eligible to apply to the Health & Care Professions Council for entry to the Register.

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>Semester 2</th>
<th>Integrating Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - December</td>
<td>January – April</td>
<td>May - July</td>
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<table>
<thead>
<tr>
<th>Year 2 Semester 1</th>
<th>Semester 2</th>
<th>Integrating Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - November</td>
<td>December - February</td>
<td>March – July</td>
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</table>

<table>
<thead>
<tr>
<th>Year 3 Semester 1</th>
<th>Semester 2</th>
<th>Integrating Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - December</td>
<td>January - March</td>
<td>March – June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year One</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>40 credits at Level 4</td>
<td>40 credits at Level 4</td>
</tr>
<tr>
<td>Semester 2</td>
<td>60 credits at Level 4</td>
<td>100 credits at Level 4</td>
</tr>
<tr>
<td>Integrative Period</td>
<td>20 credits at Level 4</td>
<td>120 credits at Level 4</td>
</tr>
</tbody>
</table>

By end of Year One, the student will have accrued 120 credits at Level 4 and is eligible for a Certificate of Higher Education and will be eligible to apply for NVQ Level 3 Health and Social Care.

<table>
<thead>
<tr>
<th>Year Two</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
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<tbody>
<tr>
<td>Semester 1</td>
<td>20 credits at Level 5</td>
<td>20 credits at Level 5</td>
</tr>
<tr>
<td>Semester 2</td>
<td>20 credits at Level 5</td>
<td>40 credits at Level 5</td>
</tr>
<tr>
<td>Integrative Period</td>
<td>0 credits at Level 5</td>
<td>40 credits at Level 5</td>
</tr>
<tr>
<td>Year Long</td>
<td>80 credits at Level 5</td>
<td>120 credits at Level 5</td>
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By end of Year Two, the student will have accrued 120 credits at Level 5, and 120 credits at Level 4 and is eligible for a Diploma of Higher Education.
<table>
<thead>
<tr>
<th>Year Three</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>20 credits at Level 6</td>
<td>20 credits at Level 6</td>
</tr>
<tr>
<td>Semester 2</td>
<td>100 credits at Level 6</td>
<td>100 credits at Level 6</td>
</tr>
<tr>
<td>Integrative Period</td>
<td>20 credits at Level 6</td>
<td>120 credits at Level 6</td>
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By end of Year Three, the student will have accrued 360 credits of which at least 120 will be at Level 5 and 120 credits will be at Level 6. This entitles the student to the qualification of a BSc (Hons).

The following themes will progress across the years of the programme:

- Clinical skills, clinical reasoning and decision-making
- Evidence-based practice, research and service improvement
- Self-awareness, communication and interpersonal skills
- Person-centered practice
- Physiology, pharmacology, pathophysiology and behavioural sciences
- Leadership
- Professionalism.

Assessments such as portfolios, practice assessment and OSCEs will support an integrated approach to learning – the key purpose of the 12 week 'Integrating Period' at the end of each of the three years will be to support coherence and consolidation of learning.
3.0 AIMS AND PHILOSOPHY

The programme is constructed as a spiral curriculum (Bruner, 1960) - so we revisit ideas/skills/attributes to extend and deepen learning until you have gained an in depth understanding of their complexity. For example: clinical assessment, reasoning and decision-making will be explored in Year One focusing on time critical emergency presentations, in Year Two clinical assessment and decision-making will focus on critical care and more complex decision-making and in Year Three you will develop skills to enable you to make decisions where there is a high level of uncertainty and prepare you for greater independence as a practitioner.

The programme will be more structured and directed at the outset and in practice will utilise Grow’s Stages of Development of Learning Autonomy (1991) facilitating your development as a student by providing you with lots of support and direction early on, gradually enabling you to increase your confidence and self-direction.

Aims - give you a broad indication of what is expected of you.

The programme aims have been developed and adapted from the HCPC Standards of Proficiency for Paramedics (2012); QAA benchmark statement for Paramedic Science (2004); the College of Paramedic Curriculum Guidance (2013) and the Paramedic Evidence Based Education Project (Bucks New University/College of Paramedics, 2013).

Your programme aims to produce graduates who:

- Are eligible to apply for registration with the HCPC
- Are safe and effective practitioners, able to support their clinical decision-making with appropriate evidence
- Demonstrate professionalism, respect for others and person-centred approach to practice
- Have developed the attributes and behaviours of a reflective and reflexive practitioner
- Are self-aware, show compassion, cultural awareness and inclusive practice
- Are effective communicators
- Are self-motivated, resilient and adaptable within complex and changing environments
- Are committed to lifelong learning and continuous personal and professional development
- Are equipped with the skills to appraise and evaluate evidence to support their practice
- Have developed their leadership and service improvement capabilities
- Work effectively within inter-professional and interagency teams
- Are able to exercise appropriate accountability, to challenge and advocate for best practice and patient outcomes.
4.0 MEET THE COURSE TEAM

<table>
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<tr>
<th>Core Academic Team</th>
<th>Profile</th>
<th>Role</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juliet Harrison</td>
<td>I am a paramedic by background and trained with an ambulance trust after completing an open university science degree. I am currently completing an MSc: Advanced Practitioner, which enables me to maintain a clinical role, whilst also working as a lecturer. My focus is on delivering excellence in paramedic education, and I am committed to supporting our students to achieve to a high level. I will always go that extra mile for patients or students, and I consider quality staff to be the stellar resource in healthcare. At a personal level, I enjoy exercising, interacting with people and furthering my own knowledge.</td>
<td>IPL Lead Admissions Officer Lecturer</td>
<td><a href="mailto:Juliet.Harrison@uea.ac.uk">Juliet.Harrison@uea.ac.uk</a> 01603 597140 @JulietHPara</td>
</tr>
</tbody>
</table>

