

**BSc (Hons) Paramedic Science**  
**School of Sport and Health Sciences**



**University of Brighton**

**Year 3**  
**Practice Assessment Document**

**Module Code: NB603**

<b>Student Name</b>	
<b>Student University Number</b>	
<b>Submission Date</b>	
<b>Named Mentor</b>	
<b>University Personal Academic Tutor</b>	

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Whilst on placement, students are reminded of their duty to comply fully with the  
Health and Care Professions Council (HCPC) Standards of Conduct and Ethics for Students 2016

- Standard 1 Promote and protect the interests of service users and carers
- Standard 2 Communicate appropriately and effectively
- Standard 3 Work within the limits of their knowledge and skills
- Standard 4 Delegate appropriately
- Standard 5 Respect confidentiality
- Standard 6 Manage risk
- Standard 7 Report concerns about safety
- Standard 8 Be open when things go wrong
- Standard 9 Be honest and trustworthy
- Standard 10 Keep records of their work with service users and carers

**Additional information can be located on the HCPC website.**

## Introduction to the Practice Assessment Document (PAD)

The PAD provides you with an ongoing record of your placements, allows you to reflect on your learning and personal development and provides evidence that you have achieved the competencies to meet the requirements of the Health and Care Professions Council (HCPC) Standards of Proficiency: Paramedics (2014) and the College of Paramedics (CoP) Curriculum Guidance (2017). **All sections of the PAD MUST be completed.**

The PAD is comprised of:

Record of **signatures**

Placement **orientation**

Student **self-assessment and personal development plan**

Three **interview records** (initial, mid-point, final and retrieval)

**Skills log**

The **Competency Record**

Record of **meetings/tutorials**

Developmental **action plan** (if appropriate)

Monthly **attendance records**

**Record of signatures** - Any professional involved in assessing the student should include their name and signature on the Record of Signatures page.

**Placement orientation** - Students should be orientated to their practice education setting on the first day of placement. This will help to ensure that all students are familiar with local requirements for a range of matters.

**Student self-assessment and personal development plan** - Students should provide a self-assessment of their own learning needs by considering their strengths and weaknesses and how they personally plan to develop over the year. This section should be completed prior to the preliminary interview with the Mentor. This information will be useful to inform discussion with the students Mentor during the initial interview.

**Scheduled Interviews** - The **initial interview** must take place by the end of the first week of ambulance placement following orientation and induction to placement. This is the opportunity for yourself and your Mentor to discuss the learning objectives.

The **intermediate interview** is designed to take stock of progress in all placement areas. If any issues or concerns are identified, yourself, the Mentor, SECAMB's Practice Education Lead and your Personal Academic Tutor should be informed early enough to allow all parties to attend arranged meetings. Feedback should reflect the progress in the Competency Record.

The **final interview** is designed to assess and record the achievement on placement with consideration for learning in all placements across the year. The Mentor should also identify areas for you to focus on in the future. The feedback should reflect progress in all parts of the PAD. At this point Mentors are required to sign a progression statement which should reflect the outcomes of the PAD.

**Skills log** - This log identifies when a student has received the appropriate education and training to safely undertake a specific skill, under supervision. It provides Mentors with a clear indication if a student can undertake a specific skill. Where a section has been completed this only identifies that a student is permitted to undertake a specific skill whilst under the direct supervision of a suitably trained clinician. This log will be carried over into subsequent years.

**The Competency Record** - The Competency Record is an **achieved/not achieved** assessment based upon direct observation, simulation, questioning or discussions with your Mentor. It is designed to assess you continuously throughout placement. By the end of the placement, you must reach an **achieved** at the required level in each summative sign off box to pass overall. Relevantly qualified Mentors can sign you off as competent on individual competencies in your PAD. Your named Mentor holds the responsibility for signing you off as competent at each year's progression point.

If an overall REFER is anticipated at any stage, the Mentor should contact the student Personal Academic Tutor and SECAMB's Practice Education Lead for support and direction.

