



Queen Margaret University
EDINBURGH

Paramedic Practice based learning Handbook

BSc Paramedic Science
(Pre-Registration)

School of Health Sciences
2025/2026

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GLOSSARY OF TERMS AND ABBREVIATIONS

Term	Abbreviation	Definition
Practice Educator	PEd (SAS placement educators)	12 months post qualified with professional registration to the HCPC as a paramedic, providing evidence that they have the relevant knowledge, competence, skills and attitudes in the practice-based education environment they are supervising learners in
Practice Educator	PEd (cross-sector placement educators) hospital, social & Community settings.	12 months post qualified with professional registration to the HCPC or another regulatory body, providing evidence that they have the relevant knowledge, competence, skills and attitudes in the practice-based education environment they are supervising learners in
Practice Based Education	PBE	Replaces the term: Practice Placement Education
Practice Based Education Provider	PBEP	The organisation/department/service hosting learners in their environments
Learners		Students
Education Provider		University delivering the HCPC approved programme of study
College of Paramedics	CoP	Professional Body for Paramedics
Health and Care Professions Council	HCPC	Regulatory Body for Paramedics
Practice Assessment Document	PAD	Record of practice from class simulation and skills training to practice based learning.
Practice Education Lead	PEL	Member of staff from the PBEP who is responsible for strategic co-ordination and sourcing of PBE provision
Scottish Ambulance Service	SAS	Part of NHS Scotland, providing emergency ambulance service to Scotland's population
Cross-sector Areas	CSA	Part of NHS Lothian and Borders. Clinical and community areas providing placement experience.
Elective placement	EP	Placement within external organisations; selected by learner

INTRODUCTION

The BSc. Paramedic Science Programme is comprised of approximately 50% theory (delivered on Campus) and 50% practice with learning integrated throughout. The Practice-based Learning modules are core modules and core part of this programme. QMU recognises the importance and benefits of practice-based learning, and the positives attributes of interprofessional learning across different clinical areas.

This Paramedic Practice Placement Handbook provides learners with comprehensive details that are relevant to Practice-based Learning modules 1(N1233), 2(N2385) and 3(N3667).

In this handbook you shall find detailed description of each placement, it's requirements and criteria. It explains different roles and responsibilities of QMU, practice-based education providers and learners.

This handbook provides learners and other readers with the purpose of the Practice-based Learning and signposts learners to further materials and resources related to Practice-based Education.

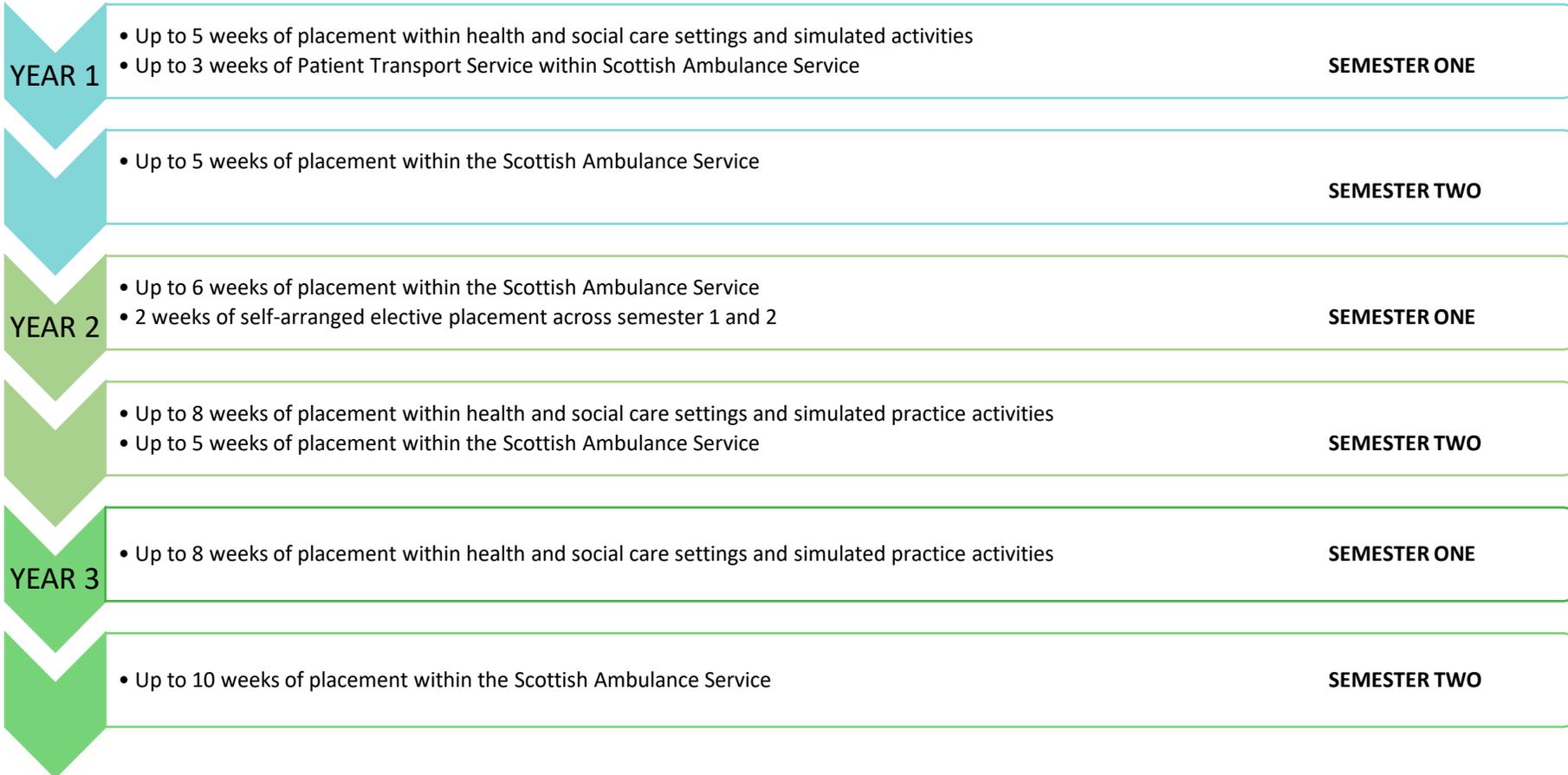
This Paramedic Practice Placement Handbook provides the theoretical overview of the Practice-based Learning modules. This Handbook provides all the essential information that learners need to progress through Practice-based Learning modules 1,2, and 3.

In the classes learners are introduced to placement specific paperwork that must be evidenced as they progress throughout all three years of the programme. Learners must fully document progression in all placement areas of preparing learners to become registered paramedics.

Learners should ensure that they take time to read the information in this handbook and the associated Practice Assessment Document (PAD) prior to entering practice-based education.

PRACTICE BASED EDUCATION OUTLINE: BSC PARAMEDIC SCIENCE

We aim to provide learners with two or three practice-based learning opportunities in each year of the programme. This may include:



THE HCPC STANDARDS OF PROFICIENCY FOR PARAMEDICS 2023

(Table 1) provides directions for programme-related practice experience. It is expected that the learner, working with, and being guided by their PEd in practice, will take into account these Standards of Proficiency, and will consider ways in which they can be achieved by the end of the programme to ensure that you have met the required standards.

Table 1.