**Lawrence Hill** – Course Director - BSc. (hons) Paramedic Science. Professional Lead - Paramedics

**Lawrence.P.Hill@uea.ac.uk**

01603 597104

@lawrencepjhill

I am a graduate paramedic and spent 10 years working in a variety of clinical roles for the London Ambulance Service. Since 2013 I have been a full time lecturer in Paramedic Science. I have an interest in medical and healthcare simulation, quality improvement, professionalism and patient safety. I am an optimist, diplomat and keen golfer. I also keep bonsai trees and am a proud parent to 2 young children. My mission is to deliver a high quality academic programme that prepares graduates for the challenging reality of clinical practice whilst being enjoyable, stimulating and representing value for money.
<table>
<thead>
<tr>
<th>Rosie Doy</th>
<th>I am a mental health and adult nurse who has been in higher education for over 25 years. I am passionate about interprofessional education and person-centred care and have worked with Ambulance services since 2003 in developing pre-registration programmes that help students to be effective and equipped not only for time critical patients but also to be confident and have ‘tools’ to support patients who are older, frail, living with long-term conditions or have mental health needs. I have also been very active in developing and delivering continuing professional development programmes for paramedics and nurses working in the ambulance workforce preparing them for specialist roles. I have a grown up daughter and 2 cats and embrace appropriate use of social media to support learning.</th>
<th>Reader</th>
<th><a href="mailto:R.Doy@uea.ac.uk">R.Doy@uea.ac.uk</a> 01603 597124 @DoyRosie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma Parker</td>
<td>I have been a paramedic for twenty years and have always had a keen interest in education. I’m passionate about the student experience and creating effective and flexible curriculums that students from a range of backgrounds can access and succeed with. I have worked at a national level to develop the skills and knowledge sets required by Emergency Care Practitioners as I believe that the primary care aspect of the paramedic role is absolutely crucial to delivering high quality health care. I take quite a direct approach to my work and believe in honesty, integrity and transparency and I enjoy supporting students to develop these attributes within their own practice. Outside of work I love to live the good life as much as I can and have a little small holding to fulfil this life dream.</td>
<td>Senior Lecturer Course Director DipHE Paramedic Science</td>
<td><a href="mailto:E.Parker@uea.ac.uk">E.Parker@uea.ac.uk</a> 01603 591251</td>
</tr>
<tr>
<td>David Shepherd</td>
<td>Following the completion of a DipHE in Paramedic Sciences I started work with the East of England Ambulance Service Trust locally working as a Paramedic, Practice Educator and manager in Norwich. Over the last 10 years I have gone on to complete a BSc. in Acute, Critical and Emergency Practice. I joined the UEA in 2015 and have worked closely with the paramedic team across both the DipHE and BSc. (hons) programmes ensuring that students enjoy a quality practice.</td>
<td>Lecturer Practice Education Lead for EEAST</td>
<td><a href="mailto:David.Shepherd@uea.ac.uk">David.Shepherd@uea.ac.uk</a> 01603 597066</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Email</td>
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</tr>
<tr>
<td>Sue Moffat</td>
<td>Lecturer</td>
<td><a href="mailto:S.Moffat@uea.ac.uk">S.Moffat@uea.ac.uk</a></td>
<td>01603 593098</td>
</tr>
<tr>
<td>Helen Hardy</td>
<td>Lecturer Practitioner</td>
<td><a href="mailto:H.Hardy@uea.ac.uk">H.Hardy@uea.ac.uk</a></td>
<td>01603 593622</td>
</tr>
<tr>
<td></td>
<td></td>
<td>@AuntyMelon</td>
<td></td>
</tr>
<tr>
<td>Emma English</td>
<td>Lecturer</td>
<td><a href="mailto:Emma.English@uea.ac.uk">Emma.English@uea.ac.uk</a></td>
<td>01603 597127</td>
</tr>
</tbody>
</table>
| **Karan Botsford** | I am a Registered Nurse (Adult) with a background in Emergency and Acute Care. I have worked in the local Walk-In Centre and have skills in caring for patients with minor and major illness/injury. I have a keen interest in the expansion of the role of the paramedic into non-ambulance careers partly through my role as elective lead. I am involved with developing contemporary inter-professional learning experiences and am passionate about the delivery of high quality, evidence-based practice and the development of effective communication skills. I have two teenage sons, which keeps me busy! I also volunteer at the local greyhound rescue center when I can. My aim is to deliver high-quality placement experiences that enrich the learning experience for both students and practice areas alike. | Lecturer  
Practice Education  
Lead Non-Ambulance Placements  
Elective Placement Lead  
IPL Lead | k.botsford@uea.ac.uk  
01603 591012  
@kbotsfordsmith |
| **Jacqui O'Keeffe** | As a qualified dentist and doctor, I appreciate the value of education. I am passionate about excellent teaching and development of clinicians of all specialties and levels of practice. I truly believe that good training and scholarship not only bring high standard of care to our patients; it allow us to enjoy our work and to be better people. My other passions are my family, friends, godchildren, and Irish Rugby. I will also admit I'm an Aston Villa Fan and a proud Brummie. |  | J.OKeeffe@uea.ac.uk  
01603 597187 |
| **Paul Wisdom** | I have 25 years of experience as a rural GP with an interest in teaching. I have been a full-time lecturer since September 2016 and have a particular interest in teaching the skills of Primary Care to paramedics to help put them in the best possible position to make the kinds of decisions that they are increasingly required to in modern practice. I keep fit and enjoy gardening | Lecturer | P.Wisdom@uea.ac.uk  
01603 591020 |
and the simpler pleasures in life (which are, inevitably, nearly all bad for you).

| **Dave Killingback** | I am a graduate paramedic from the University of Hertfordshire and have been working with the East of England Ambulance Service since 2007. Prior to this, I was a competitive swimmer representing my county, and this lead me into my background as a RNLI Beach lifeguard. Since joining the ambulance trust, I have become a mentor and have found I enjoy this role watching students develop throughout both the diploma and BSC courses. I have found the split of 50% operational shifts and 50% UEA lecturer a great way to stay clinically current, as I regularly get to practice what we teach, and constantly re-visit topics that may not be frequently seen in clinical practice. My professional interests are critical care and complex medical patients and I would one day like to work as a critical care paramedic. In my spare time I will mostly be found lounging somewhere on a beach around the Norfolk coast or entertaining my new Son Jacob at various baby classes! | Lecturer Practitioner | D.Killingback@uea.ac.uk | 01603 597126 |
| **Page Wilson** | I am a graduate paramedic, I transferred from SCAS and began working with the East of England Ambulance Service in 2013. Since then I have covered a vast area, working everywhere from South Essex to North Norfolk, which has given me the opportunity to work with a wide range of patient demographics and given me good knowledge of the Trust. I particularly enjoy my time mentoring, helping new colleagues evolve from nervous students into confident clinicians is really satisfying and has lead me here as a lecturer practitioner. My clinical interests are trauma care and obstetrics, I have been fortunate enough to deliver 9 healthy babies. I am always looking for some continued professional development to extend my knowledge and skills, in order to provide current and quality patient care. I am also a keen skier, I never miss an annual trip to The Alps and you can often find me exploring the Norfolk countryside on my road bike. | Lecturer Practitioner | Page.Wilson@uea.ac.uk | 01603 592311 |
5.0 LEARNING OUTCOMES

Learning Outcomes tell you precisely what you must be able to do in order to successfully complete each module.