**Record of meetings/tutorials** - This section of the PAD is for Mentors and students to briefly record discussion points that arise during meetings or tutorials. Examples could be discussions around progression to date, how a student can develop in certain areas, punctuality, professional behaviours, and attitudes.

**Developmental action plan (if appropriate)** - Where a Mentor identifies concerns, such as student development, skill performance, knowledge, professional behaviours/attitudes, the Mentor should inform the Personal Academic Tutor and SECAMB's Practice Education Lead. This will allow the University, Mentor and student to all meet and discuss the areas of concern and develop an action plan to promote learning and development. An agreed strategy and timeline will be identified and recorded here, along with a review of the action plan.

**Student reflection** - This section should be completed at the end of the placement period and provides students with an opportunity to consider how they have developed over the year. Students might wish to consider their key successes over the year or areas that they feel they need to develop further.

**PAD review by Personal Academic Tutor** - Around the beginning of trimesters two and three personal tutors will review students PADs for progression and content. A space has been provided for personal tutors to leave brief comments and guidance about how the PAD has been completed or could be further develop.

**Attendance record** - It is a mandatory requirement that students submit monthly attendance records, to My Studies. The details of how to do this are available in the student area of My Studies.

Record of Supervisor and Mentor Signatures

Name (Please print)	Signature	Educational / Clinical Role	Placement Name

## Placement orientation

	Student Signature/Date:	Supervisor Signature/Date:
<b>The following activities must be met within the first day of placement:</b>		
An orientation to the practice placement setting has been undertaken including shift patterns, breaks, mealtimes, placement profile, nature of service, awareness of user group, intended interventions and clinical outcomes.		
Placement specific fire procedures have been explained and student is aware of exit, alarms, and fire safety equipment locations.		
The student understands the requirement to adhere to dress code, infection prevention and control and promotes a professional image.		
The student is aware of how to summon assistance in the case of emergency.		
Resuscitation policy and procedures have been explained and the location and use of necessary equipment has been shown.		
Information governance protocol including data protection, record keeping, and confidentiality has been discussed.		
The student is aware of where to find key policies and protocols for safe practise: Health and safety, Incident reporting, Infection prevention and control, Safeguarding and escalation of concerns, Sickness and absence policy and reporting procedure		
Practical arrangements such as: Security access to practice area, Access to computer and learning resources, Storage of personal belongings, Break periods.		
Risk assessment and reasonable adjustments have been discussed and considered relating to disability/learning/pregnancy needs (where disclosed).		
<b>The following criteria must be met prior to student use:</b>		
Any moving and handling equipment used in the practise area must be demonstrated in terms of safe use for student and service user/patient.		
The student will be provided with a demonstration of any medical devices and practises used in the practise area prior to use.		



## Self-assessment and Interviews

### Initial interview

Identify your learning needs by considering your strengths and weaknesses. <b>This interview takes place within the first week of placement.</b> A development plan, including learning objectives should be drawn up.	
Strengths.	Weaknesses.
Opportunities.	Threats.
<b>Mentor's comments. Agree learning objectives as appropriate.</b>	
<b>Student signature and date.</b>	<b>Mentor signature and date.</b>

Midpoint interview

Identify your learning needs by considering your strengths and weaknesses. A development plan, including learning objectives should be drawn up.	
Strengths.	Weaknesses.
Opportunities.	Threats.
<b>Mentor's comments. Agree learning objectives as appropriate.</b>	
<b>Student signature and date.</b>	<b>Mentor signature and date.</b>