HCPC Standards of proficiency for paramedics (2023)
<u>Registrant paramedics must:</u>
1. Practice safely and effectively within their scope of practice.
2. Practice within the legal and ethical boundaries of their profession.
3. Look after their health and wellbeing, seeking appropriate support where necessary.
4. Practice as an autonomous professional, exercising their own professional judgement.
5. Recognise the impact of culture, equality and diversity on practice and in non-discriminatory.
6. Understand the importance of and maintain confidentiality.
7. Communicate effectively.
8. Work appropriately with others.
9. Maintain records appropriately.
10. Reflect on and review practice.
11. Assure the quality of their practice.
12. Understand and apply the key concepts of the knowledge base relevant to their profession
13. Draw on appropriate knowledge and skills to inform practice.
14. Establish and maintain a safe practice environment.
15. Promote health and prevent ill health.

Health and Care Professional Council (2024) *The standards of proficiency for paramedics*. Available at: <https://www.hcpc-uk.org/standards/standards-of-proficiency/paramedics/> (Accessed: 10.1.2025).

PRACTICE LEARNING AND BEING REFLECTIVE

Learning is a lifelong process experienced through thinking, understanding, and making meaningful and creative connections that are embodied through diverse learning situations and through which cognitive, practical or emotional (or by a combination of these) transformation occurs resulting in a continually changing/more experienced person (Jarvis 2009; Illeris 2014). **Central to this strategy is the need for learners to engage in learning experiences**, a readiness to listen and explore; preparedness to be open to experiences and have shared values of honesty, trust, authenticity, respect, and reciprocity. As part of this process, a person-centered approach to practice is promoted and facilitated.

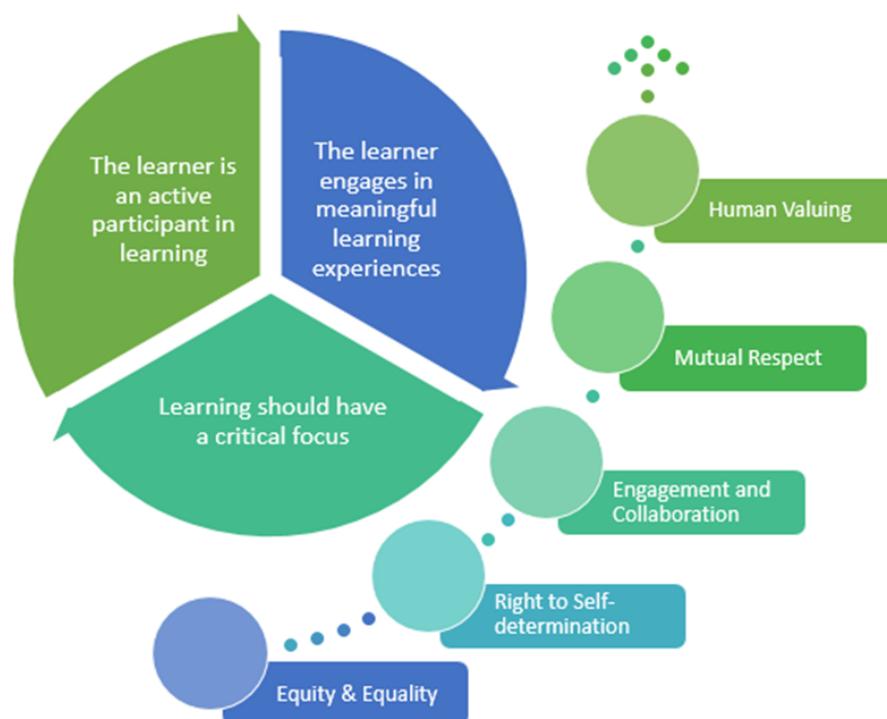


Figure 1

Learners will find themselves self-reflecting on their learning and development as a learner, and as part of a team, while on practice placement. Think about what supports and strengthens your practice learning experience. As part of this process, you will have moments of learning that are transformative. Transformative learning is an active, deep, and meaningful learning which causes transformation of consciousness in the way one perceives and acts in the world. This requires the development of skills of critical reflection leading to the generation of new perspectives of previously held assumptions (Mezirow 2018; Grundy, 1987). Within an educational context, learners are prepared to challenge common understandings and practices in order to enable, implement, and lead change.

THE LEARNER

You will be supported to challenge your thinking, values, and beliefs; through activities, discussions, and questions, and develop approaches to your learning and practice in response to these.

As an adult learner on this programme of study you have a responsibility:

- As a representative of the paramedic profession and university.
- Towards the organization providing practice experience, and its patients/clients and employees.
- For managing your learning and professional relationships.

The engagement in life-long learning and co-creation of communities of learners and practice is essential to this process. As part of this process, the practice-based element of the programme is key to your learning.

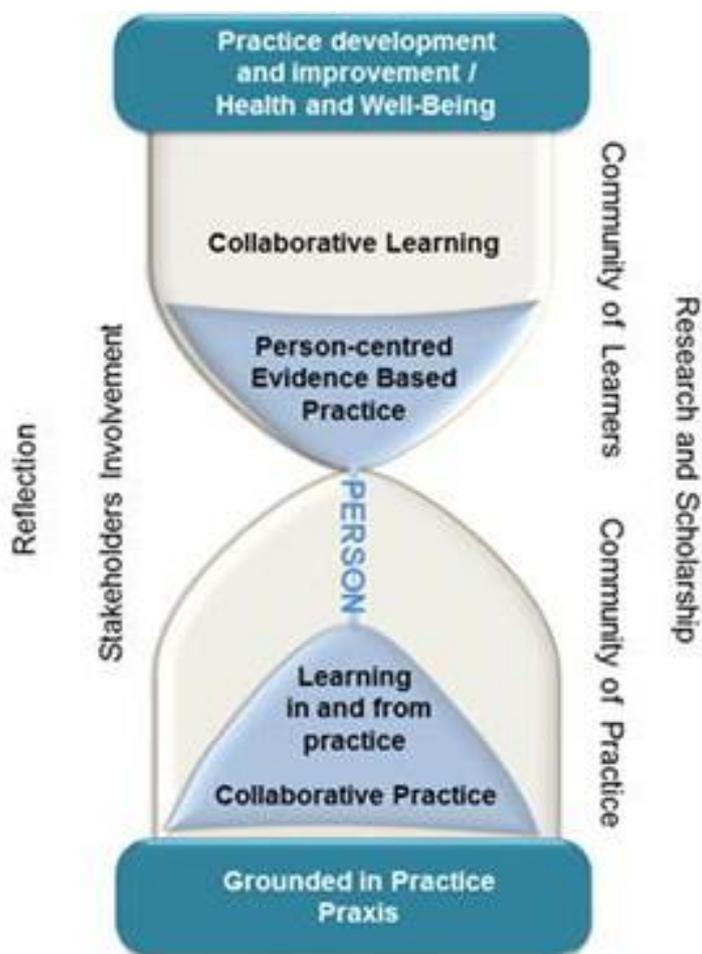


Figure 2

REFLECTIVE PRACTICE:

To support your learning and reflections on experiences in practice we encourage you to keep a reflective journal on your learning experiences; how you made sense and meaning out of these experiences in relation to your development, personally and professionally. This is your journal, and you choose whether to share any sections of the journal or not.