By the end of this programme, the student will be able to:

Knowledge, understanding and intellectual development:
- Demonstrate a comprehensive knowledge and application of key theoretical, anatomical, physiological, social, psychological, pharmacological and clinical sciences to paramedic practice
- Demonstrate in-depth appreciation of the determinants of health, illness, healthcare and health promotion and their role in paramedic practice
- Demonstrate critical appreciation of person-centred care and its application to care of people with dementia, mental health difficulties, learning disabilities & autism, long-term conditions and multiple co-morbidities, older people with frailty and palliative/end of life care
- Demonstrate critical appreciation and application of interpersonal communication skills and theory underpinning effective interaction with patients, carers, colleagues and other health and social care professionals
- Demonstrate in-depth knowledge and application of teaching and learning theories to paramedic practice and to continuing personal and professional development
- Demonstrate in-depth knowledge of audit, evidence-based practice, clinical effectiveness processes and research methodologies as applied to the provision of effective paramedic practice
- Demonstrate critical appreciation of health and social care policy and the changing nature of organisational settings and professional roles
- Apply the principles of cultural competence, anti-discriminatory and inclusion to practice
- Provide a robust rationale for a range of interventions for patients with emergency, urgent, non-urgent and complex conditions
- Develop their own practice and that of others to support and enhance the patient experience through application of leadership, education/teaching, supervision, and peer support across diverse networks.

Cognitive Skills:
- Demonstrate expertise in critical thinking evidenced by: reasoning, analysis & synthesis, reflection and reflexivity
- Demonstrate ability to critically reflect on their learning and analyse implications for professional practice
- Seek, appraise, evaluate and apply current evidence to support their clinical reasoning and decision-making, problem-solving and solution finding
- Demonstrate appraisal, analysis and review of varied sources of evidence/research both quantitative and qualitative
- Apply reasoning skills to support clinical decision-making
- Demonstrate reflective and reflexive practice, modifying practice as appropriate
- Demonstrate ability to construct a coherent argument supported by analysing data from comparable and contrasting sources
- Use problem-solving skills to consider complex clinical decision making in unpredictable and changing clinical situations
- Undertake self-directed learning to develop own knowledge base to underpin personal and professional development.

Subject Specific Practical Skills:
- Safely and independently undertake full assessment and clinical examination of patients and undertake treatment, management and appropriate referrals for patients with a range of emergency, urgent and sub-acute presentations
- Demonstrate safe and holistic evidence-based care
- Use effective decision-making skills to promote the wellbeing of the patient/client and to refer on where appropriate with reference to relevant guidelines
- Demonstrate insight in relation to own scope of practice and limitations of competence
- Support patient well-being through appropriate patient education and health promotion
- Sensitive, professional and ethical paramedic practice within limits of scope of own competence
- Formulate, plan, implement, document, monitor and evaluate care actions in partnership with health/social care professionals and where appropriate with patients, carers and significant others
- Work collaboratively with the multi-professional team
- Prioritise care actions in response to changing patient and environmental needs
- Carry out effective risk assessment and management.

Key Skills and Attributes:
- Demonstrate effective use of IT
- Demonstrate numeracy including drug calculations
- Demonstrate effective information management including documentation and record keeping
- Demonstrate appropriate prioritisation, time management and self-management of own workload
- Demonstrate self-awareness and sensitivity including cultural awareness and competence
- Develop ability to meet own learning needs using appropriate study skills
- Undertake effective oral and written presentations
- Be adaptable and flexible in changing situations
- Demonstrate awareness of appropriate boundaries
- Self-motivate
- Critically reflect and be reflexive in practice
- Be an effective role model
- Be an effective team worker
- Demonstrate initiative and enterprise
- Demonstrate insightful, sensitive and compassionate practice
- Demonstrate effective interpersonal communication (emotional intelligence)
- Demonstrate lifelong learning and the ability to learn from experience
- Demonstrate moral courage and integrity
- Demonstrate organisation and self-management
- Demonstrate professional and ethical values and behaviours
- Demonstrate resilience when responding to unpredictable/challenging situations.

You are helped to achieve these aims and outcomes through the use of module outcomes, which will direct and influence the content and assessment strategy of each module.
### 6.0 CONTENT AND STRUCTURE

#### 6.1 Key Features

#### 6.1.1 Programme structure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Integrative Period</th>
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<tbody>
<tr>
<td></td>
<td>Foundations of Paramedic Practice (40 credits)</td>
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<td></td>
<td>Includes Practice –based Learning (1)</td>
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<tr>
<td></td>
<td>Communication and Personal development (20 credits)</td>
<td>Evidence-based Practice (1) (20 credits)</td>
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<tr>
<td></td>
<td>Psychosocial Aspects of Out of Hospital Care (20 credits)</td>
<td>Practice-based learning (2) (20 credits)</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Integrative Period</th>
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<tbody>
<tr>
<td></td>
<td>Developing Paramedic Practice (60 credits)</td>
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<td></td>
<td>Includes Practice-based Learning (4)</td>
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<td></td>
<td>Current issues in Paramedic Practice (20 credits)</td>
<td>Evidence-based Practice 2 (20 credits)</td>
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<td></td>
<td></td>
<td>Practice-based Learning 3 with Critical Care (20 credits)</td>
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<tr>
<th>Year 3</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Integrative Period</th>
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<tbody>
<tr>
<td></td>
<td>Clinical Assessment, Examination &amp; Decision Making Skills (40 credits)</td>
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<td></td>
<td>Supported Assessed Independent Learning (20 Credits)</td>
<td>Leadership, Practice Education, Teamwork and Transition into Paramedic Practice (20 credits)</td>
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<tr>
<td></td>
<td>Service Improvement Project (40 credits)</td>
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6.1.2 How will I learn?

