



STAFFORDSHIRE
UNIVERSITY

Award Handbook

Foundation Degree Paramedic Science

Sept 2010

■ CREATE THE DIFFERENCE

Foundation Degree

Welcome to Staffordshire University

A warm welcome to the Faculty of Health at Staffordshire University, we are really delighted that you have decided to undertake your course with us, joining our vibrant learning community at Staffordshire University. We sincerely hope that you make the most of all development and learning opportunities that we offer and enjoy your journey to becoming a paramedic.

This is the handbook for your award, containing essential information about your programme of studies, and you should take the time to read it thoroughly. The handbook is also available to you as an interactive document on the Faculty of Health website and is a useful first point of reference for any query that you may have with regard to your award and the services available to support you as a Staffordshire University student

You will have enrolled onto the Foundation Degree in Paramedic Science. This is a new course on offer at the University and is an exciting step forward in the development of Paramedic Practitioners.

Out of Hospital Care is a complex, multi-dimensional and dynamic area of both study and practice. Out of hospital care can be studied from a number of viewpoints, including individual, community, societal and global perspectives that are diverse and at times, controversial. Paramedic practice is an expanding area of the NHS with new roles and responsibilities constantly being introduced. Understanding out of hospital care and related issues requires an appreciation of the inter-relationship of a number of theoretical perspectives including those arising from the disciplines of philosophy, social sciences, humanities and the life sciences and these are reflected in the modules you will study.

The purpose of this award is to prepare you to be eligible to apply for entry to the appropriate part of the Health Professions Council (HPC) Register and to provide you with an academic award commensurate with your learning outcomes. Your programme of studies meets the statutory requirements for paramedic education (HPC 2007; HPC 2008), and comprises of a two year programme in Paramedic Practice. Successful completion of your award will allow you to be eligible to apply for professional registration with the Health Professions Council (HPC) as a Registered Paramedic.

The teaching staff at Staffordshire University is enthusiastic and committed to supporting your development and the achievement of your potential. On behalf of the team working with you on your studies, we hope you enjoy your programme of studies at Staffordshire University and wish you all the very best with your learning and achievement. We look forward to working with you and supporting you to achieve your goal.

Val Nixon

Principal Lecturer – Acute & Emergency Care Subject Lead
Award Leader

About Us

During your programme you will have the opportunity to meet a range of staff within the university. We all work together as a team to provide the best learning experiences and opportunities for you. The following individuals are key points of contact for you. You will shortly be provided with the name and contact number of your personal tutor to add below. Module tutors contact details are provided in relevant module handbooks. Other contact details can be found in the staff directory on the University website.

Programme Leadership

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1.0 Introduction to Foundation Degree in Paramedic Practice

Paramedics are independent practitioners working to their specified level of competence, with patients of all ages, with individuals and in groups and are essential members of interdisciplinary and interagency teams. Given the complex nature of out of hospital care and the diversity of situations encountered, first contact practitioners must be well educated, skilled and knowledgeable in a range of subjects and be able to appraise and adopt an enquiry based approach to the delivery of care (College of Paramedics (CoP) 2008).

Students on this programme will have the opportunity to experience care of a complete range of patients throughout the lifespan and will have opportunities to focus on specific patient groups. In addition, theory and practice will be integrated to ensure the attainment of competence in all identified areas of the curriculum (CoP 2008).

Traditionally ambulance services have been organised around the needs of patients with life threatening emergencies. Whilst this is an important element of the education of Paramedic Practitioners it should be recognised that only 10% of patients that ring 999 have a life threatening emergency. Many patients have urgent primary or social needs (Department of Health (DH) 2005). Paramedic Practitioners have significant potential to contribute to health promotion and prevention of emergencies. The revised education of Paramedics must therefore, prepare the practitioner not only to cope with emergencies but also to effectively manage patients with acute, chronic and minor conditions and injuries and hence contribute to a reduction in patients that need to attend Accident and Emergency departments.

1.2 Core Values in Out of Hospital Practice

Your main responsibilities as a health professional are summarised below, grouped into categories of conduct, performance and ethics (HPC 2008). Please remember that it is not an exhaustive list of all the issues that can arise in relation to your conduct, performance and ethics.

As a health professional, you must protect the health and wellbeing of people who use or need your services in every circumstance.

This means that you must always keep high standards of **conduct**. You must always:

- Act in the best interests of your patients, clients and users,
- Respect the confidentiality of your patients, clients and users,
- Maintain high standards of personal conduct,
- Provide any important information about conduct, competence or health.

Also you must always keep high standards of **performance**. You must always:

- Keep your professional knowledge and skills up to date,
- Act within the limits of your knowledge, skills and experience and, if necessary, refer on to another professional,
- Maintain proper and effective communications with patients, clients, users, carers and professionals,

- Effectively supervise tasks you have asked others to carry out for you,
- Get informed consent to give treatment (except in an emergency),
- Keep accurate patient, client and user records,
- Deal fairly and safely with the risks of infection,
- Limit your work or stop practicing if your performance or judgement is affected by your health

Finally you just always keep high standards of **ethics**. You must always:

- Carry out your duties in a professional and ethical way,
- Behave with integrity and honesty,
- Follow HPC guidelines for how you advertise your services and,
- Make sure that your behaviour does not damage your professional reputation.

For a more complete outline of your responsibilities log on to the Health Professions Council website: www.hpc-uk.org

2.0 Our Philosophy of Learning in Health Education

In line with the core values of paramedic practice, the key focus of the Award is to develop caring, knowledgeable and skilled paramedics who can adapt to the changing and dynamic nature of healthcare. The learning on your award aims to help you build your professional knowledge and competence, by helping you to integrate your experience and learning in clinical practice with theoretical teaching, directed learning and your independent exploration of the relevant theories, concepts, laws, ethics, policies, research and other evidence upon which paramedic practice is based.

Our ideas about how you learn are underpinned by adult learning theory - this means that we believe that you are self motivated and interested to learn and will become self directed in channelling your learning to develop your own professional competence.

Our philosophy recognises that there are different types of professional knowledge that you need to learn – the obvious one is the theoretical knowledge that underpins and inform everything that we do. In healthcare this is drawn from many disciplines, and we help you to think critically about the knowledge that you are learning and help you to integrate this with your practice experience, through activities such as interactive lectures, online learning, seminars, enquiry based learning, small group work, directed and self directed reading.

As paramedics you also need to learn to conduct the different processes that contribute to safe and confident professional decisions and actions. These processes include learning how to find out and evaluate the knowledge you need for practice, how to solve problems in practice, how to communicate effectively with others and how to manage yourself and your own performance. In addition, we believe that there is third type of professional knowledge to learn – personal knowledge about ourselves. In order to enhance and improve our practice, as

paramedics we require the ability to understand how our assumptions and values (we may not even be aware of these) are impacting upon the way that we practice. We use activities such as the values exchange website (online), group discussion, portfolio activities and supervision to help you explore and develop your process and personal knowledge.

Finally, we believe that experiential and reflective learning are integral, as they both require you to develop, utilise and integrate all the above aspects of professional knowledge with your practice experience. Experiential learning may be facilitated in skills laboratories and classrooms where you are being exposed to selected skills and experiences in a safe environment; however the majority of experiential learning will occur in the 50% of programme time that you spend developing your knowledge, skills and competence in practice settings. Reflective learning is facilitated throughout the programme, through individual reflection and reflective writing, through small group learning, through portfolio and assessment activities. Experiential and reflective learning are also facilitated through the allocation of a named practice mentor in order to help guide your day to day learning, experience and reflection in practice, so developing your clinical competence and confidence.

3.0 ADMINISTRATIVE AND GENERAL UNIVERSITY INFORMATION

This award handbook aims to provide you with essential information about the award that you have enrolled upon. General information standard to all students of the University is available in part II of this Handbook. General University information is also available on Staffordshire University website at www.staffs.ac.uk. Please turn to section 2 if you are looking for further information on the University, Faculty and support available to you – including specific guidance and support for students with a disability, or those wishing to claim extenuating circumstances related to assessment submission.