This is something **you need to take ownership of as an adult learner**, especially in terms of confidentiality. You might need to try out different approaches to reflection, e.g. using a model to structure your writing, creating a concept map, a map of learning, writing a blog in Pebble Pad, writing a poem, drawing a picture and group reflection, and shared learning. When reflecting on your learning, remember to ask yourself questions about what you have written. Take some time to write about your reflections on an experience either in the university or in practice and:

- *Try to contain this to a maximum of 300 words.*
- *Don't spend too long on this and just go for it - writing your thoughts and feelings down.*
- *Then put this piece of writing to the side for a day or two.*

Come back to your piece of reflective writing and look to see if there is a structure to your writing. Step back, pause, and see if you would challenge anything that you have written, or add to it.

- *If someone was reading it, would they have any questions about the statements you have made?*
- *What would you change/add/remove?*
- *Ask yourself 'Why', 'What', 'How' and '...Else?' questions.*
-

Have a look at the Learning Resource Centre or online at one or two books/papers on reflection, reflective practice, and experiential learning. Look at several models or frameworks used for reflection and find one that is meaningful for you. See if you can make connections with what you read with what you have written. Think about what you have read, in relation to the theory around reflection and reflective practice, and how you could bring this into your writing to support what you have said.

Once you have tried out the exercise above think about other ways of gathering up your thoughts and reflections - and how you could share, with a fellow learner or your PEd your understanding of the experience. As you gain more experience in practice as part of this programme think about your approach to learning when on practice placement.

This will raise other questions:

- *How do I engage with practice situations – experiential learning?*
- *How else can I make the most of working with and learning from people who have clinical expertise and practice wisdom?*
- *How am I learning from practice and reflecting on this learning?*
- *What else will support a learning experience that builds on my knowledge, skills, and experience?*

Adapted from Devlin, Adams, Hall, & Watts 2014

CLINICAL SUPERVISION:

A starting point is to think about what clinical supervision means to you, and whether it has value for you in your professional practice and development. **A key element of clinical supervision is those reflective moments in time, and the learning that comes from these moments.** Part of the process of developing your learning plans and agreements with the PEd will be discussions around the format, structure, context and content of clinical supervision and the value you both place on this in relation to reflective practice (Gardner 2014; Bassot 2016). You need to think about how you learn and reflect and how you share and talk through your learning and the connections you are making between the experience in practice and theory.

There needs to be discussion and agreement regarding expectations, ground rules and professional boundaries as part of the clinical supervision process and identifying strengths and areas of learning in practice to be built on. This must be recorded in your PAD – Learning Plan and agreement sheet. Key part of this process is agreeing when you can meet with your PEd. With this comes the reality of placement settings – and the **need to be flexible and responsive** to what is happening at that point in time during placement shifts.

You can also keep a record of Learning experiences in your portfolio and use the Clinical Supervision Record noted below. Think about how the questions used in the Clinical Supervision Record could trigger discussions relating to clinical supervision. Building on this you will meet as a group of learners, sharing and reflecting on learning experiences and their significance. Throughout the three years of the programme you will have an online supervision session with the PBL team. You can use the templates below to prepare for your supervision session to share your experiences with other learners and the PBL team. These online sessions will be incorporated into your Timetable during your Practice-based Learning experience and are a mandatory part of this module.

Please see the *Reflective Practice Template for Clinical Supervision Record* below.

This is for your own use and learning and can be used during the Clinical Supervision online sessions.

Reflective Practice: Clinical Supervision Record

Identified Learning Experience

Reflective notes made prior to Clinical Supervision meeting by the learner:

Remember to observe confidentiality. These can be notes or a concept map to be used as a starting point of the session.

Reflective Practice: Clinical Supervision Record	
Venue:	Date:
What has felt positive about the experience?	What has felt challenging about the experience?
What have you been learning from this experience?	
Learner:	PEd/PEm:
What are the learning needs identified from this experience?	
Learner:	PEd/PEm:
Action Plan	
Learner	PEd/PEm:
Learner:	PEd/PEm:
Signature:	Signature:

Remember to use your Self-Assessment PAD to guide your discussions.

Template 2

Adapted from McLure 2005

PRACTICE LEARNING PLANS, AGREEMENTS AND LOGS

Throughout Year One, Two and Three, at the start of **each** practice placements you should develop a **Practice Learning Plan & Agreement**. This is a negotiated plan that allows you being able to 'step back' and reflect on your first thoughts and impressions. This is the start to the reflective process. Think about either writing down or concept mapping your learning in the first few days on placement. It is time to start developing your plan for learning.

You need to record a **summary of the agreed framework** and any actions required to facilitate practice-based learning in your Practice Learning Plan & Agreement. The development of **the plan should be led by you** and through discussion and critical reflection on your stage of learning you will agree with the PEd: **realistic and achievable learning outcomes/intentions**, and the learning strategies and resources that will support this. These might need to be amended and as such these plans should be dynamic and evolving, acknowledging the different stages of your learning.

Both you and the PEd will identify your current strengths, and aspects of your practice which can be built on. You will have thoughts and ideas as to what would be useful and would be interesting experiences.

You and your PEd will start to discuss and agree upon a framework for practice-based learning. This should include:

- Consideration of your prior knowledge, experience and clinical skills.
- Negotiated arrangements for practice - including agreement on contact with your PEd.
- Learner and PEd expectations and identification of learning opportunities available.
- Agreement for planned clinical supervision sessions.

Both you and the PEd should sign each Practice Learning Plan & Agreement, and **as you progress through the semester/year** any agreed amendments should also be recorded within the specific Practice Learning Plan & Agreement. These plans will be part of the evidence you will gather throughout the programme.

HEALTH AND WELLBEING:

As you learn to become a paramedic, we will support you to build resilience and coping strategies required for working in practice. We recognize that the nature of paramedic practice means that you may be exposed to emotionally intense and traumatic situations ***during practice-based learning***, and you may require some support. **It is always better to access support sooner rather than later.** If you have any worries or concerns, please do not hesitate to bring these up with your **PAT** and **PEd**. You should also contact the PBL module coordinator, or you can directly contact our dedicated **Paramedic Wellbeing Advisor Dona Smith** DSmith3@qmu.ac.uk . We will also help to direct you to a range of support services available through QMU or within the NHS if required. Please see the PBL module Canvas site for more information and check the **Wellbeing Toolkit**.

PRE-PLACEMENT PREPARATION

All learners should have completed the Preparation for Practice-based Learning Activities outlined in the Placement **Passport** on Pebble Pad prior to entering placement in year 1 and will be able to produce evidence of completion as and when required. **This is an example of the requirements that you are undertaking in your e-portfolio passport. Finalising your Passport is mandatory prior to your placement, without finalised Passport on your e-Portfolio you won't be allowed to attend your placement. The Passport must be finalised prior to your placement in year one.**

BSc Paramedic Science: Placement Passport	
Student name:	
Matriculation Number	
Verified by:	

Preplacement checks:	Date	Signature
Receipt of PVG certificate		
Measured for uniforms		
Collection of name badge		
Health Clearance check		
Confirmation of professional indemnity insurance	Name of insurer: Policy number:	

Preplacement Learning	Date	Signature
Basic Life Support		
Child Protection		
Duty of Candour		
Fire Safety		
Infection Prevention and Control (SIPCEP)		
Information Governance		
Manual Handling		
Safeguarding Adults		
Violence and Aggression		
Process for Raising & Escalating Concerns		
Dementia Awareness/Friend		
Equality and Diversity		

YOUNG WORKER RISK ASSESSMENT (YWRA)

All students who commence the BSc paramedic science programme at QMU must turn 18 prior to February of the following year (February of the academic calendar they started the programme).