Learning as a group of paramedic students (rather than in inter-professional groups) will incorporate a variety of teaching and learning methods to encourage and enable you to develop skills in clinical decision-making, lifelong learning and collaborative working as a member of a team. Learning experiences have been designed to foster the application of knowledge and understanding to practice. We value your prior knowledge, skills and experiences and each member of the group will have something to offer to you and the group’s development. Theory and practice will be in ‘blocks’ so you will have a period of time in theory and then a number of weeks of placement learning.

There will be a mixture of teacher-led and student-focused methods. Some subjects require you to develop an understanding of factual information, whilst other areas of the curriculum involve exploration of a number of different perspectives. Your learning will be supported by lectures, seminars, workshops, experiential learning and case study formats. We have also introduced enquiry-based learning (EBL) and skills workshops. EBL is designed to give you ownership of your own learning, to help you to apply learning to and from practice now and in the future; as well as developing competence in sharing your learning with others and in contributing to team problem-solving. You will be expected to bring experiences from practice to aid your learning in school, remembering to respect patient confidentiality. You will also discuss how you can implement ideas from School in your own practice with your mentor so be prepared to ask questions and discuss ideas.

You will find that the learning sessions are more teacher-led and your learning is more likely to be directed by the lecturers at the beginning of the programme when you need to be exposed to fundamental and core knowledge and skills. As the programme continues, you will find that the sessions involve greater exploration and enquiry, which may be undertaken in small groups as well as individually. This will help you to acquire the abilities to become lifelong learners and to become more self-directed in your learning to meet your individual needs. But you will not be alone, you will have the support of your facilitator, your personal adviser and the group too.

Vacations are set at the beginning of the programme and are non-negotiable. If you do not complete the required number of placement hours during term time you may be asked to undertake additional placement hours during these periods. You will have independent learning weeks each year when this may be undertaken.

On completion of your programme, and prior to your registration on the Professional Register maintained by the Health and Care Professions Council (HCPC) the School will provide the HCPC with details of your satisfactory programme completion (theory and practice) and you will need to provide the HCPC with a ‘Character and health self-declaration’ as required for professional registration.
6.2 Module Outlines

Further module information can be accessed via evision.

6.2.1 Year One

Foundations of Paramedic Practice (FPP) - HSCP4041Y

Aims:
The aim of this module is to draw together the essential foundations of clinical, anatomical, pharmacological sciences and current clinical guidance and evidence, together with professional, legal and ethical frameworks to enable the student to undertake an assessment of a patient (across the client groups) in a systematic and methodical approach. It will allow the student to identify patients who have a condition (injury or illness) that requires immediate recognition and intervention (whether treatment, drug administration or transportation for secondary care). It involves consideration of patients who have accessed emergency and urgent care for a variety of reasons. The module will enable the identification and use of immediate intervention in patients who are time critical. Students will be able, using simple decision tools, to prioritise multiple casualties.

All students will have placements within EEAST, facilitated by a practice educator, on a combination of ambulances and rapid response vehicles.

Learning outcomes:
This module will enable the student to:
- Analyse and apply professional, legal and ethical frameworks and their relevance to paramedic practice
- Obtain valid consent and recognise when a patient’s capacity may be impaired
- Recall and apply underpinning theory related to anatomy, physiology and pharmacology to paramedic practice
- Recognise the scope of professional practice and limitations to practice
- Identify and safely use a range of equipment and procedures (including moving and handling) used within clinical practice
- Demonstrate appropriate clinical assessment and decision making skills
- Identify patients who have a condition (injury or illness) that requires immediate recognition and intervention (whether treatment, drug administration or transportation to secondary care)
- Demonstrate understanding of the provision of appropriate treatments
- Calculate accurate drug dosages
- Produce accurate, legible, comprehensive and comprehensible records
- Demonstrate understanding of personal and patient safety and of ways of preventing, de-escalating and resolving conflict.

Assessments:
Formative assessment and activities:
- Mock examination
- Mock OSCE
- Safe Medicate
- Mastering A&P
- Practice Assessment Document (PAD)

Summative assessment:
There are three components to this module’s summative assessment, all of which must be passed:
- Written Examination
- Safe Medicate Examination
- Practice Assessment Document.

Communication and Personal Development (CPD) - HSCP4042A

Aims:
This module will focus on three themes: Transition into higher education and the acquisition of effective learning skills; the foundations of communication in its variety of forms and the exploration of reflective practice and its role in lifelong learning and the development of self-awareness to support effective paramedic practice.

The learning strategy will include:
- Supporting resources for independent follow up
- The use of group work and experiential learning
- Formative activities.

Learning outcomes:
This module will enable the student to:
- Describe own learning needs and their application to study and lifelong learning
- Discuss core communication skills for healthcare; demonstrate self-awareness and understanding of communication and its role in the interpersonal relationships required by healthcare professionals
- Explore and apply models, frameworks and tools to enhance self-awareness and reflection.

Assessments:
Formative assessment:
- 500 word writing task

Formative tasks:
- Follow up worksheets
- Reflective writing
- Communication plan

Summative:
- Communication Essay & PDP
Psychosocial Aspects of Out of Hospital Care - HSCP4043A

**Aims:**
This module will complement the Foundations in Paramedic Practice module by introducing important themes from sociology and psychology. The ability to use these two fields of science will be related to health and assessment. The wider implications of health policy, public health and health promotion will also be considered.

This module will be delivered by blended learning using a mixture of flipped lectures, directed reading, lectures and seminars. Group work and Enquiry Based Learning (EBL) will support application to practice.

The EBL packages will focus on:

- Mental health difficulties – mood disorders; psychosis
- Dementia
- Learning disabilities & autism
- Vulnerable groups - including the homeless.

**Learning outcomes:**
This module will enable the student to:

- Demonstrate awareness of psychosocial concepts and their potential effects on Healthcare
- Appreciate the interaction between psychosocial aspects and patient Presentation
- Recognise individual difference including culture, gender and anti-Discriminatory practice
- Appreciate person-centred care and its application to care of people with dementia, mental health difficulties, learning disabilities & autism and marginalised groups
- Demonstrate respect for others
- Appreciate approaches to health promotion and health education and their role in health service structure and organisation
- Demonstrate understanding of the aetiology and effects of stress on the individual.

**Assessments:**
Formative:
- Reflections x2 on EBL
- EBL presentations
- Poster plan

Summative:
- Group Presentation
- 1000 word written summary of learning
You will work collaboratively in separate groups [4-5 students per group] to provide a poster presentation of the key issues related to the client group selected. Each student must take part in presenting your group poster to the rest of the group. The group may use a range of methods of presentation including role play, and may involve the rest of the cohort in any interaction you feel can enhance your presentation.