In this first section, you will find information specific to the Foundation Degree in Paramedic Science.

4.0 YOUR PROGRAMME

4.1 Programme Duration

A student undertaking this award on a full time basis will normally complete this within a 2 year period (with the exception of students who have successfully achieved accreditation of prior learning or experiential learning). If you need to take time out of the course for any reason, you must return and complete the award within 5 years of its commencement.

4.2 Sites for Delivery

You will be based in Stafford for the taught/academic part of the Award, but you may be expected to attend other sites on occasions for key sessions. It will be necessary for you to access other learning opportunities within a hospital setting and therefore placements may be in a range of sites across Staffordshire and Shropshire because practice experience is spread over a wide geographical area. It will therefore be necessary to travel in order to access these learning opportunities available. We cannot guarantee that all placements will be near to your home address.

You can either use public or your own transport to and from placements if you wish. However, as a requirement you are expected to engage in the 24 hour cycle of care (in placements that provide it) - and in considering this you need to be prepared that this will result in some early starts, late finishes and night duty during your placement experience.

4.3 Programme Structure

Your award is a minimum 3,000hours in length and is delivered over an extended academic year (45 x 37.5hr weeks). 50% (1,500 hrs) is spent in practice and 50% (1,500hrs) is spent in theory. Each year, your learning is structured into three blocks – each containing one alternating block of theory and one of practice. The three blocks are spread over an extended 45 week academic year, with a further seven weeks identified as annual leave. Bank holidays are taken as they fall within the academic year. Each week is 37.5 hrs (5 x 7.5 hr days). The 45 course weeks comprise a combination of directed learning (contact) time spent within the university, self directed/independent study and time spent learning in practice. In addition, you will need to commit to additional study time to the equivalent of approximately 9 - 10 hrs each week over the 45 week academic year, although the amount of independent study time may vary from this depending on your study needs. There are three assessment points during the year where you will be required to submit either theoretical or practice assessment.

Tables 1 and 2 give an example award schedule. You will be given a detailed timetable indicating your confirmed university, practice and annual dates at the beginning of the programme.

TABLE 1: Year 1 Award Schedule

	Block 1	Block 2	Block 3
Year 1	<p>Induction week <i>followed by</i></p> <p>Theory block 1 8 weeks (40 days) full time block study – either university or self directed</p> <p><i>followed by</i> Placement 1: 5 weeks (25 days) practice placement</p>	<p>Theory block 2 5 weeks (25 days) full time block study – either university or self directed</p> <p><i>followed by</i> Placement 2: 7 weeks (35 days) practice placement</p>	<p>Theory block 3 4 weeks full time block study – either university or self directed study</p> <p><i>followed by</i> Placement 3: 10 weeks (50 days) full time practice placement</p>
Year 1 Assessment points		1st Theory end of theory block 2	2nd Theory end of theory block 3 3rd Practice : practice placement 3

Table 2: Year 2 Award Schedule

	Block 4	Block 5	Block 6
Year 2	<p>Theory block 4 8 weeks (40 days) full time block study – either university or self directed</p> <p><i>followed by</i> Placement 1: 5 weeks (25 days) practice placement</p>	<p>Theory block 5 5 weeks (25 days) full time block study – either university or self directed</p> <p><i>followed by</i> Placement 2: 7 weeks (35 days) practice placement</p>	<p>Theory block 6 4 weeks full time block study – either university or self directed study</p> <p><i>followed by</i> Placement 3: 10 weeks (50 days) full time practice placement</p>
Year 2 Assessment points		1st Theory : end of theory block 5 :	2nd Theory: End of theory block 6 : 3rd Practice : practice 6

From these tables you will note that during your programme there are two full time practice placements (practice placements 3 and 6). In these two placements, you will undertake a summative assessment of your practice against identified practice outcomes (see Clinical Practice Assessment Document).

4.3.1 Clinical Practice & Minimum Practice Requirements

The Foundation Degree in Paramedic Science is designed to further develop your knowledge, skills and abilities in becoming a capable, competent and caring paramedic practitioner in the out of hospital setting. To achieve this requires you to gain clinical experience during your programme and is a key component to meet the HPC Standards of Proficiency (HPC 2007). The experiences gained whilst working in the out of hospital environment are essential to the achievement of the foundation degree and will also be used to enhance your learning in other university based modules of the course.

'The 'Foundation Skills in Paramedic Practice' and 'Paramedic Practice & Role Development' (60 credits each) has a strong clinical focus and comprises of 50% of your coursework for each year and incorporates work based learning achieved through practice in a health care environment. Both modules require you to be formatively and summatively assessed in clinical practice to demonstrate your achievement of practice, knowledge and skills. Therefore it is important that you maintain your work based learning competencies and maintain records of your experiences.

Both modules have been designed in accordance with the curriculum framework for ambulance education (BPA 2006) and the Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (Quality Assurance Agency (QAA) 2007) and each module requires a minimum of 750 hours in a work based learning environment with mentor support. In addition, both modules will enable you to meet competency outcomes identified in the Standards of Proficiency (HPC 2007)

The timing of work based learning will allow some flexibility, although it is essential that certain parameters are met to ensure opportunities to link university based learning to practice, facilitate reflection on work based learning and ensure that assessment deadlines can be met. Work based learning will be shaped by the practice outcomes for the modules, assessment requirements and objectives arising from student's personal development plans.

The course leader will also arrange placements for each student. The majority of clinical placements in your Award will be in the out of hours setting but you will also gain experience through placement in other areas where specialised experiences essential to your Award are available.

4.4 Award Structure

The award is modular in design and comprises of 8 core modules in total; 4 modules at Level 4 (certificate) and 4 modules at level 5 (Intermediate). The modules attracts 2 x 15, 1 x 30 and 1 x 60 Credit Accumulation Transfer (CAT) Points for each year (see table 3 and 4) with each module studied and assessed as a discrete entity. However, all modules will relate closely to each other and as you

progress through the course new modules will build upon and further develop knowledge and skills learned in other modules.

Level 4 (Certificate Level)

At Level 4, you will be introduced to and have an opportunity to develop foundation and underpinning knowledge and skills needed for out of hospital care work. The modules at Level 4 are designed to explore the concept of care and care delivery and the value base of paramedic practice. You will develop your interpersonal and communication skills and awareness of policies, procedures, protocols, guidelines and legislation relevant to the provision and delivery of care. You will be provided with the opportunity to develop your personal learning skills and to reflect on your effectiveness in learning situations. Autonomy and independence in learning are promoted through learning, teaching and assessment strategies that enable you to practice and develop subject specific knowledge and key skills with structured tutor support. In addition, you will apply the principles and theories explored within the taught component in practice settings and develop generic and specific practice skills.

On completion of Level 4 you will have a sound knowledge of the basic concepts necessary for the study out of hospital care and will be able to participate in different approaches to solving problems. You will be able to communicate accurately, and whilst encouraged to exercise some personal responsibility for your learning and development will be supported by structured tutor support.

Level 5 (Intermediate Level)

In addition to the development of new knowledge and skills, you will have the opportunity to develop greater independence in learning and will be facilitated to put knowledge and skills into practice. Reflection is a key component of effective personal development and learning for care work and students will be assisted to reflect critically on theory and practice relevant to paramedic practice. You will be encouraged to further develop and practice independence in learning with tutor support.

On completion of Level 5 you will have developed a sound understanding of the principles and concepts applicable to the study of paramedic practice and will be able to apply these principles in practice. You will be able to evaluate the appropriateness of different approaches to solving problems. Tutor support will be less structured than at level two in order to assist you to assume greater personal responsibility for your learning and demonstrate your ability to make decisions.

At the end of year 1 there will be a consolidation week. This week gives you the opportunity to reflect and consolidate your learning, to meet with personal tutors and to prepare yourself for the next level of learning and assessment.