### Placement final interview and progression statement

<p>This final assessment of progress must include specific reference to achievement of the assessments contained within the PAD. Please summarise the overall performance and progress in the assessed criteria. If there are any concerns about this final assessment the University Personal Academic Tutor must be informed as soon as possible. <b>To be completed in the final week of the practice placement.</b></p>			
<p>As the Named Mentor, you are signing to confirm either a or b;</p>			<p><b>Sign:</b></p>
<p>a)</p>	<ul style="list-style-type: none"> <li>• The student has passed all elements of the Competency Record.</li> <li>• The student has consistently been punctual and achieved enough practice placement hours in order to have met all the learning outcomes (review the attendance record before signing).it is expected that the students should have completed approximately 450 + hours across all clinical and interprofessional placements.</li> <li>• That the student has evidence of having completed their interprofessional placements</li> <li>• The student has fully complied with the HCPC Standards of Conduct and Ethics for Students (2016)</li> <li>• The student has achieved an overall PASS for the Practice Assessment Document</li> </ul>		
<p>b)</p>	<ul style="list-style-type: none"> <li>• The student is not able to progress and is referred. Clearly identify below the reason for the refer.</li> </ul>		
<p>Based on the criteria: summarise the student’s achievement and professional development (including feedback from patients/relatives/carers/service users), including the students developmental needs.</p>			
<p>Mentor’s signature/date:</p>			
<p>Student signature/date:</p>			
<p>Action plan initiated if necessary:</p>		<p>YES</p>	<p>NO</p>
		<p>(Circle as appropriate)</p>	
<p>For completion and signing by Personal Academic Tutor</p>		<p>Yes / Sign</p>	<p>No / Sign</p>
<p>The student as achieved a PASS in all parts of Practice Assessment Document,</p>			
<p>The student has evidence of attending all interprofessional placements</p>			
<p>Has achieved all required practice hours</p>			
<p>All necessary signatures completed?</p>			

## COMPETENCY RECORD

This Competency Record will support your learning through assessment in practice in which you and your Mentor will work together to achieve the required elements. The skills you learn over your three years of placements at various and reducing levels of supervision, will form the basis for this record of competence providing evidence that skills have been assessed and documented as safe.

You must take ownership of the Competency Record and will present this to your Mentor at the start of each placement. It will be reviewed by the Mentor to inform their understanding of achieved competencies and the prioritisation of skills and competence necessary and achievable in the current placement. In collaboration with your Mentor, you will discuss and reflect on areas of practise learnt. The Mentor will provide feedback and comment to inform you of your progress and development, and to ensure opportunities to pass summative assessment are maximised.

The Competency Record identifies the range of competence required by the end of each year of the programme. This requirement will be met through learning opportunities and placements with practise partners and the University.

**All competencies must be achieved and maintained at the level of independence. It is anticipated that students will progress though the stages of learning below to reach the level of independence by the end of each year.**

Level	Knowledge / reasoning	Level of performance	Personal and professional awareness
<b>Dependent</b>	Lacks knowledge No awareness of alternatives Unable to explain / give reasons for actions	Lacks accuracy & confidence Needs continuous guidance & supervision Poor organisation, no awareness of priorities	Actions & behaviour are not modified to meet the needs of the client and situation No meaningful explanations given Lacks insight into personal and professional behaviour
<b>Minimal supervision</b>	Applies accurate knowledge to practice Some awareness of alternatives Beginning to make judgements based on contemporary evidence	Safe and accurate; some confidence / efficiency Needs occasional direction or support Beginning to initiate appropriate actions Identifies priorities with minimal prompting	Actions / interventions / behaviours generally appropriate for the client and situation Explanation is usually at an appropriate & coherent Level Identifies the need for assistance
<b>Independent</b>	Applies evidence-based knowledge Demonstrates awareness of alternatives Sound rationale for actions Makes judgements / decisions based on contemporary evidence	Confident / safe / efficient Needs minimal direction / support Able to prioritise Able to adapt to the situation	Conscious / deliberate planning Actions/ interventions/ behaviour are appropriate to the client & situation Gives coherent / appropriate information Identifies & makes appropriate referrals

## Competency Record Criteria

COMMUNICATION			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element:</b> Demonstrates effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, colleagues and others.			
Mentor feedback			
<b>Element:</b> Recognises anxiety and stress in patients/carers and their potential impact upon communication. Uses verbal and non-verbal communication to reassure and reduce stress.			
Mentor feedback			
<b>Element:</b> Demonstrates an awareness of the characteristics and consequences of verbal and non-verbal communication, how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs and adapts communication techniques accordingly.			
Mentor feedback			
<b>Element:</b> Provides service users or people acting on their behalf with the information necessary to enable them to make informed decisions.			
Mentor feedback			
<b>Element:</b> Undertakes accurate verbal patient handovers with other health professionals			
Mentor feedback			