_Evidence Based Practice 1 - HSCP4044B_

**Aims:**
This module will give the student grounding in research and evidence-based practice and its effects on the development of the profession and client care. The ability to distinguish between research and clinical audit will be facilitated. Students will also be introduced to clinical governance and given an overview of service improvement models and tools.

**Learning outcomes:**
This module will enable the student to:
- Demonstrate appreciation of evidence based practice
- Explain the research and clinical audit processes
- Demonstrate understanding of the cycle of clinical effectiveness
- Demonstrate the ability to access and retrieve evidence from a variety of sources
- Demonstrate ability in undertaking critical appraisal
- Explore and critique relevant practice guidelines including National Service Frameworks/NICE Guidance
- Explore service improvement processes and tools.

**Assessments:**

_Formative:_
- Individual article appraisal exercise
- Pair presentation

_Summative:_
- EBP1 Portfolio
- Students will submit their portfolio (maintained throughout the year) and attend an end of year review meeting with their Personal Adviser.
- 2000 word essay linking a clinical encounter to national clinical guidelines and a contemporary research.

_Practice-based Learning 2 - HSCP4045B_

**Aims:**
This module comprises a six week placement supported by one week of skills review and a simulation week. It is designed to enable students to consolidate their learning across the year and its application to practice. Since the programme comprises a spiral curriculum, in addition to the module specific outcomes given below, a number of outcomes from the preceding modules are revisited and assessed to ensure that students have met the requirements to progress into Year Two of the programme.
Learning outcomes:
This module will enable students to:
- Demonstrate appropriate clinical assessment and decision making skills
- Identify patients who have a condition (injury or illness) that requires immediate recognition and intervention (whether treatment, drug administration or transportation for secondary care)
- Demonstrate understanding of the provision of appropriate treatments
- Calculate accurate drug dosages
- Identify and safely use a range of equipment and procedures (including moving and handling) used within clinical practice.

Assessments:
Formative:
- PAD

Summative:
- OSCE
- PAD

6.2.2 Year Two

Developing Paramedic Practice - HSCP5040Y

Aims:
This module is designed to enable the development of clinical decision making through application of a range of evidence supporting clinical reasoning, patient assessment and interventions based on current best practice. The module builds on the Foundations of Paramedic Practice and Practice-based Learning 2 modules and the completion of the requirements for Year 1 of the programme. A review of anatomy and physiology, and a more detailed focus on pharmacology and behavioural sciences will be introduced with a wider engagement in pathophysiology in order to enable the student paramedic to expand their decision making and knowledge of the referral process. The combination of these elements and critical understanding will enable enhanced individualised patient care.

The module will be supported by sustained periods of placement experience.

Learning outcomes:
This module will enable the student to:
- Analyse and explain the relevance and application of pathophysiology, pharmacology, clinical and behavioural sciences to paramedic practice
- Demonstrate critical awareness of the psychosocial effects of long-term illness and disability on the individual
- Evaluate appropriate evidence to enhance individualised person-centred care for a range of people including those with long-term conditions, multiple co-morbidities and those requiring palliative and end of life care
- Demonstrate insightful, sensitive and effective communication skills
- Demonstrate critical awareness of self in the forming and ending of the paramedic: patient relationship
- Demonstrate appropriate professional relationships with other members of the inter-professional healthcare team and within student peer group
- Develop effective and compassionate helping relationships with patients, their relatives and carers
- Demonstrate effective intrapersonal communication (emotional intelligence)
- Demonstrate critical reflection and ability to modify care approach following reflection
- Demonstrate effective decision-making and safe use a range of equipment, procedures and interventions within clinical practice
- Demonstrate understanding and can explain the rationale for the provision of appropriate treatments
- Demonstrate critical appreciation of the role of the paramedic in relation to the total patient journey
- Undertake appropriate risk assessment and formulate an effective risk management plan
- Demonstrate understanding of the principles of managing multiple casualties and of major incident management
- Demonstrate in-depth understanding of professional, legal and ethical parameters and their relevance to self as a paramedic practitioner.

Assessments:
Formative:
- Mock Oral examination
- Workbook feedback
- Situation Judgment Tests
- Safe Medicate

Summative:
- Oral Examination
- Portfolio
- PAD
- Safemecidate

Current issues in Paramedic and Out of Hospital Practice - HSCP5041A

Aims:
This module expands the elements of sociology and psychology related to healthcare following on from the module Psychosocial Aspects of Out of Hospital Care. It explores these sciences in relation to the patients as individuals, focusing on enhancing inclusion and access to healthcare, care provision for people living with dementia, those requiring palliative and end of life care, older people with frailty, people with multiple co-morbidities, homelessness, substance misuse, multi-cultural care and care for travellers and other hard to engage groups. Students will be encouraged to explore dilemmas and difficulties including social attitudes, how services are funded, organised, designed and delivered and to analyse the role of the paramedic in supporting individualised care and enhancing access to care and continuity of care within our of hospital services.
Learning outcomes:
The module will enable students to:
- Demonstrate critical appreciation of the interaction between psychosocial aspects and patient presentation
- Analyse the role of social exclusion and stigma on health and illness
- Analyse the causes and effects of loss and adjustment on the individual and the role of the paramedic in supporting the patient/family
- Recognise individual difference including culture, gender and anti-discriminatory practice
- Show awareness of own beliefs and their effects on others
- Analyse approaches to health promotion and health education and their role in health service structure and organisation
- Critically explore the role of politics, policy and social construction of health and illness on the provision and access to services
- Demonstrate in-depth appreciation of the range of services involved across pathways for patients with complex needs.

Assessments:
Formative:
- EBL presentations
- Group debate
- Student selected activity
- Professional issues/HCPC role play

Summative:
- Patchwork assessment comprising selections from:
  o EBL work
  o Preparation for debate
  o Reflections on professional issues
  o Analysis of learning from student selected activity and learning contract
  o Integrating narrative

Evidence Based Practice 2 - HSCP5042B

Aims:
This module builds on EBP 1 in Year 1 facilitating you in further developing your skills of analysis/evaluation of a range of evidence drawn from research, audit, clinical effectiveness and best practice and service improvement initiatives.

Students will develop their presentation and their skills in presenting a reasoned argument as well as becoming more knowledgeable about service improvement tools and theory to support a service improvement project they will undertake in Year 3.