Your award consists of a number of modules; each module when successfully completed will gain you a number of academic credits. Modules are in units of 15, 30 or 60 credits. The modules that make up your award can be seen in Tables 4 & 5 and when successfully achieved will provide you with:

- 120 credits at Level 4 in Year 1
- 120 credits at Level 5 in Year 2

If you successfully achieve 240 credits (120 credits at level 4 and 120 credits at level 5) you will exit with a Foundation Degree in Paramedic Science.

Successful achievement of this award will enable you to be eligible to apply for registration with the Health Professions Council. In addition, in achieving the award outcomes, you will also be achieving a range of key transferable skills which are

- √ recognised by a wide range of employers
- √ personally useful throughout life
- √ contribute to job satisfaction and progression

4.4.1 Award Exit points

You need to achieve all module and practice assessments in order to receive the Foundation degree awards and eligibility for registration with the HPC. If, however, you decide to leave the practice awards you may be eligible to receive an equivalent exit award in out of hospital care if you have successfully achieved:

- 120 credits at level 4: Certificate in Higher Education in 'Out of Hospital Care'.
- 150 credits (120cr level 4 and 30cr level 5) Higher National Certificate in 'Out of Hospital Care'.

You will NOT be eligible to register as a Paramedic with the HPC

AWARD STRUCTURE: Foundation Degree in Paramedic Science

TABLE 3 YEAR 1: CERTIFICATE LEVEL

MODULE	CREDITS	LEVEL	STATUS
<p>HEN 61020-1 Introduction to information and communication skills <i>Module Delivery during theory blocks 1 and 2 and placement 1</i></p>	15	4	Core
<p>HEN 61021-1 Healthy Individuals and Communities <i>Module delivery during theory blocks, 1, 2 and 3 and placements 1 and 2</i></p>	30	4	Core
<p>HEN 61023-1 Accountability & Professional Issues for Paramedics <i>Module delivery during theory blocks, 2 and 3 and placement 2</i></p>	15	4	Core
<p>HEN 61022-1 The Foundations Skills for Paramedic Practice <i>Module delivery during theory blocks, 1, 2 and 3 and placements 1, 2 and 3.</i></p>	60	4	Core

TABLE 4: YEAR 2: INTERMEDIATE LEVEL

MODULE	CREDITS	LEVEL	STATUS
HEN 62015-2 Evidence Based Practice (Paramedic Science) <i>Module delivery during theory blocks 4 and placements 4</i>	30	5	Core
HEN 62017-2 Pathophysiology for Paramedic Practice <i>Module delivery during theory blocks 4 and placement 4</i>	15	5	Core
HEN 62016-2 Pharmacology and therapeutic interventions for out of hospital care <i>Module delivery during theory blocks 5, placements 5 and 6</i>	15	5	Core
HEN 62018-2 Paramedic Practice & Role Development <i>Module delivery during theory blocks 4, 5 and 6, placements 4, 5 and 6</i>	60	5	Core

4.5 Award Outcomes

All modules are underpinned by the following Award Outcomes (see table 5).

Modules are delivered over three theory blocks and always include at least one practice placement block in order that you are able to consider the module theory that you are learning in relation to your practice experience. Modules run concurrently - you will always be studying more than one module at a time. You therefore need to consider how you share and manage your study time between modules.

Each year, the modules include both theoretical and practice assessment within their assessment strategy. Assessment of practice is not graded, but awarded a Pass/Refer/Fail mark – in fact you will notice that on the module descriptors assessment of practice it is rated at 0%. This means that it will not contribute to the classification/ grade awarded to you in the module, however as well passing the theory elements of the module you **must** achieve a Pass in your assessment of practice each year in order to pass that module and the award.

Module handbooks are provided for each module and include the learning outcomes, learning strategies and detailed guidance designed to support you in your learning and in achieving and submitting the assessment methods for that module. You have the opportunity to constructively evaluate every module and placement. This provides valuable feedback and information for maintaining and improving the quality of the student experience.

Table 5. Award Outcomes

Common learning outcome headings	CERTIFICATE	INTERMEDIATE
Knowledge and Understanding	Demonstrate knowledge of the underlying concepts and principles of out of hospital care	Demonstrate knowledge and critical understanding of the well-established concepts and principles of out of hospital care and their development within paramedic practice
Learning	Develop lines of argument and make sound judgements in accordance with basic theories and concepts of paramedic practice and the HPC Code of Conduct, Performance and Ethics	Understand the limits of their knowledge and competence in paramedic practice, and how this influences analyses and interpretations based on that knowledge, in accordance with the HPC Code of Conduct, Performance and Ethics
Enquiry	Present, evaluate and interpret qualitative and quantitative data showing an awareness of the key principles of information literacy	Demonstrate knowledge of the main methods of enquiry and evidence based practice in paramedic science and demonstrate application of the key principles of information literacy.
Analysis	Evaluate and interpret underpinning theoretical concepts and principles	Use a range of research, reasoning and problem-solving skills to initiate and undertake critical analysis of information and assessment data.
Problem Solving	Evaluate the appropriateness of different approaches to solving problems in a wide variety of emergency and out of hospital environments.	Evaluate critically the appropriateness of different approaches to solving problems and make professional judgements arising from assessment and analysis
Communication	Develop sound communication skills in both practice and study that convey structured and coherent arguments	Communicate effectively information and arguments in a variety of forms, to colleagues, patients and carers, and deploy key techniques of the discipline effectively
Application	Develop and apply new skills of paramedic practice within a structured and managed environment	Apply underlying concepts and principles of paramedic practice in a wide variety of practice environments, emergency and out of hospital situations for clients across the age continuum.
Reflection	Demonstrate qualities and transferable skills necessary for employment as a paramedic and further study requiring the exercise of some personal responsibility	Demonstrate qualities and transferable skills necessary for professional paramedic practice including the development of existing skills, and acquisition of professional competencies that will require the exercise of personal responsibility and decision-making and will enable students to assume significant responsibility within the practice environment.
Paramedic Practice	Demonstrate the development of clinical skills for Paramedic practice	Demonstrate competence in meeting the HPC Standards of Proficiency for Paramedic practice

4.6 Teaching and Learning

Effective methods of teaching, learning and assessment are fundamental to the success of the Award in ensuring fitness for practice Teaching and Learning is divided equally between theoretical learning (50%) and practice learning (50%) with all strategies aimed at

- practice centred,
- integrating theory and practice,
- promoting an evidence based approach to practice
- developing your greater independence as a learner as the Award progresses.

You can expect a wide range of strategies to be utilised, reflecting your level of knowledge, the subject area, and the diversity of knowledge and experience that we all bring to the programme. We recognise and celebrate the different contributions that we can all make as this makes a stimulating learning environment for us all. We therefore aim to offer a range of learning approaches that reflects not only the subject matter to be delivered, but also takes consideration of your individual student needs. Whatever approach is taken, your participation in these processes is crucial to its success, not just for you but for your wider student group.

A range of approaches are therefore employed to ensure that;

- students with different learning styles experience a diversity of learning methods
- students experience learning methods appropriate to the learning outcomes
- there is parity in the students' experiences of learning methods.
- students learn to maximise their own learning even when the method is not their favoured one.

You will be expected to participate in:

- Lectures
- Workshop – group tasks
- Seminar – student presentation, discussions, role play sessions
- Electronic Learning
- Practice placements which include practising while being observed and receiving feedback
- Enquiry based learning including problem based learning
- Reading – both directed and self directed
- Personal self directed study as well as teacher directed study
- Practice simulation in a skills laboratory and community house (for communication and psychomotor skills development)

4.7 Teaching & Learning Methods

A variety of teaching and learning methods will be used throughout the Foundation Degree in Paramedic Science which will be primarily focused on student learning. Examples of methods which will be used are as follows:

4.7.1 Inter-Professional Learning

Over the last decade several reports have advocated the need to identify and maximise opportunities for students from the various health professions to learn together in a multi-professional environment (e.g. Department of Health 2000). The benefits of this approach include:

- The development of mutual understanding and respect
- Understanding of differing theoretical perspectives and conceptual models
- The reduction of misunderstanding through shared terminology
- Inter-professional awareness and empathy (Barr *et al* 2000).