If the student is 17 years old during their semester 1 placement, they must complete an additional risk assessment document, so adjustments due to their age can be put in place ahead of the placement. The young worker risk assessment (YWRA) will be conducted by their personal academic tutor, and the YWRA document will be shared with the module coordinator and forwarded to the placement area to be signed by QMU, the student and the placement area. In the case of young workers, student cannot work night shifts, and their shifts should not be longer than 10 hours and should not finish later than 10 pm. They must have 30-minute breaks after every 4.5 hours of work. This is to provide support to young students during their placement and doesn't put them into any disadvantage.

Please inform the module coordinator as soon as possible if you are 17 years old during semester and won't be 18 before your placement starts.

ROLES AND RESPONSIBILITIES

LEARNER

It is learner's responsibility to read and familiarise themselves with this document and PAD before the start of practice placement experience.

It is strongly recommended to familiarise yourself with this Handbook and any placement specific paperwork (PAD) each year in detail as it contains all information and paperwork needed for submissions in year one, two and three for the Practice-based Learning modules.

These documents build on the Preparation for Practice sessions (face to face on campus and online). The Handbook is vital source of overall necessary information about practice placement experience, and the PAD is essential evidence document for your practice placement experience. In this document you will find necessary information about all placement's requirements and documents for your practice placement experience which must be submitted via your e-Portfolio on PebblePad for assessment in order for you to progress into following level.

Before starting on any placement, you should liaise with your practice educator (PEd), most likely by email, telephone or video call. This will be an opportunity to introduce yourself and gain necessary information for your first shift. On your first shift you should become oriented to the location and environment, arrange shift times and to discuss your learning needs. Shifts are provided to student directly by the placement provider, this can be done via GRS (Global Rostering System) or given over the phone/email. This depends on each area's preferences, and this will be clarified by the module coordinator prior to the individual placements.

During attendance at practice-based education you are representing QMU, but you are also representing the health care provider. Please always bear this on your mind.

Students must:

- Must always **maintain patient confidentiality** in line with current professional, University, and NHS Health Board Policies.
- Must remain within the ***Scope of Practice for Paramedics*** (HCPC 2023) and ensure practice in education is within the limits of your expected level for the programme.
- Should know when tasks are beyond your scope for the stage of education and seek out your named contact to advise on referral (can be your PEd, module coordinator and/or Personal Academic Tutor (PAT)).
- Should ***schedule regular meetings with your PEd*** throughout the practice-based education period to identify learning needs and opportunities.
- Conduct must always be of a professional standard. Meeting the HCPC standards of conduct, performance and ethics (2024) for learners and QMU code of conduct.
- Will need to manage workload effectively to balance practice and academic needs for the programme.
 - You should alert your PEd and the module coordinator at the earliest opportunity if you are experiencing any challenges that are affecting your learning in practice.

Practice Assessment

In respect of assessment of practice-based education student must:

- Always ensure the safe keeping of the Practice Assessment Documents. Physically or digitally.
- Work with the PEd to agree the practice level demonstrated and recorded to complete a log of clinical skills.
- Accurately record all meetings with the PEd.
- Request review of the PAD by the PEd to be signed off as a true record of learning as part of the learning and assessment process in practice.
- Alert the PEd and module coordinator at the earliest opportunity of any issues which may impact completion.
- Maintain and accurate record of all hours undertaken.
- Appropriately and truthfully report and record **all** absences from your practice placement.
- Complete all elements in preparation for submission of evidence as part of your Practice Learning and Assessment ePortfolio.
- Submit signed off skills into your ePortfolio Workbook as you go. Don't leave it until last minute.
- Submit the PAD before or on the specified date provided by academic staff.

PRACTICE EDUCATOR (PEd) CROSS-SECTOR PLACEMENT

Placement within social, community and health care

At the beginning of each period of cross-sector practiced based learning you will be allocated a named Practice Educator (PEd) **or** a contact person for the clinical area. The initial contact may be an administrator for the clinical area that you are to enter, and you will meet your PEd once on placement. **This person will differ from one clinical area to another.** You will be allocated to specific clinical areas by the QMU Placement Administration team and once the allocations are released **you must get in touch with your allocated area to get your shifts for the period of your placement.** Profiles with contact details for each area will be available via InPlace system. Each student will receive email with link to InPlace system and instructions and after login in you will find areas and contact details for each placement area you will be attending. **Once contact student receives contact details you must contact the area for your shifts 2-3 weeks before the start of your placement.** It is unlikely the area will be able to give you your shifts more than two or three weeks prior to the start. When contacting your placement area, make sure you make clear that you are paramedic student from QMU, what year you are in and what time period you are expected to attend the area. This is vital information for the area as they do have students from different programs on placement as well.

If the PEd is unavailable during a period of PBE or there is change in their circumstances meaning they can no longer support a learner, inform QMU Placement Module Coordinator as soon as possible and they will liaise with the Practice

Education Lead (PEL) for the health board to make alternative arrangements. As the periods of PBE within cross sector areas are very short it is crucial that you inform about any issues QMU as early as possible.

Due to the nature of the work environment within cross sector areas it is likely, that you will be working with variety of health care professionals, and you won't work with the same person every day. You may not have allocated one person to work with for the period of the placement. For this reason, it is essential that you meticulously record all your progress and that you have your area specific paperwork with you as opportunities to fill out your paperwork may arise anytime, and it can be extremely difficult to contact specific person after your placement.

It is expectations that students will always have their paperwork with them on all placements.

Practice Assessment

In respect of assessment the PEd will:

- Supervise and assist you in gaining confidence in applying skills and knowledge.
- Sign the individual clinical skills within your skills log as either '**Assisted**', '**Minimal supervision**' or '**Safe and effective**'. (If opportunity arise for skills to be sign off during these placement) Some skills might be eligible for sign off only in specific placement areas such as ambulance placement etc. This will be indicated in the skills log.
- All skills in skills log signed during cross sector placement must be signed by a health care professional who has the skill within their own scope of practice. Skills signed at 'safe and effective' level must be signed only by registered professional.
- Sign the summative section of your clinical skills elements once this has been consistently achieved at a 'Safe and Effective' level.
 - This can also be completed by paramedic lecturers/clinical demonstrators through simulation in QMU if exposure to specific skills does not occur in practice.
- Make commentary on your progress and record this in your practice learning assessments in conjunction with a review of the PAD.
- Work with you to use learning plans and agreements to highlight areas of practice that are achieved, and which are not meeting the required standard despite initial support.
- Contact the QMU team and your PAT with any commendations and concerns regarding your progress and conduct in practice.

The PEd is responsible for:

- Assisting you to identify and access the learning opportunities required to complete your practice learning outcomes.
 - However, it is not necessary for you to be always supervised by them personally, and you may be supervised by others who meet the criteria of PEd.

PRACTICE EDUCATOR SCOTTISH AMBULANCE SERVICE PLACEMENT (SAS)

At the beginning of each period of practiced based learning you will be allocated a named Practice Educator (PEd). **You should contact this person prior to commencement of your practice placement to confirm arrangements for your first and ongoing shifts.**

The PEd in the ambulance context is an appropriately educated and registered Paramedic professional. They will be a specialist in the delivery of pre-hospital emergency care and will aid you to identify learning opportunities and develop confidence in key skills associated with practice in this area of care.