HEALTH AND SAFETY			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element:</b> Demonstrates knowledge of the principles of moving and handling service users and equipment including kinetic principles, posture, technique, the need for communication and preparation of working area, route and destination.			
Mentor feedback			
<b>Element:</b> Demonstrates safe and effective patient moving and handling skills.			
Mentor feedback			
<b>Element:</b> Works safely in challenging and unpredictable environments, including being able to take appropriate action to assess and manage risk.			
Mentor feedback			
<b>Element</b> Performs effective dynamic risk assessments.			
Mentor feedback			
<b>Element</b> Selects appropriate Personal Protective Equipment (PPE) and utilises it safely and effectively.			
Mentor feedback			
<b>Element</b> Establishes safe environments for practise, minimising risks to self, service users, those treating them and others, including scene safety, the use of hazard control and infection prevention and control.			
Mentor feedback			

<b>Element</b> Establishes safe environments for practise, minimising risks to self, service users, those treating them and others, including scene safety, the use of hazard control and infection prevention and control.			
Mentor feedback			
<b>Element</b> Demonstrates appropriate hygiene procedures such as the use of routine hand washing, disposable products and using appropriate cleaning mediums, methods for personal, vehicle and equipment hygiene and use of aseptic techniques.			
Mentor feedback			
<b>Element</b> Demonstrates safe and effective sharps management and the procedure for sharps injuries.			
Mentor feedback			

SERVICE USER INVOLVEMENT AND WELLBEING		
Skill	Achieved Mentor signature	Not Achieved Mentor signature
<b>Element</b> Acts in the best interests of service users at all times.		
Feedback from Mentor		
<b>Element</b> Practises legally, ethically and in a non- discriminatory manner maintaining dignity and respect to a wide range of service users.		
Feedback from Mentor		
<b>Element</b> Respects and upholds the rights, dignity, values and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing.		
Feedback from Mentor		
<b>Element</b> Obtains valid, informed patient consent for all examinations and treatment (where possible) and gives coherent explanations to patients or their advocate as required.		
Feedback from Mentor		
<b>Element</b> Demonstrates the ability to safeguard vulnerable children and adults within the context of local and national policy.		
Feedback from Mentor		
<b>Element</b> Demonstrates awareness and applies the legal aspects of consent, capacity, and confidentiality.		
Feedback from Mentor		



## DOCUMENTATION & RECORD KEEPING

Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Keeps accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines.			
Mentor feedback			
<b>Element</b> Correctly and effectively completes Patient Clinical Records			
Mentor feedback			
<b>Element</b> Correctly and effectively utilises other patient documentation, including management of clinical records and capacity forms.			
Mentor feedback			
<b>Element</b> Completes documentation clearly and accurately in a timely manner and in accordance with clinical performance indicators and other current guidelines.			
Mentor feedback			
<b>Element</b> Protects information in records from being lost, damaged, accessed without permission or tampered with.			
Mentor feedback			

PROFESSIONAL CONDUCT, PERFORMANCE & ETHICS			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Demonstrates a professional approach, attitude, and behaviours which adhere to relevant standards and guidance of conduct and ethical practise including always promoting fair and anti-discriminatory practise			
Feedback from Mentor			
<b>Element</b> Maintains high standards of personal and professional conduct including in terms of behaviour, neatness of appearance, time keeping, attendance and engagement.			
Feedback from Mentor			
<b>Element</b> Demonstrates the ability to work within legal, ethical and moral boundaries, and has an appropriate response to the limits of personal scope of practise.			
Feedback from Mentor			
<b>Element</b> Exercises a professional duty of care.			
Feedback from Mentor			
<b>Element</b> Demonstrates awareness of the need to keep skills and knowledge up to date, the importance of career-long learning and the preparation of Personal Development Plans and consistently makes best efforts in pursuit of excellence.			
Feedback from Mentor			
<b>Element</b> Demonstrates the ability to work with others and as a member of a wider team, is respectful of others and manages differences of opinion in a professional manner.			
Feedback from Mentor			