The Award will enable you to develop a professional perspective in relation to self and others, who are effective communicators, able to contribute productively as part of a multi-disciplinary team and who are organisationally aware. To enhance this, the curriculum is designed to maximise the use of inter-professional learning opportunities between different health professions (e.g. 'Introduction to Communication and Information' and 'Healthy Individuals and Communities' modules). In addition, at all times, you will be experiencing shared learning in clinical practice through working in teams and joint educational opportunities in practice areas. Therefore, some teaching sessions may be undertaken with students preparing for other health care professions, which afford opportunities for working together with future colleagues, drawing on their diverse backgrounds and experiences.

4.7.2 Problem-Based Learning

Problem-based learning (PBL) is an approach whereby learning is enhanced by attaching new pieces of information on to an existing foundation of knowledge. Students work in a group and individually with a task or challenge that resembles real-life problems acting as a stimulus for learning. PBL will initially be facilitated by a tutor and then student led, leading to a final group presentation.

PBL has many advantages. For example Barrows and Tamblyn (1980), who originally developed the use of PBL in medical curricula, suggest it develops clinical reasoning, decision making, and critical thinking more efficiently than traditional methods of learning; it activates and uses prior knowledge; it promotes holistic patient care and the ability to work and communicate effectively within the care team; it integrates learning and assists in remembering; and it increases student motivation and satisfaction.

PBL will feature throughout the 'Foundation Skills for Paramedic Practice' and 'Paramedic Practice and Role Development' modules to encourage integration of subject matter studied on different modules and application of knowledge to practice

4.7.3 Self-Directed Learning

The ability to organise and direct your own learning is an important skill. Skills for directing your learning are introduced early in the Award, both in welcome week and in module teaching. You will be required to develop and use these increasingly as the Award progresses. Through module teaching, learning exercises, through the

support of module and personal tutor, specialist study skills facilitators and your mentors in practice you will be guided to:

- set clear realistic and achievable goals
- achieve objectives
- devise action plans
- identify the boundaries of self-directed learning
- maintain personal and professional standards
- understand the concept of evaluation
- seek and utilise feedback
- develop and maintain a student portfolio

We encourage you to develop a questioning and analytical approach, to develop your knowledge and to present an informed opinion and aim to provide a safe and supportive environment in which your contribution to learning is received positively.

4.7.4 Portfolio/E Portfolio

For your practice modules (Foundation Skills for Paramedic Practice and Paramedic Skills and Role Development) you are required to complete a portfolio as part of the summative assessment. This has been designed to record your development during your practice placements in relation to the module outcomes for each module. It will assist you to consider your own practice by using techniques to plan learning such as self assessment, setting related learning objectives and action plans as well as recording evidence of your achievement. It is also expected that you will record your reflections in and on practice within your portfolio through the use of journals or learning logs and more detailed examples of reflective writing. Records of action learning, clinical supervision and episodes of critical incident analysis may also be captured. Within your portfolio the concepts of anonymity and confidentiality must be respected at all times.

In order to facilitate the development of your portfolio, you are provided with a range of tools through an e- portfolio programme - Pebblepad. This will be used as an electronic platform in which you can build and store your portfolio. This will help you to maintain the security of your portfolio and information within it. You and your tutors will be able to view the portfolio electronically during tutorials and will be able to print off relevant information in order to provide a profile of evidence to support your practice assessment

You will be able to access this following your induction once you have been given a user name and password to access online facilities. You can choose to work on your e-portfolio as an online tool, or if you prefer, you can print the learning tools and proformas in order to use it as a paper portfolio. The e- portfolio and the concept and skills required to keep it will be introduced to you in the initial 'Introduction to information and communication module'. You will be expected to start using your e-portfolio tools during this initial introduction and continue throughout the course.

Because a portfolio guides your learning and records your development and achievement, it should not be left until it is required for assessment purposes, indeed this would be detrimental as it is impossible to accurately remember stages

in your development retrospectively! However, we understand that the concept and skills of portfolio development can be difficult to understand initially and urge you to contact your personal or module tutor immediately if you are struggling with any aspect. Your personal tutor will discuss and encourage your progress in developing your portfolio at periodic personal progress tutorials.

You will use the portfolio to support the assessment of your competence and professional development, collecting within it the supporting evidence of learning, reflection and achievement required by mentors when completing their summative (final) assessment of practice at the end of each year.

4.7.5 Learning Clinical Skills – skills laboratories

Care delivery is a practice based discipline and the acquisition of clinical skills is essential for your development as a paramedic (HPC 2007). You will have dedicated skills teaching sessions in small groups within dedicated skills laboratories in each year of your programme of study as an integrated part of your care delivery modules. Learning skills in the skills laboratories provide you with the opportunity to observe and practice skills within a safe environment and help to facilitate your integration of theory with practice for from the onset of the Award. This is important to help build your confidence by practicing skills under close tutorial supervision prior to using them in the clinical environment. Skills' teaching is carried by paramedic/nursing lecturers together with dedicated skills facilitators.

You will access the University campus at Stafford for delivery of the taught component, while practice of clinical skills will be through access to emergency and out of hospital placements in the Staffordshire locality. Simulated practice of clinical skills will take place in the Faculty's well equipped clinical skills laboratories. Skills laboratories at the Stafford campus offer clinical as well as a simulated home environment, while students will also have access to a community house at our Stoke campus, at which simulated scenarios can be enacted and viewed via CCTV in the resource area (quality lab)

Experiential learning is an important facet used in healthcare education so experiences in the Skills Laboratory and the community house are used to simulate "real" experiences to which you may be exposed in practical placements. Tutors will act as facilitators in enabling you to reflect on your clinical experiences in order to consolidate learning. The practice and development of clinical learning in placements, clinical skills laboratory and a simulated home environment are essential to the integration of theory and practice for this paramedic practitioner role.

As part of your clinical skills teaching you will undertake an Objective Structured Clinical Examination (OSCE) – a simulated assessment that will demonstrate safe practice. This will take place in year 1 (see assessment schedule for dates)

Due to the nature of your learning in the skills laboratory/community home and the simulated experience we aim to create there are specific guidelines designed to maintain this environment and protect your personal safety.

Please ensure you have read the **STUDENT CONDUCT REGULATIONS** before your first session in the skills laboratory.

Please note that during clinical skills sessions you may be requested to take on the role of clients/patients to support your learning (for example you may be asked to volunteer to have a blood pressure cuff applied to your arm). When this is the case you will be asked to provide written consent of your agreement to participate after you have received information about what is expected from you from the tutor leading the session. You can withdraw your consent at any time. Written consent will be documented as part of the risk assessment process for the session and will be stored in the cohort file. If you feel that this procedure has not been followed, you should make your concerns known to the Module or Award Leader or your mentor in clinical practice areas.

Also note that during these sessions you will be asked to participate in the role of the paramedic. Participation in this role is mandatory as it is essential in developing the skills and knowledge desirable in clinical practice.

4.7.6 Transferable Skills

Throughout each module you are provided with the opportunity to develop a range of key skills that are

- specifically relevant to the Award
- transferable to other contexts within and external to operating department practice
- recognised by a wide range of employers
- personally useful throughout life
- contribute to job satisfaction and progression.

Such skills include identification of individual learning needs, reflective practice, self-assessment and research and presentation skills.

4.7.7 Developing a Critical Perspective

We encourage students to develop a questioning and analytical approach, to develop their knowledge, and express an informed opinion and attempt to provide a safe and supportive environment in which student contribution to learning is received positively.

You will develop a critical perspective by completing the assessment activities developed as part of this Award. You will be required to review research and practice relating to paramedic practice to appraise its value in contributing to the evidence base on which your professional practice is based.