The PEd and the SAS PEL (Practice Educator Lead) will be the main contact within the Scottish Ambulance Service (SAS), and once allocated communications to arrange shifts during PBE can be arranged directly with them in conjunction with the Global Rostering System (GRS) used by SAS. This means that each student will receive station information, name and contact details for their allocated Practice Educator via email and they will access their allocated shifts via GRS.

You will not remain with the same paramedic PEd for the entirety of the programme. You will be expected to work across the division, offering you a mixture of urban, semi-rural/urban or rural settings. You will be expected to work with a different PEd in each year of study as you experience the differing geographical challenges of the division. You will work towards **completing technical and non-technical skills to a 'Safe and Effective' level** throughout the three years of programme with them in the practice environment. It is likely that you will be working with variety of other paramedics and/or technicians during your placement period. This is due to operational challenges in the service, staff members annual leaves or sick leaves. For these reasons, it is essential to meticulously document your own progress and have records of any reviews with your PEd.

It is expected that students will always have their paperwork with them on all placements.

In respect of assessment the PEd will:

- Guide you through your learning in the practice environment of working with a frontline ambulance resource.
- Sign the summative section of your clinical skills elements once this has been consistently achieved at a '*Safe and Effective*' level.
 - This can also be completed by paramedic lecturers/clinical demonstrations through simulation in QMU if exposure to specific skills does not occur in practice.
- Make commentary on your progress and record this in your practice learning assessments in conjunction with a review of this PAD.
- Work with you to use learning plans and agreements to highlight areas of practice that are achieved, and which are not meeting the required standard despite initial support.
- Contact the QMU team and the SAS PEL with any commendations and concerns regarding your progress and conduct in practice.

- Create Learning Action Plan for student during midpoint assessment.

The PEd is responsible for:

- Assisting you to identify and access the learning opportunities required to complete your practice learning outcomes.
 - However, it is not necessary for you to be always supervised by them personally, and you may be supervised by others who meet the criteria of PEd.

The PEd will ideally have undertaken education and training in practice education (to a minimum of SCQF level 9) or have experience of supporting learners in their environment and will be offered additional education and support in their role.

This person will be the main contact in the event of any issues, and you should meet with them on a regular basis during the placement period to ensure your learning needs are being met.

Across healthcare professions several terms are used to describe those who will assist learners in the practice environment. These include but are not limited to:

- Practice Educator
- Mentor

- Supervisor
- Assessor

It is expected that ***you will work with a variety of grades of healthcare worker within the placement environment*** to ensure that every patient encounter becomes a positive learning opportunity to prepare you for working as autonomous professionals on graduation. This flexible method of supervision in placement allows for you to gain a rich and varied experience across several areas and from all levels of healthcare worker to strengthen interprofessional relationships. This will all be overseen for quality of experience by the PEd.

Practice Assessment

In respect of practice assessment, the PEd will:

- Supervise and quality assure the completion of the specified learning outcomes for the practice placement.
- Identify appropriate persons to assist in attainment of the learning outcomes.
- Sign the appropriate areas of the PAD to confirm accuracy of your record of learning.
- Notify the module lead at QMU if achievement of practice requires further development and assistance.

There is no requirement for named contacts or others within the practice environment to apply a final grade to practice. The final grade PASS/FAIL is given by the QMU lecturing team based on submitted portfolio and if all requirements of the placement were met.

There will be occasions when student might be working with SAS technician (non-registered member of SAS staff) or with Newly Qualified Paramedics (NQPs). This usually happens due to operational demands, sick and annual leaves of PEds. Student will still practice and learn under their supervision; however, **student must practice only the skills within the scope of practice of the person supervising them**. This is responsibility of the person supervising the student to know but student is expected to also know their own scope of practice year by year. This means that when working with double technician crew student cannot practice skills that are not within the scope of practice of technicians.

This also apply to placement with the Patient Transport Service in year 1.

For more specific information please refer to the preparation sessions and to the specific placement paperwork.

It must be noted that in the skills log SAS Technician staff can sign off skills only within their scope of practice and up to maximum of **'Minimal Supervision'** level and **only in year 1** of study. **Newly Qualified Paramedics (NQPs)** can sign any skill within their scope of practice in the skills log in any year of study but up to maximum of **'Minimal Supervision'** level. This means that any technician or any NQP **cannot** sign any skill at 'Safe & Effective' level. Only fully qualified paramedic that finished their NQP period can sign the summative level of the skill at the 'Safe & Effective' level. This doesn't have to be only your allocated PEd.

Any Learning Outcomes can be signed only by fully qualified paramedic that is allocated to support student and has finished their NQP period.

PRACTICE EDUCATION LEAD: SCOTTISH AMBULANCE SERVICE

The SAS Practice Education Lead (SAS PEL) associated with QMU is Vicki Moyes, however, there is a team of SAS PEL working collaboratively and ensuring ambulance placement experience for all 5 HEIs. The associated SAS PEL for QMU (Vicki Moyes) is the main contact for the QMU programme and placement in respect to placement organisation and allocation within the Scottish Ambulance Service.

As per contract for delivery of the programme they will:

- Identify practice placement educators to support students in ambulance practice. This will be in line with the guidelines from the College of Paramedics.
- Support the development and delivery of the BSc Paramedic Science programme at QMU
- Work in collaboration with health boards within their region, other regions and named provider(s), ensuring the quality and consistency of the programme across Scotland.
- Named Practice Education Leads within the SAS shall:
 - Lead, develop and deliver appropriate education for paramedics across regions of Scotland, and contribute as part of the national programme for paramedic training across Scotland working in partnership with Higher Education Institutions.
 - Contribute to strategic issues e.g., coordination of the programme nationally and responding to issues that may occur, participation in regional and national committees relating to paramedic education.
 - Lead, create and promote inter-professional education solutions both internally within the organisation and externally with affiliated/associated organisations to ensure on-going collaborative working. This is in addition to delivery of flexible paramedic education solutions to meet the changing service demands within a range of diverse specialties across their region.
 - Lead and develop the maintenance and efficacy of clinical learning environments and provide teaching and learning for student paramedics through a wide range of methods and media to facilitate lifelong learning linked to KSF dimensions and in accordance with PDPs. Act as a regional paramedic representative on appropriate university committees/groups and give expert professional advice on clinical curriculum content, for example paramedic clinical competencies required to comply with professional regulation.
 - Develop briefs, reports, background papers, update reports and other materials as appropriate for the paramedic programme.

PRACTICE EDUCATION PROVIDER

The Practice Education Provider (PBEP) is the organisation or health board hosting the practice-based education of students such as Scottish Ambulance service, Health and Social care facilities (Care Homes, Community Services, Hospitals etc.).

Strong partnerships between education and practice education providers aims to enhance the ongoing development of student paramedics into the profession by providing safe, effective and stimulating practice placements within acute, primary, community and elective settings.

Such practice-based education will introduce you to interprofessional and collaborative ways of working, while simultaneously providing opportunities for you to develop and understand the roles and responsibilities of other medical and allied healthcare professionals, and those working in the elective sectors, to become imbedded into your practice.

The College of Paramedics (2019) state that Practice Education Providers must:

- Ensure that practice-based education environments are suitable learning environments and audited appropriately (i.e., on an annual basis);
- Ensure there are an appropriate number of PEd to support learners in specific environments.
- Ensure, where learners are required to complete a summative assessment of practice, it is carried out by a PEd with specialist skills or competence.