PATIENT ASSESSMENT			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Uses signs, symptoms, baseline observations and other information to form differential diagnoses.			
Mentor feedback			
<b>Element</b> Adopts a systematic approach to 12 lead ECG recognition correctly interpreting findings.			
Mentor feedback			
<b>Element</b> Undertakes thorough assessment of an adult medical patient to inform a working diagnosis.			
Mentor feedback			
<b>Element</b> Undertakes thorough assessment of an adult trauma patient to inform a working diagnosis.			
Mentor feedback			
<b>Element</b> Demonstrates assessment and management of pain, appropriate to the unique needs of an adult patient.			
Mentor feedback			
<b>Element</b> Accurately, safely and effectively performs a focussed respiratory system assessment.			
Mentor feedback			
<b>Element</b> Accurately, safely and effectively performs a focussed cardiovascular system assessment.			
Mentor feedback			

<b>Element</b> Accurately, safely and effectively performs a focussed musculoskeletal system assessment.			
Mentor feedback			
<b>Element</b> Accurately, safely and effectively performs a focussed gastrointestinal system assessment.			
Mentor feedback			
<b>Element</b> Accurately, safely and effectively performs a focussed neurological assessment.			
Mentor feedback			
<b>Element</b> Accurately, safely and effectively performs a focussed mental health assessment.			
Mentor feedback			

PAEDIATRIC PATIENT ASSESSMENT			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Undertakes base line observations showing an understanding of what they mean in relation to the patient's presenting symptoms (and disease and illness processes). These include respiratory rate, pulse rate, manual blood pressure, blood sugar reading (BM), Glasgow Coma Score (GCS), pupillary response, capillary refill and peak expiratory flow rate (PEFR). Mentor feedback			
<b>Element</b> Undertakes thorough assessment of a paediatric medical patient to inform a working diagnosis. Mentor feedback			
<b>Element</b> Undertakes thorough assessment of a paediatric trauma patient to inform a working diagnosis. Mentor feedback			
<b>Element</b> Demonstrates assessment and management of pain, appropriate to the unique needs of a paediatric patient. Mentor feedback			

## ADVANCED LIFE SUPPORT (ALS), EoLC AND DEALING WITH DEATH

Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Recognises the peri-arrest patient and responds appropriately.			
Mentor feedback			
<b>Element</b> Demonstrates safe and effective Advanced Life Support (ALS) adhering to Resuscitation Council (UK) guidelines and / or Trust policy.			
Mentor feedback			
<b>Element</b> Demonstrates an awareness of how to manage patients with Return of Spontaneous Circulation (ROSC) including identifying when drug therapy should be continued.			
Mentor feedback			
<b>Element</b> Undertakes capnography correctly interpreting results and treating accordingly.			
Mentor feedback			
<b>Element</b> Demonstrates knowledge that allows a holistic approach to the assessment and management of palliative and End of Life patients/service users.			
Mentor feedback			
<b>Element</b> Demonstrates awareness of appropriate care after death, and the need to confidently speak and communicate with bereaved people. This should include the ability to self-care and support colleagues.			
Mentor feedback			

## ADVANCED TRAUMA LIFE SUPPORT (ATLS)

Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Undertakes a primary survey on an adult trauma patient to inform a working diagnosis and formulate an appropriate treatment and management plan			
Feedback from Mentor			
<b>Element</b> Undertakes a secondary survey on an adult trauma patient to inform a working diagnosis and formulate an appropriate treatment and management plan			
Feedback from Mentor			
<b>Element</b> Undertakes a primary survey on a paediatric trauma patient to inform a working diagnosis and formulate an appropriate treatment and management plan			
Feedback from Mentor			
<b>Element</b> Undertakes a secondary survey on a paediatric trauma patient to inform a working diagnosis and formulate an appropriate treatment and management plan			
Feedback from Mentor			
<b>Element</b> Demonstrates knowledge of how to manage a traumatic cardiac arrest using the HOTT approach			
Feedback from Mentor			