4.7.8 Reflection

Reflective practice has been shown to be effective in helping clinicians to become more analytical in relation to the delivery of patient care. Becoming more analytical will help you to become more confident in your decision making. Reflection in the context of learning is a generic term for those intellectual and affective activities in which individuals emerge to explore their experiences in order to lead to new understandings and appreciation (Boud, Keogh and Walker 1985). Reflection provides a platform to make sense of practice and bring about change

You will be encouraged to participate actively in the learning process by reflecting and evaluating your learning and experiences, both in the work place and in the university environment, through both formal and informal mechanisms. Reflection and evaluation

are key components of developing life long learning skills and knowledge and skills for practice, hence reflection and personal development planning are identified as fundamental learning and assessment strategies within this programme. To ensure that this activity is valued you will, therefore, be required to maintain a reflective learning journal and to develop a portfolio for modules 'Foundation Skills for Paramedic Practice' and Paramedic Practice and Role Development.

Whilst the maintenance of your reflective journal is a formative requirement, your portfolio will be a summative requirement of both modules. Keeping a reflective journal will provide you with an opportunity to record, think about and learn from your experiences in both modules. You can use your journal to record any incidents that occur in practice that you have found particularly difficult or rewarding in your practice. Use a reflective model (such as Gibbs 1984) to structure your thoughts around these incidents. You may wish to use extracts from your journal as the basis for examples of:

- Classroom / Assessor discussion
- Discussions during clinical supervision sessions
- Evidence of your progression in achievement of the required level in practice competencies
- Identifying learning needs which you can address with your Assessor
- Your practice related reflections
- Enquiry based learning processes

You will be also be supported in your profile development planning through the personal tutor system and through mentor support in work-based learning.

4.7.9 Discussion Groups

These will be used to consider issues and allow a free ranging debate. You will be encouraged to give your opinions, using reasoned argument based on evidence, and show a reflective and analytical approach.

4.7.10 Small Group Work

This will be centred on a planned activity whilst also encouraging free ranging debate. Activities could be planning a questionnaire survey or a set of physiological measurements and would include evaluating and making judgements. Again, you will be encouraged to give your opinions, using reasoned argument, and to show a reflective and analytical approach.

4.7.11 Student Seminars

You will present work which you or your group has studied to other students and teaching staff. You will be expected to present the material giving a clear and critical analysis, and will also be expected to cope with critical questioning. You will also be expected to evaluate your own performance.

4.7.12 Debates

These will consider issues or topics and encourage a focused discussion in which you will be expected to discuss from identified perspectives and give reasoned argument.

4.7.13 Lectures

This is a traditional method of communicating theory and knowledge to large groups of students. It enables you to take full advantage of the expertise of lecturers from within the Colleges and health-care professions.

4.7.14 Keynote Sessions.

These will act as lead sessions to communicate key concepts as a basis for later work.

4.7.15 Virtual Learning Environment

Teaching and learning in each module of the Award is supported by material presented via a virtual learning environment (VLE): BLACKBOARD. You will be able to access a range of study materials such as handouts from lessons, and will be encouraged to become involved in a range of activities to support your learning, e.g. case conferences via the discussion forum.

4.8 The Assessment Strategy

The first aim of the assessment strategy is to enable you to demonstrate that you have achieved the outcomes of each module and ultimately the award outcomes at the level commensurate to the level being studied. Secondly it aims to provide you with ongoing formative assessment and feed back to help you identify the strengths and weaknesses of your performance and manage your development accordingly.

The third aim of the assessment strategy is to enable you to demonstrate that you have met HPC (2007) requirements and standards for paramedic practice. Consequently all assessments are focused around practice, in recognition that assessment will guide specific learning relevant to practice needs and context.

4.8.1 Principles of Assessment

The strategy for assessment on your award has been based on a number of principles:

- it provides a variety of assessment methods to enable you to demonstrate different strengths and personal, intellectual and professional development
- it measures your achievement commensurate with module and award outcomes
- it is underpinned by equity, integrity and fairness
- there is a consideration of your overall workload
- it supports and enables your development of competence
- it provides the opportunity for you to develop skills that are transferable to other settings
- it facilitates your lifelong learning
- it is centred around your learning and development

4.8.2 Forms of Assessment:

A range of assessment methods will be used to give you the opportunity to show your different strengths and to demonstrate personal, intellectual and professional development as you progress through the Award. These methods will include Student Portfolio Development, Poster Presentation, Presentations, Multiple Choice Examination, Reflective Writing, Objective Structured Clinical Examinations (OSCE), Written Assignments/Essays, Practice Assessments relating to HPC Standards of Proficiencies (HPC 2007) and classroom presentations to peers.

Formative Feedback

Assessment work is supported by developmental or formative appropriate timely feedback. The details are included in the Student Support and Guidance Policy. Students are provided with specific support regarding additional assessed needs and assignment referral/failure.

4.8.3 Assessment Process

All assessment methods will be underpinned by the principles of equity and fairness that is assured and monitored through a system of internal and external scrutiny that complies with the University's Undergraduate Modular Framework Regulations

4.8.4 Marking Process

University Regulations will allow you 2nd attempt provided you have submitted work on the first attempt (unless a claim for Extenuating Circumstances has been successful) at that assessment (s). A third attempt is offered at the discretion of the Award Board. **If you fail to submit your assessment (s) on your 1st attempt you will NOT be allowed a 2nd attempt and therefore fail the module and award.**

For clinical practice assessments you will only be allowed two attempts for practice assessments. This is due to the professional judgements made by the clinical Mentor, a failure for a second time in clinical practice is unlikely to result in a recommendation being made by the Award Board for a third retake opportunity of practice competence. This principle has been adopted to apply to all the Faculty's programmes that enable eligibility for professional registration. Exceptions to these guidelines are where extenuating circumstances apply and where a student successfully appeals against an Award Board decision.

You must pass both theory and practice based assessments in order to pass the Award. Grading criteria have been set for certificate (level 4) and intermediate levels (level 5) and is related to the overall grade point achieved by the student. D4 (40%) is the minimum pass criteria employed in this Award. The University Assessment Regulations will be implemented; parity and consistency are assured by the process of internal moderation and external examination. Any results or feedback you receive prior to confirmation by an external examiner will be treated as **provisional** and may be subject to change.

Clinical Assessment of Practice is based on Standards of Proficiencies (HPC 2007) for entry to the Register. Summative assessments are undertaken based on Pass/Refer/Fail criteria.

The assessment schedule for 2008/9 will be published on the [Faculty Web Site](#)

Submission dates and times

Dates for submission of theoretical and practical will be **12.00 noon on Wednesday** of the week indicated in the Assessment Schedule located on the web pages.

Students may hand in assignments no earlier than five working days prior to the submission date.

All results will be published at 09.00 am on Wednesday of the week indicated. Feedback will be provided normally within four weeks of the date of submission.

If your results are unratified please note that this can be subject to change

4.8.5 Results

The assessment schedule will detail the dates when assignments, examinations are due and results will be available. Work can be collected from the main reception on the Stafford Campus.

4.8.6 Compensation and Condonation

You must pass both the theoretical and practice components to successfully complete the Award. The University Undergraduate Modular Framework regulations apply to module failure except that; compensation and condonation does not apply to students undertaking modules/awards within paramedic practice This is due to the professional requirement to achieve a satisfactory standard in all aspects of the Award.

Please note that if you are reassessed in any module the maximum grade, which can then be awarded to you, is that of the lowest pass grade [i.e. grade point D4(40%)]. This is the grade that would contribute to the calculation of your Award classification.

4.8.7 Re-Sitting a Module Assessment or Clinical Assessment

Should it be necessary for you to re-sit a module or academic assessment you should follow the advice provided in the letter informing you of your result. A third attempt may be available to you, for theory only, at the discretion of the Assessment Board. If you wish to appeal against any result you should follow the University guidelines.