Learning outcomes:
The module will enable the student to:
- Analyse the validity and reliability of evidence from multiple sources including research
- Demonstrate critical appreciation of the audit cycle and its role in paramedic practice
- Analyse audit and service improvement tools and processes
- Critically appraise a range of data to support developing ideas for clinical audit and service improvement
- Evaluate evidence from a range of sources to formulate recommendations for practice development/change.

**Assessments:**
Formative:
- Group presentations
- Structured activities - Process mapping/PDSA/Root Cause analysis
- Portfolio review

Summative:
- Service Improvement Presentation
- 2000 word essay

*Practice Based Learning 3 with Critical Care - HSCP5043B*

**Aims:**
The module will build on previous clinical skills development as well as enhancing the student’s underpinning knowledge related to critical care presentations and the range of services available to which patients may be admitted or referred when facing life-critical care needs. In addition, students will attend placements to gain insight into more specialist critical care provision in critical care and trauma services. They will analyse specialized investigations and the rationale for ordering special tests and investigations to assist diagnosis and treatment.

**Learning outcomes:**
The module will enable the student to:
- Demonstrate skills of independent learning and reflexivity
- Demonstrate ability to manage uncertainty, unpredictability and change in practice
- Able to assess and manage a range of patients effectively, demonstrating ability to prioritise appropriately and draw on support and advice as needed
- Able to establish and maintain a safe practice environment complying with current health and safety and infection control requirements
- Demonstrate the ability to assess, manage and refer the acutely ill patient appropriately
- Evaluate a range of approaches to pain assessment and management and use this to inform effective patient management
- Recognise, assess and manage critically unwell patients
- Effective communication and inter-professional team working
- Apply relevant assessment skills to the critically ill patient (including carrying out relevant physical examination), which explores differential diagnoses when formulating a working diagnosis. This may include directly performing or requesting diagnostic tests, interpreting the results and adapting management of care accordingly
- Apply relevant assessment skills to the critically ill patient (including carrying out relevant physical examination), which explores differential diagnoses when formulating a working diagnosis. This may include directly performing
or requesting diagnostic tests, interpreting the results and adapting management of care accordingly.

**Assessments:**
- **Formative:**
  - PAD
  - Short answer questions
  - Workbook

- **Summative:**
  - 2000 word Case Study
  - PAD

6.2.3 Year Three

**Supported Assessed Independent Learning - HSCP6004A**

**Aims:**
The module will provide a vessel for the student to continue their development as a learner from being more dependent to being self-directed (Grow, 1991).

After registration as a paramedic, graduates will be required to keep their skills and knowledge up to date and to adopt a ‘lifelong learning’ approach to their professional identity. The SAIL module is intended to offer a structure in which to develop the independent learning skills and the reflective mind-set which are key parts of ongoing development as a professional.

The SAIL module also contains an elective placement component that will contribute to personal and professional development.

Students will select a module from a carefully chosen range of options. The exact range will be identified nearer the time that the students will be registering for the module.

**Learning outcomes:**
The module will enable the student to:

- Justify choice of student selected module and elective placement in line with HCPC standards for Continued Professional Development.
- Evaluate how the module will enhance both future learning and future practice and as a result be of benefit to service users.
- Demonstrate ownership of your personal learning and commitment to personal development
- Critically reflect on the experience and process of self-selected and self-guided learning.

**Assessments:**
- Micro-teach
- Focus groups
Clinical Assessment, Examination & Decision Making Skills (Primary/Urgent Care) - HSCP6001Y

Aims:
This module will comprise a variety of taught classroom sessions using lectures, group-work, case studies and seminar presentations. Learning methods include:

- Clinical examination skills will be taught and practiced in a ‘safe’ environment
- Observation of other practitioners in a first contact setting within short practice placement experiences
- Supervised practice in a first contact setting
- Self-directed learning.

This module aims to prepare you to practice safely and effectively in a First Contact or out of hospital setting, using an evidence-based approach to the assessment and management of patients/clients requesting assistance with illness or injury.

The focus is on the acquisition of the complex skills of patient assessment and diagnosis through history and physical examination, diagnostic tests/indicators and interpretation of these, followed by formulation of a management plan. The management plan may include the supply of medicines under Patient Group Directions. There will also be an emphasis on development of good consultation and history taking skills to ensure positive outcomes and patient participation in strategies mutually negotiated to restore and promote health.

It also addresses working within the student’s boundaries of practice including triage and referrals to appropriate practitioners and services using strategies such as SBARD to escalate concerns.

Learning outcomes:
The module will enable the student to:

- Demonstrate enhanced communication and consultation skills and apply relevant theory to practice.
- Recognise ethical and legal issues which have implications for first contact practice whilst ensuring safe and effective holistic research-based care
- Demonstrate application of in-depth knowledge of pertinent anatomy and physiology to the presenting illness
- Critically evaluate a range of assessment strategies in order to decide upon the most appropriate care including awareness of relevant ‘Red Flags’ and systematic approaches to assessment
- Interpret of investigations relevant to paramedics: urinalysis, visual acuity, blood glucose
- Initiate and contribute to strategies designed to improve health and monitor disease in individuals, using a wide range of skills e.g. decision-making, patient education, health promotion and assessment (‘Making Every Contact Count’)
- Use decision-making skills to promote the wellbeing of the patient or client and to refer on where appropriate with reference to relevant guidelines where appropriate
- Follow prescribing conventions for patients with minor illness/injury following the guidelines for supply under Patient Group Directions or advising ‘Over the Counter’ preparations whilst providing skilled medication education
- Demonstrate the ability to critically reflect on their learning and analyse implications for professional practice.

Assessments:
Formative:
- PAD
- Mock OSCEs
- Case review
- Workbooks

Summative:
- Practice Assessment Document
- Objective Structured Clinical Examination
- Oral Presentation and viva
- Safemeditate exam

Service Improvement Project - HSCP6002Y

Aims:
This module acts as an integrating project and will be delivered by 4 group tutorials and project supervision, supported by online resources.

Students will undertake a literature review to provide a rationale for a proposed service improvement/innovation project.

Supervision will be provided through seminars/tutorials and group work.