WOUND CARE & HAEMORRHAGE CONTROL			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Demonstrates appropriate, safe and effective first aid care for a range of wounds.			
Mentor feedback			
<b>Element</b> Demonstrates safe and effective haemorrhage control for a range of haemorrhage presentations			
Mentor feedback			
<b>Element</b> Recognises the signs and symptoms of internal and external bleeding, catastrophic haemorrhage and shock and initiates appropriate patient management within permitted scope of practice.			
Mentor feedback			
<b>Element</b> Recognises when administration of tranexamic acid (TXA) is appropriate in patients with haemorrhage.			
Mentor feedback			



INTRAVENOUS CANNULATION			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	
<b>Element</b> Correctly identifies which drugs can be administered via the IV route within permitted scope of practice.			
Mentor feedback			
<b>Element</b> Correctly identifies appropriate sites for IV cannulation.			
Mentor feedback			
<b>Element</b> Identifies the correct size of cannula required depending upon patient presentation.			
Mentor feedback			
<b>Element</b> Appropriately, safely and effectively undertakes IV cannulation.			
Mentor feedback			

## INTRAOSSSEOUS (IO) CANNULATION

Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Correctly identifies which drugs can be administered via the IO route within permitted scope of practice.			
Mentor feedback			
<b>Element</b> Correctly identifies appropriate sites for IO cannulation.			
Mentor feedback			
<b>Element</b> Demonstrates how to measure to ensure the IO needle is inserted in the correct place.			
Mentor feedback			
<b>Element</b> Identifies the correct size of IO needle required depending upon patient presentation.			
Mentor feedback			

INFUSION			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	
<b>Element</b> Correctly identifies when IV or IO infusion is indicated. <b>Students are not authorised to administer any medication, in any circumstance via the intravenous/intraosseous route.</b>			
Mentor feedback			
<b>Element</b> Identifies the correct doses of 0.9% NaCl for adult medical conditions with and without haemorrhage including diabetic ketoacidosis (DKA) and sepsis.			
Mentor feedback			
<b>Element</b> Identifies the correct doses of 0.9% NaCl in adult trauma taking into consideration blunt, head, penetrating limb, penetrating torso, burns and crush injury trauma.			
Mentor feedback			
<b>Element</b> States the correct doses of 0.9% NaCl for paediatric medical conditions.			
Mentor feedback			
<b>Element</b> States the correct doses of 0.9% NaCl in paediatric trauma.			
Mentor feedback			

NEEDLE THORACENTESIS			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Recognises the indications for needle thoracentesis.			
Mentor feedback			
<b>Element</b> Demonstrates how to measure to ensure correct placement of the cannula.			
Mentor feedback			
<b>Element</b> Demonstrates awareness of the need for continuous reassessment and identifies the correct course of action to take in the event of a blocked cannula.			
Mentor feedback			

## MEDICINES MANAGEMENT & ADMINISTRATION

Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Correctly identifies the presentation, routes, dosage, indications, contraindications and cautions for JRCALC paramedic drugs. <b>Students are not authorised to administer any medication, in any circumstance via the intravenous/intraosseous route.</b>			
Mentor feedback			
<b>Element</b> Demonstrates safe practice in the appropriate <u>non-paramedic</u> drug selection and administration for a range of emergencies.			
Mentor feedback			
<b>Element</b> Demonstrates awareness of the importance of patient's own medication in giving an insight into and understanding medical history.			
Mentor feedback			

CLINICAL DECISION MAKING (Including Local Trust/Organisational Pathways)			
Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Demonstrates sound clinical decision making with early decisions made for time-critical patients.			
Mentor feedback			
<b>Element</b> Considers a range of options for non-time-critical patients including alternative care pathways.			
Mentor feedback			
<b>Element</b> Makes patient focused decisions and works inter-professionally and collaboratively consulting/liasing with other health professionals.			
Mentor feedback			
<b>Element</b> Effectively utilises early warning scoring systems such as NEWS2.			
Mentor feedback			
<b>Element</b> Incorporates holistic factors into their clinical decision making, including physical, social, spiritual, intellectual and psychological domains of health			
Mentor feedback			