4.8.8 Marking, Feedback and Anonymity

Completed marking/feedback forms, can be collected from the Faculty unusual circumstances such as student absence results may be posted. Coursework will be available for collection from the Faculty Office on the date of result publication. End of year results for all paramedic modules and details of your progression or final Award status will be published when ratified by the Academic Registrar.

Coursework and examinations are marked anonymously where appropriate (although this is not possible with assessed presentations, assessment of practice, OSCE's a minority of other assessments).

Please ensure that you use your student number and not your name on the front sheets of assignments in order to protect your anonymity.

4.8.9 Summative feedback return period

The University's Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker feedback to students. It has agreed that, from September 2010, you will receive feedback on your coursework and class test summative assessments normally within 20 working days (this was previously 25 days) following the coursework submission date or date of the class test. For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days. The anticipated feedback return times for all assessments will be published in your Module handbooks.

In order to ensure that feedback is provided within 20 days, in some cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

The University hopes that you will also play your part by ensuring that you collect feedback from your module tutor as soon as it is available.

4.8.9 Accreditation of Prior (Experiential) Learning Arrangements

During your Award it may be possible to gain exemption from a module or modules or from placement if you have suitable previous experience or qualifications. This is known as Accreditation of Prior Experiential Learning (APEL) or Accreditation of Prior Learning (APL). You will have been sent information about this prior to commencing your Award. If however you have not applied for APL/APEL and think you may be eligible, please contact your Personal Tutor for advice or refer to the Guidance Notes for Accreditation of Prior Learning / Experiential Learning for details.

4.9 Practice learning and assessment

Ensuring the quality of your clinical learning and assessment is a joint responsibility of the university, local NHS Ambulance Trust; local NHS Trusts and other placement providers. You will experience a variety of placements. Further details are outlined in your clinical education handbook.

Your named mentor must work with you for a minimum of 15 hours per week (2 full working days) of your placement time (HPC 2007) to ensure that they are able to make an informed and evidenced judgement of your competence. Mentors will use observation of your practice as a main method of assessment, but will support this with discussion and questioning to establish aspects such as your knowledge base and rationale for practice. They will also discuss with you the additional evidence that they expect you to provide to support their judgement further - this will include evidence from your portfolio.

Although mentors have a responsibility to work with you for a minimum of 15 hours/per week, we expect you agree to work alongside your mentor whenever this is possible and appropriate. This will mean working shifts in placements that operate shift systems, including evenings, weekends and nights, within the guidance given to you in the clinical placement strategy. At the beginning of your placement you will need to discuss and agree working patterns with your mentor. If for any reason you are temporarily unable to undertake the normal pattern of shift work within an area, please discuss this urgently with your personal tutor and placement lead for that area so that an appropriate accommodation can be made. You are expected to experience the 24 hour cycle of care for your course and therefore such accommodation can only be made on a temporary basis.

You will undertake six practice placements in your programme. You will undertake continuous assessment of practice in every placement that you attend, with formative assessment occurring in placement 1 and 2 (yr 1) 4 & 5 (yr 2) and with summative progression points in placement 3 and 6 (year 2).

Your mentors must have completed a recognised programme of preparation as required by the Health Professions Council. They will not be eligible to undertake your summative assessment of practice if they do not meet these criteria.

We will support you and your mentor with the clinical assessment process whenever this is required. If they or you have any concerns about your progress, the advice is to contact your local clinical placement facilitator or personal tutor at the first available opportunity. The quality of your placement is monitored annually through the educational audit process.

4.9.1 Referral in assessment of Clinical Practice.

If you are referred at the first attempt in your assessment of clinical practice, a meeting will be arranged between yourself, your mentor and your Personal Tutor. The following issues will be discussed and planned:

- Identification of weaknesses
- Development of Learning contract
- Creation of opportunities for supervised practice

- Support required.

You will have one further opportunity to achieve your assessment; time is built into the placement allocation to allow you to achieve this.

5.0 Rules and Regulations

This section provides an overview of some of the key rules relating to your programme. It is important to remember that the rules and regulations are designed to ensure that we maintain a fair experience for all learners and gives confidence to the quality of the work you do.

5.1 Professional Behaviour and Attitude:

Your programme of study is designed to prepare for eventual registration and professional practice. Whilst studying at University we hope you have an enjoyable time, we also expect you to act in a responsible manner and within the expectations and professional code for your profession. The Health Professions Council produces the following specific guidance for professional practice and standards you will read and refer to these throughout your programme:

Health Professions Council (2008) Standards of conduct, performance and ethics. London. HPC

You will be introduced to this document at the beginning of your programme and are expected to read and refer to it throughout your programme.

As a course requirement you must also complete a *Contract of Professional Behaviour* which clearly sets out what is expect of you during your course of study. A copy is provided in the Student Portfolio. Your personal tutor will confirm with you that you have read the above HPC documents.

5.2 Academic Behaviour:

It is a requirement of the course that students will arrive on time for lectures and contribute to their own and fellow students learning by being actively involved in the learning process.

Your course is your entrance into the paramedic profession and therefore it is a requirement of the University that all academic and practical work **must** be produced by you. The University takes the issues of academic dishonesty very seriously and it is strongly suggested that you are fully aware of the guidance provided in this document.

See Part II

5.3 Clinical Experience and Placements

Placements are learning environments where you can apply, with appropriate support and supervision, the skills and knowledge you have gained in University. We also recognise and value the skills and knowledge that you will gain from practice when you are working with a registered practitioner. In order to gain the

most from your placement area certain standards are expected from you and your placement area. More information is provided in the clinical education handbook.

Placements are allocated to meet the educational and statutory needs of your programme of study. Should any student need to change placements they must write to the appropriate [placement lead](#), providing their rationale in the first instance. This written request must be sent as soon as possible and a **minimum of 4 weeks before** the placement is due to start.

Please note that the Placements Officer may only be contacted between the hours of 14.00-16.00 daily. The placement officer will only confirm placement details and cannot alter actual placements. While every effort is made to ensure that the placement officer is available at these times – during periods of high work load or demand you may not be able to make contact during the times outlined. .

5.4 Complaints by Students Related to Standards of Clinical Practice

During your experience in clinical practice you may witness care, which you feel, is poor. Although such circumstances may be unusual you should not hesitate to report them in the interests of your patients/clients. The Faculty of Health has an approved complaints procedure for you to use - details of which are available on the Faculty Web pages.

5.5 Suspension of Students from Clinical Practice

Occasionally it may be necessary to remove a student from his/her placement in clinical practice (or even in rare circumstances from their Award as a whole). The Faculty of Health has published guidelines to be used in such circumstances, and these are posted on the Faculty Web pages.

5.6 Student Errors and Incidents in Clinical Practice

Untoward incidents unfortunately occur occasionally in practice. Faculty of Health guidelines used in these circumstances are outlined in the Faculty Web pages.

6.0 Attendance

All students must complete 3,000 hours attendance over the two years of the programme, comprising 1, 500 hours in theory and 1, 500 in practice. This is divided equally over the two extended academic years. Attendance is recorded in hours to comply with this professional requirement.

You have an attendance record which you must take with you to your practice placements. Attendance must be verified and signed by your mentor using this document. When you are in University, please ensure that you sign the registers for every session that you attend as these are also records of your attendance.

6.1 Negotiated, flexible days

Within each year of the programme you can take up to 10 flexible days per year away from the practice experience without compromising your practice requirements. This extra time has been built in, in order to provide you with some flexibility to manage your course and personal demands.

The principles for agreeing flexible days are as follows:

- Normally this will be agreed in advance with your mentor and must not be taken if it compromises the 15 hours of time you need to work with your mentor during the placement.
- You should have no more than 5 flexible away from any one placement block (this total would also include any sickness absence you have had) unless you have special dispensation from the Programme Leader to do so.
- Flexible days will not be taken within four weeks of the date of summative assessment.
- Flexible days will be recorded on your placement attendance sheet and signed as accurate by your mentor. The number of flexible days will be monitored by your personal tutor and a record will be kept.