Learning outcomes:
This module will enable the student to:
- Demonstrate the ability to develop an evidence-based proposal for service improvement and innovation recognising the implications for patients and stakeholders
- Become experts in critical thinking evidenced by: reasoning, analysis & synthesis, reflection and reflexivity
- Demonstrate ability to critically reflect on their learning and analyse implications for professional practice
- Demonstrate courage, initiative, creativity and proactivity in identifying and proposing strategies to improve and disseminate best practice
- Apply conceptual frameworks to paramedic practice
- Construct a coherent argument supported by analysis of data from a wide range of sources
- Effective standard prodder demonstrating ability to challenge and influence current culture and improve practice
- Evaluate the role and effectiveness of a range of approaches to service
improvement and innovation in practice.

Assessments:
Formative:
- Seminars and tutorials/supervision

Summative:
- Structured literature review
- Service Improvement Project Proposal

Leadership, Practice Education, Teamwork and Transition into Paramedic Practice - HSCP6003Y

Aims:
This module will comprise a blended approach with lectures/seminars/group work and directed/flipped lectures.

Students will be applying theory and testing their abilities during the clinical placements occurring during this module.

Leadership at all levels, together with mentorship and the ability to enable the learning of others are crucial to out of hospital care practitioners. These areas have been recognised as traditional gaps in paramedic education and this module seeks to enhanced student knowledge, skills and capabilities in these areas as well as enhancing their employability and readiness for their role as independent registered practitioners.

Completion of this module will enable students to demonstrate leadership skills early in their careers and to become the mentors and educators of future students.

Learning outcomes:
This module will enable the student to:
- Demonstrate in-depth knowledge and application of teaching and learning theories to paramedic practice and to continuing personal and professional development
- Develop their own practice and that of others to support and enhance the patient experience through application of leadership, education/teaching, supervision and peer support across diverse networks
- Demonstrate commitment to lifelong learning and continual learning from experience
- Model self-awareness, compassion, cultural awareness and inclusive practice
- Effectively work within a range of teams
- Evaluate the role of the mentor/practice educator in supporting others in their personal and professional development
- Critically examine ways to develop and enhance the practice learning environment to assist learners in meeting their learning needs
- Evaluate their effectiveness in facilitating evidence-based practice
- Demonstrate insight into own learning needs whilst making the transition from student to independent practitioner.
Assessments:
Formative:
- Situational Judgement Tests
- Supervising 1st year students as a practice educator

Summative:
- NHS Values Based Multiple Mini-Interview

6.3 Assessments

In the practice assessment, the development of clinical skills and professional attributes will be explored, observed and assessed formatively and summatively throughout the programme. Reflective exercise and assessments will help students to recognise their progression and development during the programme.

The assessment of practice is comprised of a two part assessment process. As a student you are assessed against a range of clinical competencies, known as Elements of Practice (EOPs), as well as a range of non-technical professional attributes.

The assessment of both the EOPs and the professional attributes is on a pass/fail basis. In order to recognise the fact that students will have strengths and limitations in all areas of their practice (professional and clinical) a system of awarding a descriptor to each area has been devised and is shared across the School of Health Sciences.

Visit the Student Blackboard site for your full assessment schedule and further information.

The University Senate Scales outline the marking criteria for all types of assessment including Coursework, Dissertations and Oral Presentations.

6.4 Placements

The Paramedic Science Practice Education Policy is intended to preserve the safety and equality of experience for all BSc Paramedic Science students. A further function of this policy is to ensure that students have a fair opportunity to achieve their learning outcomes and have a successful, enjoyable and academically sound practice experience. Refusal by a student to undertake a practice placement allocated to them will normally result in the student receiving a fail grade for that practice placement.

The hours of practice placement education required is laid down by the relevant professional body and differs between the allied health professions. The College of Paramedics Curriculum Guidance document states:

“‘To achieve adequate exposure in practice, the minimum number of practice placement hours for a programme of study should be 2250 hours over a three year programme. Delivery of theory elements underpin understanding and contextualise practice…” (College of Paramedics, 2015. P.32)
The full Paramedic Science Practice Education Policy can be accessed via the HSC Students: School and General Information Blackboard.

6.4.1 Attendance and Engagement

The BSc Paramedic Science programme is designed in accordance with the College of Paramedics guidance and as a result attendance at ALL sessions and practice placement shifts is compulsory. Practice placements must be undertaken during the pre-arranged times stated by the School.

Students are expected to attend all scheduled sessions and placement hours in line with the school A&E policies which can be accessed via the HSC Students: School and General Information Blackboard Student attendance at theory / timetabled contact sessions in HSC will be recorded by completion of a register for all mandatory training sessions, seminars and tutorials, clinical skills sessions, and EBL/ PBL sessions. Attendance at lectures will be monitored in accordance with UEA guidance:

Please note failure to attend sessions may result in a student being unable to undertake their practice placement.

6.4.2 Vacations

Vacations are set at the beginning of the programme and are non-negotiable. If you do not complete the required number of placement hours during term time you may be asked to undertake additional placement hours during these periods. You will have independent learning weeks each year when this may be undertaken.

6.5 Interprofessional Learning

Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care” (Centre for the Advancement of Interprofessional Education, 2002)

During your time at UEA on a pre-registration programme you will have opportunities to work with students from other HSC programmes in situations of interprofessional learning (IPL). This will help develop your knowledge, skills, attitudes and behaviour to facilitate effective interprofessional collaboration, and improve the experience of individuals referred to our services.

6.6 Important information

6.6.1 Attendance Policy

Please refer to your programme specific Attendance and Engagement Policy available on the HSC Students: School and General Information Blackboard.
6.6.2 Uniform Requirements

We strongly urge you to attend your scheduled uniform fitting. This provides an opportunity for you to try on uniforms sizes to ensure you order the correct size and fit. The schedule fitting dates will be detailed in your induction timetable. If you are unable to attend please contact Lucy Conway as soon as possible and she will ensure you receive the uniform order form in a timely manner.

Please note that failure to attend the uniform fitting and submit your uniform order form could result in delays with your uniform being delivered. You CANNOT ATTEND PLACEMENT unless you have a UEA student uniform.

Please contact Lucy Conway prior to your uniform fitting to discuss any additional uniform requirements you may have due to cultural beliefs or medical grounds. Hijabs can be provided in black or blue.

6.6.3 Course specific awards

The School of Health Sciences offers a student award for ‘Best Overall Academic Performance - BSc Hons Pre-registration Programmes with a £100 prize.