## OBSTETRICS AND GYNAECOLOGICAL PRESENTATIONS AND MANAGEMENT

Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Demonstrates a systematic approach to assessing a range of gynaecological presentations and appropriately manages them.			
Mentor feedback			
<b>Element</b> Demonstrates a systematic approach to assessing a range of obstetric presentations and appropriately manages them.			
Mentor feedback			
<b>Element</b> Observes and discusses antenatal care			
Mentor feedback			
<b>Element</b> Observes and discusses labour, which could include vaginal delivery, caesarean section, abnormal deliveries.			
Mentor feedback			
<b>Element</b> Observes and discusses postnatal care of mother and baby.			
Mentor feedback			

## MULTIPLE CASUALTIES, MAJOR INCIDENTS AND RESOURCE MANAGEMENT

Skill	Achieved Mentor signature	Not Achieved Mentor signature	Date
<b>Element</b> Performs appropriate functions during a multi-casualty or major incident as tasked or required.			
Mentor feedback			
<b>Element</b> Demonstrates effective communication during a multi-casualty or major incident.			
Mentor feedback			
<b>Element</b> Demonstrates effective triage during a multi-casualty or major incident.			
Mentor feedback			



## Interprofessional placements

The BSc (Hons) Paramedic Science course aims to develop competent, skilled clinicians who will be eligible, upon graduation, to apply for registration with the Health and Care Professions Council (HCPC). This registration is dependent upon practitioners having satisfied the requirements articulated in the HCPC document *'Standards of Proficiency for Paramedics'*.

Students undertake a 'paramedic practice-based learning' module across each year of the course, requiring the summative achievement of numerous competencies - these are a key component of the course. This constitutes their clinical practice time within the local ambulance trust – South-East Coast Ambulance NHS Foundation Trust (SECAmb).

For the students from this course to successfully complete their qualification, they also benefit hugely from exposure to clinical experience outside of their SECAmb placements; these placements are in specialist community and acute hospital environments. Much of the placement has an observational nature, however if an opportunity presents itself for the student to engage in the care of the service user then we would encourage that whilst under the supervision of a clinical mentor. This allows students to gain insight into how hospital departments and specialist services run as well as how clinicians in those areas manage and interact with patients and clients in those areas.

IT IS A REQUIREMENT OF THE PAD THAT YOU UNDERTAKE AND COMPLETE YOUR INTERPROFESSIONAL PLACEMENTS.

YEAR 3 PLACEMENTS ARE – PRIMARY CARE, CARDIAC or A&E, MATERNITY

### **Record of Interprofessional Placement completed.**

Date	Clinical Area	Experiences observed / undertaken	Signature of mentor	Date

Record of meetings/tutorials

Date	Content of discussion	Signatures of participants

### Record of meetings/tutorials

Date	Content of discussion	Signatures of participants

Developmental Action Plan (If Appropriate)

<b>Area for Development (Specific)</b>	<b>Success Criteria (Measurable)</b>	<b>Actions Needed (Realistic/Agreed)</b>	<b>Review Date (Timely)</b>	<b>Signatures - Student &amp; Practice Educator</b>

**Developmental Action Plan (If Appropriate)**

<b>Area for Development (Specific)</b>	<b>Success Criteria (Measurable)</b>	<b>Actions Needed (Realistic/Agreed)</b>	<b>Review Date (Timely)</b>	<b>Signatures - Student &amp; Practice Educator</b>

### Student reflection

This is an opportunity for you to reflect at the end of your placement. What were your key successes of the year? What do you feel you need to develop further?

A large, empty rectangular box with a thin black border, intended for the student to write their reflection. It occupies the central portion of the page below the introductory text.

### PAD review by Personal Tutor

Students are required to present their PAD's to their Personal Academic Tutor for review. This is so that progress towards overall completion of the document can be established.

Date:	Comments:	Personal tutor (Name/signature).

Student Attendance Record

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