It is acknowledged that there may be occasions when you need to take flexible days as an emergency, for example, if you have family health / care problems. On these occasions, please let your placement and reception at the Faculty of Health know immediately that you need to take a flexible day away and the date that you will be back on duty.

The support the students, who are working on assessment resubmission during their full time extended placement period, will be discussed and negotiated on an individual basis by the student's module and personal tutor. If you successfully complete your summative assessment of practice on the first attempt (placements 3 and 6) and have flexible days remaining, you may take these within the final two weeks of that placement, prior to the second assessment submission date.

6.2 Sickness and absence

We expect you to attend all sessions associated with your module of study and all placement experiences. However, we acknowledge that there may be occasions when you are unwell. Should you be unable to attend the University please telephone the Faculty Office at Stafford. An answer phone is available out of office hours. **Should you be unable to attend a placement you must telephone both the placement and the University.**

It is your responsibility to discuss with the Module Leader aspects of content that you will have missed by non-attendance, and you will be expected to complete any work set (see the University Regulations for more details). Prolonged periods of sickness/absence will impair your ability to meet the Module/Award Outcomes and Professional Requirements and sickness or absence will need to be made up in order to meet professional requirements. Your Personal Tutor will monitor attendance and it is important for you to discuss your progress with them. It is possible that a period of intermission from the Award will be necessary in some circumstances.

The module and/or award leader reserves the right to intermit/withdraw you from a module and/or award if continued absence prevents you from progressing in that module. If you are withdrawn or you withdraw from the module because of non attendance you will be considered to have failed the module. If you enrol on the same module the following year, submissions of assessment(s) will be referred to a 2nd attempt

6.3 Late arrival

If you are late arriving for a lecture session please enter quietly. Please switch off your pager, bleep or mobile phone because they are very disruptive to others.

Please see the Faculty of Health Attendance Policy for further information.

7.0 Assignments and Assessed Work

For any work that you submit for assessment please ensure that you follow the specific instructions given within the module handbook and follow these instructions carefully.

The general University regulations relating to the assessment of students may be accessed here

http://www.staffs.ac.uk/images/assessment_of_students_tcm68-12680.pdf

- The marking criteria against which all your academic work is judged can be found in your module handbooks
- It is worth looking at the marking criteria closely so you know what aspects of your work will gain you the most marks.
- Be aware that the date and time of the Viva Voce Examination will be given by the University student e-mail system.

7.1 Presentation of Work

The nature of the assessment brief will dictate how your work should be presented. However, any written work submitted for marking should be legible, referenced, typed in size 12 Arial font, double spaced and printed on **one** side of the paper only.

For each assignment one copy must be submitted in a soft, clear-fronted, A4 plastic file with punched holes together with an assignment marking form and must include your University Student Registration Number on the front. Do not place individual pages in clear plastic wallets within the file. Ensure that any additional leaflets, samples etc are adequately attached.

Folders, which do not meet this requirement, will not be accepted. Ensure that an accurate estimate of word count is also entered in the appropriate space.

Extensive appendices are not normally acceptable and you are advised to seek guidance from the module team before making use of appendices in your work.

Further information on how to present your work, study skills and referencing information is provided on the [Blackboard](#) Site.

Your Personal Tutor will be able to assist you in developing general academic writing abilities.

7.2 Behaviour during Exams

In order to provide you with the most appropriate environment in which you will sit examinations the University requires you to respect your fellow students and follow certain rules and regulations. These requirements may be found by following this link.

http://www.staffs.ac.uk/images/gen_regs_app2_tcm68-12716.pdf

7.3 Submission of Assignments

Your work should be submitted to the faculty office before mid-day of the official date of submission. Please note that hand-in days are very busy for the faculty office staff. If you hand in after 12 mid-day on the official hand-in date your work will be recorded as a late submission, which may not then be marked, so you should fill in an extenuating circumstance form.

If you are unable to submit work or have personal issues that have reduced the quality of your work you should complete an [extenuating circumstances](#) form. If you need help with this please see your Personal Tutor. Please note this must be submitted **within five working days of the official hand-in date**

To avoid the risk of late submission you can always hand in your work up to *one week in advance* of the official hand in date but once you have handed it in your work, it cannot be returned until it has been marked.

7.4 Assessment in clinical practice

As 50% of your course is based in practice it is appropriate that your skills and knowledge paramedic practice in the clinical environment are continuously assessed. Continuous assessment is performed by your named mentors and has three elements:

Initial interview:

At the beginning of your placement you will have an induction into the placement area in addition to an initial meeting with your mentor, to ensure that you have been introduced to the placement and the learning opportunities available to you there. At this meeting you will agree your initial objectives, ensure that you will be working with your mentor for a minimum of 15 hours per week and identify your learning action plan.

Formative assessment:

The purpose of formative assessment is to review your progress and to give you feedback on your strengths and areas that you still need to develop. There is no summative judgement applied and formative feedback occurs in all placements. A date by which you must have been given this feedback will be provided at the beginning of your placement.

7.5 Summative Assessment of practice

In placement 3, (end of year 1), placement 6 (end of year 2) you will undergo summative assessment. These are final assessments and, like your theoretical

assessments need to be passed in order to progress onto the next stage of the course or to complete the award. Therefore in this assessment you will be given a Pass or Refer grade. You are entitled to two attempts at summative assessment, if you are not able to achieve the identified outcomes or proficiencies at the second attempt you will be awarded a Fail grade and the award will be terminated.

8.0 Progression and Achievement

We are here to help you succeed and have robust mechanisms in place to help you progress and achieve your Award and registration. Your progress and achievement will be monitored by your Personal Tutor during the two years of your course and it is essential that you work closely with him/her to get the best from your course of study.

Your Personal Tutor is aware of the University's rules and regulations and will be able to offer you, or point you in the right direction, as to what service, rule or regulation to use in your particular case. Therefore it is important to keep your Personal Tutor fully informed regarding any circumstance that may be affecting your progression on the course.

During your course modules have been designed to provide you with academic progression from Level 4 to Level 5 and progression in practice to a level of proficiency suitable for registration as a paramedic. Criteria for successful achievement of modules will be based on your satisfactory attendance, and on results of theoretical and/or practical assessment. However, we hope that you will also measure your success by the learning and feedback that you achieve and the personal progress made.

8.1 Requirements for Entry to the Register

A Staffordshire University Foundation Degree in Paramedic Science will be awarded on the completion of the 240 credit approved programme. The award will be graded either a Pass, Merit or Distinction where these criteria are met. This will allow you to be eligible to register as a paramedic with the HPC.

The HPC maintains the professional register. This body is responsible for the protection of the public and maintaining a register of qualified paramedics. To be eligible to register as a Paramedic with the HPC a number of specific requirements are made. These include:

- Successful completion of the appropriate academic award – Foundation Degree in Paramedic Science.
- Achievement of the professional requirements for the award
- Meet all attendance requirements for the award
- Demonstrate a satisfactory standard of conduct, performance and ethics to enable HPC registration (HPC 2008).
- Notification of good character from the Head of Department from Staffordshire University.

When you have achieved all the above criteria the University will notify the HPC of your successful completion. You will need to apply to the HPC for registration and

pay the required fee. Further information about this process will be available from the Award Leader towards the completion of your award.

8.2 Employability

The Foundation Degree in Paramedic Science has been designed for individuals to meet statutory and professional registration requirements for employment as a qualified paramedic. This award have been developed in collaboration with the West Midlands Ambulance NHS Trust to meet the needs of the employer for qualified Paramedic Practitioners Many students exiting the award will seek employment locally, however, students seeking employment further a field are well equipped to apply for other health related employment. Prospective employers or other Higher Education Institutions may request references, a transcript of training and details of attendance from the Award Leader.