6.6.4 Declaration of good character

On completion of your programme, and prior to your registration on the Professional Register maintained by the Health and Care Professions Council (HCPC) the School will provide the HCPC with details of your satisfactory programme completion (theory and practice) and you will need to provide the HCPC with a ‘Character and health self-declaration’ as required for professional registration.

6.6.5 Paid employment

We advise you not to participate in any paid employment outside of your normal programme activities as this may impact on your engagement with the course and with the range of opportunities to build your employability portfolio within the School and University community e.g. involvement in the Student Staff Liaison Committee, Student Ambassador roles and Peer Assisted Learning programmes.

Please refer to the HSC Students: School and General Information Blackboard for the full Policy.
7.0 USEFUL LINKS AND RESOURCES

**British Medical Journal**
BMJ Open is an online, open access journal, dedicated to publishing medical research from all disciplines and therapeutic areas. The journal publishes all research study types, from protocols through phase I trials to meta-analyses, including small, specialist studies, and negative studies

**British National Formulary**
BNF Publications are published jointly by the British Medical Association and the Royal Pharmaceutical Society. They are independent resources that do not market medicines.

**British Paramedic Journal**
Features leading research for ambulance clinicians and is run by paramedics, for paramedics. Subscription is free as part of membership of the College of Paramedics.

**ChemFinder.com**
A site which lists every chemical compound and drug, its properties and molecular structure.

**Critical Appraisal Skills Project**
CASP offers critical appraisal skills training, workshops and tools. These help you read and check health research for trustworthiness, results & relevance.

**College of Paramedics**
The College of Paramedics is the recognised professional body for paramedics and the ambulance profession in the UK. The College represents its members in all matters affecting their clinical practice and supports them to achieve the highest standards of patient care.
The College provides support to the profession by providing advice to members and to those who are considering joining the ambulance professions.

**Student Support Service Study Guides**
The Learning Enhancement Team has developed lots of resources to help you study more effectively and improve your work.

**Health and Care Professions Council**
HCPC is a regulator, and were set up to protect the public. They keep a Register of health and care professionals who meet their standards for their training, professional skills, behaviour and health.

**Health Development Agency**
The Health Development Advice (HDA) works to offer people a practical guide to health and medical information. The HDA is here to improve the public's health and well being and direct them to the right organisation, clinics and UK practitioners for advice and treatment. The promotion of good health and preventing and treating ill health is fundamental.
Health Protection Agency
The Agency exists to protect and improve the nation's health and wellbeing, and reduce health inequalities.

Joint Royal Colleges Ambulance Liaison Committee
Provides robust clinical specialty advice to ambulance services.

Journal of Paramedic Practice
The UK’s bestselling journal for paramedics - Every month Journal of Paramedic Practice instructs and educates through the latest clinical and professional articles. (Subscription required)

The Lancet Interactive
The Lancet began as an independent, international weekly general medical journal founded in 1823 by Thomas Wakley. Since its first issue (October 5, 1823), the journal has strived to make science widely available so that medicine can serve, and transform society, and positively impact the lives of people.

Merck Manual – Medical Journal
Information on medical topics, symptoms, drugs, procedures, news and more, written for the health care professional

National Confidential Enquiry into Patient Outcome and Death
NCEPOD's purpose is to assist in maintaining and improving standards of care for adults and children for the benefit of the public by reviewing the management of patients, by undertaking confidential surveys and research, by maintaining and improving the quality of patient care and by publishing and generally making available the results of such activities.

National Institute for Health and Care Excellence
Guidance, advice, quality standards and information services for health, public health and social care. Also contains resources to help maximise use of evidence and guidance.

NHS England – Sustainable improvement team

Patient UK
The web’s leading independent health platform, established for over 15 years. With more than 18 million visits a month, it is a trusted source of information for both patients and health professionals across the globe.

The Resuscitation Council (UK) exists to promote high-quality, scientific, resuscitation guidelines that are applicable to everybody, and to contribute to saving life through education, training, research and collaboration.

Scottish Intercollegiate Guideline Network (SIGN)
The Scottish Intercollegiate Guidelines Network (SIGN) was formed in 1993. Their objective is to improve the quality of health care for patients in Scotland by reducing
variation in practice and outcome, through the development and dissemination of national clinical guidelines containing recommendations for effective practice based on current evidence

Skills Cascade
This collection of resources has been setup by East Anglia Communications skills cascade facilitators to promote and support the teaching of communication skills in health care. This website has been made possible by the support of the Eastern deanery and the content contributed by the document authors.

Social Science Information Gateway (SOSIG)
Web magazine for information professionals

Spotting the sick child
Spotting the Sick Child is an interactive tool commissioned by the Department of Health and Health Education England to support health professionals in the assessment of the acutely sick child.
8.0 COURSE READING

8.1 Core reading


Centre for Change and Improvement 2005: A Guide to Service Improvement. NHS Scotland


Edinburgh Napier University: June 2012: Leadership in Compassionate Care Final Report. Edinburgh Napier University/NHS Scotland

End of life Care Programme, 2010: A framework of National Occupational Standards to support common core competences and principles for health and social care workers working with adults at the end of life, London: Department of Health


Kumar P and Clark M Eds 2012: Clinical medicine. 8th


Rushforth H (2009), Assessment made Incredibly Easy, First UK Ed. USA: Lippincott Williams & Wilkins.


Standards of conduct, performance and ethics. Health and Care Professions Council 2012b:

Thomas, K and Lobo, B. 2011. Advance Care Planning in End of Life Care, Oxford: OUP


8.2 Supplementary reading


8.3 Additional reading


Snyder D and Christmas C (2003). *Geriatric Education for Emergency Medical Services*. Jones and Bartlett, Sudbury, USA.


8.4 Journals (examples)

- Academic Emergency Medicine
- Accident and Emergency Nursing
- American Journal of Emergency Medicine
- Annals of Emergency Medicine
- Bandolier - access via www.medicine.ox.ac.uk/bandolier/
- BMJ Case Reports
- BMJ Open
- British Medical Journal (BMJ)
- Clinical Evidence
- Critical thinking for paramedic practice (July 2013)
- Emergency Medicine Journal (EMJ)
- Evidence-based Healthcare
- Evidence-based Medicine
- Health Service Journal (HSJ)
- International Journal of Evidence-Based Healthcare
- Journal of Paramedic Practice and their CPD modules
- Medscape Mental Health
- Mental Health Practice
- Prehospital Emergency Care

8.5 Academic study skills


8.6 Reflective practice

8.7 Communication skills