- Ensure that learners and PEd receive pre- and post-practice-based education briefings detailing the purpose, duration and learning outcomes expected from the specific setting.
- Have a named individual, employed by the education provider, who links to a practice-based education environment to support learners and PEd.
- Have comprehensive confidential support systems in place for learners.
- Demonstrate they have a range of health and well-being support in place for learners.

Practice Placement Agreements (PPA) and/or Service Level Agreements (SLA) have been negotiated for the provision of Paramedic practice education. All providers have been audited and approved through the standard NES (NHS Education Scotland) quality assurance processes. Maintenance and development of the placement capacity is ongoing and reviewed on a regular basis.

QMU MODULE COORDINATOR, PBL TEAM & PERSONAL ACADEMIC TUTOR

The module coordinator and the Practice-based Learning team for practice education act as a point of contact at QMU for any matter or concerns regarding any placement experience. Your Personal Academic Tutor can be included as well if needed.

They will:

- Liaise with the practice education lead, PEds and practice education providers in response to any concerns raised regarding you, as learner, in practice.
- Liaise with the practice education lead for the programme in response to any concerns raised regarding you, as learner, in practice.
- Provide academic support for completion of the PAD.
- Assist the module coordinator in the review of PAD.

The Module Coordinator(s) and their contact details for modules N1233 (PrBL 1), N2385 (PrBL 2) and N3667 (PrBL 3) can be found on Canvas under the module team.

Placement Administration Team contact is: ParamedicPlacements@qmu.ac.uk

COMMUNICATIONS

PRACTICE-BASED EDUCATION NOTIFICATION

QMU Placement Administration Team will endeavour to notify:

1. Practice based education providers (PBEP) of placement arrangements no later than 4 weeks prior to the placement start date.
2. Learners of placement arrangements no later than **3 weeks prior to the placement start date**.

All notifications are managed through **Placement Administrator and Practice-based learning module coordinator**. PBEP's and learners are advised to read the information carefully and ensure they open any associated attachments.

These attachments are information documents adding to the information provided in the PAD, and through PEd education and engagement.

In exceptional circumstances it may not be possible to meet these targets and late notice of placement arrangements or changes may occur. QMU and placement providers aim to mitigate these occasions, however, it is important to bear in mind that placement capacities are dependent on capacities within clinical areas and due to issues, such as operational/staffing issues delays, or short notice changes may occur. All parties will be fully informed regarding the reasons for the change as soon as possible.

Cross-sector placement information is shared with students via InPlace platform. Students will receive link to InPlace to their QMU email account. Students need to login to the InPlace platform with their QMU details. Once the access is gained students will be able to see the allocated placement areas, dates for their placements in individual areas and contact details for specific areas. QMU does not provide students with shifts in individual areas, this must be arranged by students contact directly their allocated placement area via email or phone call.

Ambulance placement allocations and named PEd and their contact details are shared with students through placement coordinators. Students will also receive in year one their P number. This number is then used to login to SAS Global Rostering System (GRS) where students can access their allocated shifts.

The QMU student's email accounts are the main channel of communication between the lecturing team, students and placement providers. Ensure you check your emails regularly. Information is also shared via Canvas for N1233, N2385 and N3667 Canvas site. It is student's responsibility to ensure these channels and platforms are regularly checked for any updates.

INITIAL CONTACT WITH PLACEMENT AREA

You are advised to contact your PEd (detailed in the email/announcement on *Canvas* from *Placement Coordinator* or the *Academic Placement Administrator* via *InPlace* system) no later than **1 week** prior to your placement start date.

If you are having difficulties contacting your placement area and have exhausted all other avenues, please contact the module coordinator and Placement Administrator (ParamedicPlacements@gmu.ac.uk) at the earliest opportunity so alternative contacts can be given, or alternative routes can be explored.

Due to nature of working environment within hospitals and clinical areas, it can be challenging to get through to the wards. Students may need to call the wards multiple times or use the general hospital switch board to get to the ward to get their shifts.

You must make sure you read any specific information regarding contacting your PEd or clinical areas for the first time. This information is available via InPlace or on Canvas site.

PLACEMENT WORKING HOURS

Students attending any placements who are 18 years old or over are expected to work the equivalent of full-time work per week (on average 40 hrs per week on average as we don't deduct the breaks).

Students can work day shifts, late shifts, night shifts, over the weekends, and over bank holidays if during the placement period are any. This does not include Christmas break as all semester 1 placements must finish or have a break between the university Christmas closure and opening in January. No placement can be undertaken during the Christmas break period as the university is closed, and the students are not insured during this break. This doesn't apply to elective placement; elective placement can be undertaken anytime that is arranged between the student and the placement provider.

Students can work long shifts (meaning in one week you may exceed the 40 hrs per week, but this should be reflected in the overall shift pattern) or shorter shifts for more consecutive days (Monday - Friday 0900 - 5 pm). This depends on the shift pattern of the area the student is allocated to.

If student is younger than 18 years old during their placement, there are specific adjustments that needs to be put in place. Please refer to section 'Young Worker Risk Assessment' below.

If you have any other questions regarding working hours, please contact the placement coordinator.

PLACEMENT ATTENDANCE

It is the programme requirement that student attends **minimum** of 80% of the allocated hours for each individual placement. During every placement the PBEP aims to provide the average equivalent of 40 hours per week for each student during their placement. However, this is solely dependent on availability and capacity for students in each area. This means some areas may provide less hours. This is why each student is required to attend 80% of their own allocated hours for each period of placement.

An example:

In year 1 you are allocated for three weeks to a care home placement. Students can be allocated up to 120 hours over the three weeks (3x 40 = 120 including breaks), however, the area is only able to offer 100 hours over the three weeks. That is acceptable, this means that students must attend minimum 80% out of the 100 allocated hours (minimum of 80 hours across the three weeks must be attended in order to be assessed and passed.)

In year 2 during your cross-sector placement, you are allocated to placement for one week and you are allocated 3x 12 hrs shifts (40 hrs including breaks), this means that you can miss only 8 hours out of the allocated 40 hours. In this situation the lecturing team accepts 1 shift absence. However, we still expect the student to meet the learning outcomes for the area.

For ambulance placement we aim to provide student with average of 375 hours over 10 weeks period of placement.

Note that every student will have slightly different overall number of hours for their placement due to different shift and working patters of the clinical area, staff capacities, and other operational demand. Each student must calculate what their 20% absence allowance is as it will slightly vary amongst students.

ABSENCES FROM PLACEMENT

All absences from any placement must be always reported. Absences must be reported always to placement area and QMU. Unreported absence is classed as unauthorised absence; this is considered as unprofessional behaviour and can lead to failing the placement and disciplinary hearing with the programme lead. QMU has duty of care for any student so it's paramount for the lecturing team to know if you are not on placement. It is also student's duty and responsibility to inform the placement area that you won't be attending.

For each placement students have 20% absence allowance (which must be approved and reported) based on their overall allocated hours for each placement. For example, during cross-sector placement you will rotate between 4 different clinical environments, for each environment you are provided with 20% absence allowance for the allocated overall hours.

Up to 20% absence can be self-certified but must always be properly reported (please see appendix 6). Any excessive absence exceeding 20% allowance must be discussed with the module coordinator and reasons for absence and further steps should be arranged with the module coordinator.