8.3 Career Opportunities

Following qualification a wide range of career pathways and opportunities lie ahead of you including

- Registered Paramedic
- Emergency Care Practitioner
- Consultant Paramedic
- Teaching and Educational work
- Research
- Healthcare management

The course provides clear progression routes for individuals in health care work. Students that successfully complete the course will exit with a Foundation Degree (FdSc) in Paramedic Science, which is a recognised qualification in its own right. You will then be eligible to apply for professional registration with the HPC which will then enable you to gain employment with the ambulance service.

Students will also be eligible to progress onto the 3rd year of some existing degree programmes. A top up Honours Degree will be available for students wishing to develop their continuing professional development.

8.4 When things go wrong or you need help

We are eager for you to succeed on these awards, however, during your time as a learner, we recognise that there may be times when you experience problems or difficulties – this section is important to read as it provides important guidance to help you through.

While we always do our best to provide the best service and experience we sometimes do get it wrong and again this section will tell you how to raise your concerns or complain.

Support is available from the University if you are having difficulties and you can get contact information by clicking [HERE](#)

Information regarding support and guidance available to you – may be found here

<http://www.staffs.ac.uk/schools/health/nm/stuinf/stuhand/prereq/019%20-%20Student%20Support%20and%20Guidance.pdf>

The University also offer a counselling service.
For issues that deal with complaints regarding patient/client care

<http://www.staffs.ac.uk/schools/health/nm/stuinf/stuhand/prereg/002%20-%20Protocol%20for%20Dealing%20with%20Placement%20Complaints.pdf>

If you have been involved in a clinical incident/error

<http://www.staffs.ac.uk/schools/health/nm/stuinf/stuhand/prereg/007%20-%20Student%20Errors%20&%20Incidents%20in%20Clinical%20Practice.pdf>

Please let us know if you have any trouble accessing these links. We will be able to provide you with paper copies of the above if needed.

8.5 Student Disciplinary Procedures

While the majority of students never have cause to look at these Regulations you should be aware that the University has the right and responsibility to ensure that students act in an appropriate manner and can enforce these requirements by disciplining students accordingly. Hopefully you will never need to refer to this policy but this link will inform you of what the disciplinary process is

http://www.staffs.ac.uk/images/gen_regs_app3_tcm68-12717.pdf

During this process you should seek advice and support as indicated in the appropriate section of this book.

8.6 Learning Resources

During your course you will have access to the Staffordshire University Library and Information Resources. In terms of the Faculty of Health we can offer a collection of approximately 30,000 books, videos, and study packs and a range of nearly 300 journals in nursing, midwifery, medicine, psychology, sociology, sports health, NHS Management and other health related topics. In addition to these specific health related resources you will have access to the wider University Library system, including specialised CD ROM databases and Online and Internet resources. Material from national libraries can be accessed through the inter-library loans system. Many text books are available to read electronically.

We recognise that if you have had a break from studying for a while, then it will take time to learn how to use the library. Library staff do not expect you to work it out for yourself. Every subject taught within the university has a subject team associated with it. This subject team will offer you professional advice and support. The subject teams offer a range of services, including:

- An introduction to the library and a set of user guides which will remind you of things covered in the introduction. Library publications on a whole range of subjects, including how to access and select CD ROM databases, and how to use the electronic catalogue;
- Specialist skills workshops showing techniques of literature searching using electronic media;
- An Enquiry Service;
- Specialist help. The subject librarians are there to help you, please do not hesitate to ask.

How do I contact the Library?

The Nelson Library is based at the Stafford, Beaconside Campus and is signposted from the main entrance to the site. The Thompson Library is based at Stoke behind the Cadman Building on College Road. The Faculty of Health collection is located on both the Shropshire and Staffordshire sites:

Table 6. Contact details for Library Staff

Site	Librarian	Address and Telephone Number
STAFFORD	Pam Dunning	Nelson Library, Staffordshire University, P.O. Box 368, Beaconside, Stafford, ST18 0YU Tel: 01785 353606
TELFORD	Louise Stevens	Library, Education Centre, Princess Royal Hospital, NHS Trust, Apley Castle, Telford, TF6 6TF. Tel: 01952 641222, x 4440
SHREWSBURY	Shirley Kennedy	Library, Faculty of Health, Royal Shrewsbury Hospital (North), Mytton Oak Road, Shrewsbury, SY3 8XQ. Tel: 01743 261440
*OSWESTRY	Marie Carter	Francis Costello Library, Institute of Orthopaedics, Robert Jones and Agnes Hunt Orthopaedic Hospital, Gobowen, Oswestry, Shropshire Tel: 01691 404388
STOKE	Paul Johnson	Thompson Library Staffordshire University, College Road, Stoke Tel: 01782 294875

* Specialist collection of Orthopaedic books

What is the access to and support with Information Technology (IT)?

The University IT Services manages the computer network and facilitates the effective use of computers by Faculty of Health students and staff in the university.

The **Student Guide to Information Services** is a comprehensive guide to all IT student facilities and can be found at

http://www.staffs.ac.uk/images/student_handbook_tcm68-13792.pdf. It is also available from all Help Desks, Advisory Desks and Information Points

Main advice centres:

The Octagon (01785) 353339

Beaconside, Stafford
K016 - Student IT Help Desk
Concourse area.

Brindley IT Centre (01782) 294135

Brindley Building, Leek Road, Stoke-on-Trent

Cadman IT Centre (01782) 294508

Cadman Building, College Road, Stoke.

Lichfield Centre (01543) 301109

The Friary, Lichfield.

Faculty of Health IT facilities:

Blackheath Lane (01785) 353761

Stafford – BL102 – the Student Workroom – advice available in the Nelson library.

Shrewsbury (01743) 232687

Royal Shrewsbury Hospital – IT Drop in room , Shrewsbury Health Library, located in the Learning Centre. IT support – see counter staff in library or Paul Greenwood.

Oswestry (01691) 404000

Advisory Desk is located at the Faculty of Health reception.

Telford (01952) 641222 Advisory Desk is located in the Library.

Support services:

IT Services support a wide range of computing facilities across the university, including:

- Over 2000 distributed desktop computers: Windows PCs and Apple Macintosh;
- Open access student computer laboratories equipped with a range of standard and subject specific software;
- A campus network connecting all computers and giving access to the Internet;
- World Wide Web;
- A network of Digital Alpha, NT and VAX multi-access and client/server computers;
- Laser and inkjet printers;
- Electronic mail account for each student;
- Friendly advice and assistance to users near their workplace; programming; operations; equipment purchase, installation, maintenance and repair; communications and networking;
- Systems analysis and design.
- Training on use of IT equipment, media and software. Three free Basic IT Skills courses are offered to all new students:
 - Introductory IT skills and word processing;
 - Introduction to email;
 - Introduction to the Internet.

Enrol at your local Advisory Desk.

Sales

IT Services Help Desks sell a range of computer-related items to students on a non-profit basis.

Printing

Black and white printing is available in all labs with high quality colour printing available from selected Help Desks.

Software and documentation

For a full list of student open access areas and the software available in each lab, obtain the following documents from your local Help Desk:

L026 Software at Stafford and L027 Software at Stoke

A wide range of user documentation is available from IT Services, see USER 136 Printed list.

Help and advice

IT Services staff provide advice and assistance on most aspects of computing. If you have a problem using any of the personal computers, or printers, contact your local Help Desk or Advisory Desk.

Faculty of Health Web Page

The Faculty of Health Web page can be accessed at:
<http://www.staffs.ac.uk/faculties/health>

Email

Every enrolled student has access to an individual email account. It is very important that you access this e-mail account regularly as it will be the prime method of communication from the University, Faculty and your tutors.

Your e-mail address is made up of your student user name (two letters and 6 numbers) followed by.....@student.staffs.ac.uk. For example:

Ab123456@student.staffs.ac.uk. Your log on password is your 6 figure date of birth, e.g. If date of birth is 25th September 1980, your password is 250980.

Information about your e-mail account is in the IT services student handbook, or available at any help desk. Sessions on using email and computers can be booked at induction, or further information can be obtained at the Faculty of Health offices.

You are advised to check your student once monthly to ensure you receive most up to date information

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