REASONS FOR ABSENCES

Any absence up to 7 consecutive days can be self-certified by the students and QMU won't require any doctor's certificate. We do understand that life happens and there may be personal, family, childcare or health reasons that could prevent student from attending their scheduled placement. As long as the absence is not exceeding 20% absence allowance and is properly reported no further actions are required from the student. However, **all absences must be reported**, and students must follow the absence reporting policy (see appendix 6).

Absence reporting

- If you are unwell or absent for your placement you **must** follow the absence reporting policy.
- You must contact the PBEP and QMU placement administration team. Email your absence to paramedicplacements@qmu.ac.uk and to your **ped and pel** at your placement area.
- If you are unwell, and absent from practice, for **more than 7 consecutive days**, you must provide to the module coordinator sick note from your GP.
- Any other reasons for excessive absence from any placement must be discussed with the module coordinator at earliest opportunity and extenuating circumstances should be considered.
- All absences for any reasons also **must** be submitted as well via student portal to the programme leader so this can be recorded as an authorised absence.
- If you are suffering from vomiting and/or diarrhoea you **must be 48 hours clear** of last symptoms before returning to practice placement.
- If you are experiencing symptoms related to covid-19 you must follow the latest policy regarding covid-19 of your placement area.
- If you have to self-isolate for any reason, then you should ensure that you report your absence through the normal channels at QMU and to placement provider.
- Fill the **absence form via the student portal** so the absence can be authorised.
- Review absence reporting policy available on the canvas site or in this document.

For full details about absence reporting - please see the Appendix 6.

EXTENUATING CIRCUMSTANCES

If student have excessive absence (exceeding 20% absence allowance) for reasons out with their control such as health issues, family emergencies, childcare issues etc. They may be eligible to apply for 'extenuating circumstances. The extenuating circumstances (EC) application is reviewed by programme lead (pl) and if meeting the criteria, EC is granted to the students by the pl. In this situation student is given extension or different period to commence/finish their placement. This usually would take place during summer. If student is granted EC, the placement extension is classed as 1st attempt. If student is exceeding absence allowance or feel like they may need EC they should contact the placement coordinator, and their PAT, as soon as possible so individual situation can be assessed and support with EC application can be given to the student. EC is applicable to any module not just placements. More information about EC can be found on QMU website or here: <https://www.Qmu.Ac.Uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/ec-policy/>

EXAMS AND SUBMISSION DEADLINES DURING PLACEMENT

Students need to be aware that during they placement period they may have submission deadlines for assignment or may need to attend exam.

If students have submission deadline for an assignment during their placement, they must ensure they will have time to submit their work. This means for example, if you are scheduled on a day shift on a date when you have submission deadline for a written assignment, for example, you must ensure you submit your written assignment ahead of the deadline. Students are still expected to attend the placement and submit their work. Students don't get day off placement to submit their work.

If students are scheduled for an exam such as OSCA/written exam etc. Students will be given day off and won't be expected to attend the placement. In this circumstance students will have the day of the exam off, and they shouldn't have night shift the day before the exam. If student is scheduled for a day shift the day before the exam, they will still be expected to attend the shift. If student is scheduled for a night shift on the day of the exam it is student's decision whether they want to attend or not. The night shift day before exam, and the day of the exam won't be counted towards student's absence.

QMU does inform clinical areas about the dates of exams, some areas may be flexible and offer shifts around the exam day, but it is not expectations of them.

PLACEMENT ALLOCATIONS AND ROTATIONS

QMU has a specific catchment area that is dedicated to QMU students for their placement within Scottish ambulance service and NHS boards. This is to ensure equitable placement opportunities amongst all 5 HEIs that offer BSc. Paramedic science programme in Scotland. The placement catchment area for QMU is NHS Lothian and NHS Borders. All placements undertaken by QMU students within ambulance service or clinical areas will be within this catchment areas. Some exemptions can be applied to care/nursing home placements dependent on placement capacities. Elective placement can be undertaken in any location and can be undertaken out with the QMU catchment area.

Placements are composed of opportunities for practice placement experience within rural, semi-rural and urban areas. Different geographic and demographic areas are desired for placement experiences. This provides students

with excellent opportunities to learn and understand different ways of working based on location of the health care service.

It is expectation that all students will rotate over the three years of the programme in different areas and will experience variety of environments. Further, students will be working with different practice educators throughout the three years of study to learn different ways of working and experience variety of multiprofessional teams.

QMU cannot guarantee to any students any specific location based on personal request. We must ensure equitable learning experience to all students. Exceptional individual circumstances can be considered and should be discussed with the module coordinator ahead of the commencement of the placement, however, no location can be guaranteed under any circumstances, unless student have specific requirements stated in reasonable adjustments provided by occupational health. We encourage students to speak to module coordinator or their pat as soon as possible regarding any issues they may have that may affect their ability to attend placement

Students need to consider that they may be allocated to remote area with limited transport services and accommodation options and make necessary arrangements.

EXTRA SHIFTS OUTSIDE PLACEMENT HOURS

QMU condemn enthusiastic students and appreciate eagerness to seek as many practice-based learning opportunities as possible. However, it is not allowed for students to arrange extra shifts with the ambulance service or clinical area out with the allocated placement shifts. Taking extra shifts can hinder learning opportunities of other students that are scheduled for placement that day. This may be also students from different programmes. If any change occurs to placement shift pattern it must always be approved by QMU and placement provider. This especially applies to ambulance placements. In year three students will have opportunity to apply for leadership academy that can provide successful candidates with extra opportunities for placement experience in area of their interest.

PLACEMENT EXPENSES AND PLACEMENT COST

Learners must consider the potential cost of travel to and from/accommodation during placements especially when allocated to rural or distant areas. Learners that are eligible for SAAS reimbursement can claim financial support from student awards agency Scotland (SAAS) for accommodation and/or travel expenses. The amount of financial support depends on SAAS terms and conditions.

Saas expenses can be claimed ahead, during or after the placement but all receipts must be enclosed to the application form. We strongly recommend students to read through the guidance and terms and condition on official SAAS website link here: <https://www.Saas.Gov.Uk/> the application form can be found on the SAAS website as well.

Any SAAS forms that need to be processed or any questions regarding SAAS reimbursement should be directed to placementexpenses@gmu.Ac.Uk

Learners who are not eligible for SAAS reimbursement (non-Scottish students/ non-Scottish residents) must be aware that accommodation and travel expenses can be significant due to length of placements and QMU cannot provide extra financial support to those learners.

PLACEMENT ASSESSMENT, PLACEMENT PAPERWORK, SUBMISSIONS & PEBBLE PAD

The assessment in practice will be an **ongoing process throughout the programme**. As stated previously, you will be supported, observed and assessed in practice by a designated Practice Educator (PEd). Feedback and feed-forward will take place with input from the PEd, members of the team, other practitioners, and service users to identify strengths and aspects of paramedic practice which can be built on and enhanced to add to the overall assessment picture of your transition and progression. To support this process at the start of each placement, you should develop a learning plan and agreement that you will share with your PEd and if needed, with the practice-based learning module coordinator. You should discuss and agree upon the framework for your learning in practice. This should include:

- Consideration of prior knowledge, experience and clinical skills.
- Your negotiated arrangements for practice (including your learning plan and agreement on contact with the PEd)
- Your expectations and the ped expectations, with identification of learning opportunities available within and out with the practice placement area.
- Agree to continuous review of your progress throughout the placement.
- Discuss dates for your midpoint and/or final assessment and ensure paperwork is completed in a timely manner.

You need to record a summary of the agreed framework in your PAD - learning plan & agreement and any actions required to support and facilitate learning. Both you and the PEd should sign this agreement at the start of each placement, and, as you progress through the placement, any agreed amendments should also be recorded within the learning plan & agreement. **You are required to keep a log of practice experiences and key moments of learning that have been meaningful.** As part of this learning, think about why these experiences are relevant to you as a future registered paramedic. These documents will help you to keep track of your progress and will help you highlight your strengths and areas for development.

As part of this process, you will be also critically reflecting on your learning and experiences in practice and the development of core skills as a learner paramedic, building on your knowledge, skills and experience as you transition from year one, to year two and then to year three.

The PEd you work with when you are on practice placement will complete a practice assessment of your progress and feedforward in terms of your learning for the next placement. These assessments will be based on the standards of proficiency for paramedics (HCPC, 2023) and six key elements of practice learning and assessment (Figure 3) to provide a focus for learning and assessment. **The process will be supported by the use of your practice assessment documents (PAD).**

Figure 3 - Six key elements of practice learning and assessment



PRACTICE ASSESSMENT DOCUMENT (PAD)

To provide evidence of your learning during your practice-based learning experiences learners will be given **Practice Assessment Document (PAD)**.

You will be sharing PAD with your PEd and the placement coordinator or your own PAT at different points in each academic year as part of the assessment and supervision process. In addition, the PAD will be reviewed when you and your PEd meet to discuss and complete your practice placement assessments.

The PAD will follow you through your progression as a paramedic student as you prepare for registration with the Health and Care Professional Council (HCPC). The PAD contains essential paperwork that must be completed throughout all placements the learners will attend. Learners must achieve specific Learning Outcomes during individual placements in order to progress into next year. The PAD includes technical and non-technical skills that align with the Standards of Proficiency for Paramedics (Health and Care Professions Council, 2023) and the College of Paramedic Curriculum Guidance 6th edition (2024).

It is expected that you will take responsibility to complete sections of the PAD during each placement to evidence the development of your core skills as a learner paramedic.

SKILLS LOG

Each year you must meet a specified standards to progress to the next level, this is to ensure progression and patient safety as more advanced skills and practice are introduced. Assessment of non-technical or interpersonal skills has been informed by defined attributes presented in the PAD as well. You will be expected to fully complete all skills at the Safe and Effective level by the end of year 3.

Further, the PAD holds the record of the number of hours in practice, who has been supervising/supporting you in practice.

Experiences on placement should be educationally led, and your supernumerary status must be maintained at all times!

PEBBLEPAD WORKBOOK DEADLINES

At the start of each academic year, you will be provided with a PebblePad workbook and deadlines for submissions of your placement assessment documents. These deadlines specify when practice assessments are to be completed by and completed documents from your PAD uploaded to Pebblepad workbook.

The PebblePad workbook provides space to save and upload an electronic copy of your completed assessment paperwork and completed skills from your PAD each year. Pebblepad is also used by programme team to review your progress and assess if you have met the required criteria for module completion and progression.

SCOPE OF PRACTICE: YEAR BY YEAR

Each year of the programme builds on your learning, introducing new skills and development of key areas to ensure you are a confident autonomous professional by the end of the course. This scope of practice chart should help you

and your Practice Educator to understand what skills were introduced in each year and what you can learn/practice under their supervision during your placement time in each year. You are not allowed to practice skills that have not been introduced in your cohort yet. If you or your Practice Educator has any doubts, please contact the module coordinator.

AMBULANCE PRACTICE-BASED LEARNING - STUDENT PARAMEDIC SCOPE OF PRACTICE

Scope of Practice for QMU Learners All clinical skills are to be practiced under supervision after completion of learning in QMU clinical practice modules.	Year 1 Expected minimum level of practice: Assisted		Year 2 Expected minimum level of practice: Minimal Supervision		Year 3 Expected minimum level of practice: Safe and Effective by final placement	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Occupational health screening, enhanced PVG disclosure, manual handling training (generic & in ambulance service), SIPCEP (infection control), data protection						
Baseline Observations including BM						
Preparation of medications (not morphine or midazolam)						
Understanding of preparation of Oral, rectal, buccal, S.C., Sublingual or IM medications <i>in technician and paramedic scope of practice.</i> * Student cannot administer any drug; they can do all necessary tasks until the point of actual administration.						
Understanding of administration of Oral, buccal, rectal, Sublingual, S.C., IM, I.V. I.O. medications <i>in technician scope of practice</i> * Student cannot administer any drug; they can do all necessary tasks until the point of actual administration						
Paramedic pharmacology						
Perform Basic life support with AED						
Perform intermediate life support (including manual defibrillation) across the lifespan						
Assessment of an adult Patient (Including ABCDE						

and basic history) recognise abnormal findings of vital observations.						
Assessment and management of a medical adult patient.						
Recognition of common medical pathologies in adults						
Accurate placement of defibrillator pads						
Basic cardiac arrest rhythm recognition + Sinus rhythms + ST elevation/depression only recognise that the ST segment is abnormal in 1st year.						
Basic Airway Management (up to and including supraglottic airways)						
Introduction to immobilisation and haemorrhage control						
Assessment of a paediatric patient (Including ABCDE and history)						
Treatment and management of paediatric patients						
Paediatric Basic Life Support						
Paediatric Advanced Life Support						
Assessment of a trauma patient (Including ABCDE and history)						
Treatment and management of trauma patients						
Traumatic Advanced Life Support						
Assessment of the obstetric patient (Including ABCDE and history)						
Management of normal birth and care of the newborn						
Treatment and management of maternity emergencies						
Maternal and New-born Life Support						
Advanced Adult Life Support						
Accurate placement of 12 Lead ECG electrodes and printing of ECG strip.						

Interpret various ECG rhythms including AF, Myocardial infarction (including inclusion criteria for PPCI), LBBB, SVT, complete heart block, junctional rhythms and all first-year recognition.						
Practical skill of I.V. Cannulation/ I.O.						
Needle Thoracentesis						
Advanced Airway management (Including intubation and needle cricothyrotomy)						
Basic assessment and management of minor wounds						
Introduction to wound glue and steri-strips						
Advancing consultation for safeguarding, referral and discharge						
Major Incident Management						
End of Life Care						

APPENDIX 1 – IMPORTANT ADDITIONAL READING - STANDARDS AND POLICIES

Mandatory reading
HCPC standards of conduct, performance, and ethics for students: https://www.hcpc-uk.org/resources/guidance/guidance-on-conduct-and-ethics-for-students/
HCPC health, disability and becoming a health and care professional: https://www.hcpc-uk.org/resources/guidance/health-disability-and-becoming-a-health-and-care-professional/
HCPC standards of proficiency for paramedics 2023: https://www.hcpc-uk.org/standards/standards-of-proficiency/paramedics/
HCPC Standards in practice: how to report concerns about safety. https://www.hcpc-uk.org/news-and-events/blog/2019/standards-in-practice-how-to-report-concerns-about-safety/
HCPC: While I am studying. https://www.hcpc-uk.org/education/learners/while-i-am-studying/
HCPC: Communication and using social media https://www.hcpc-uk.org/standards/meeting-our-standards/communication-and-using-social-media/
NHS Scotland: Looking after information: https://www.gov.scot/publications/looking-information-staff-awareness/
QMU anti bullying and harassment policy a guide for students: https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/bullying
QMU Fitness to practice policy: https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/fitness-to-practise-healthcare-programmes/

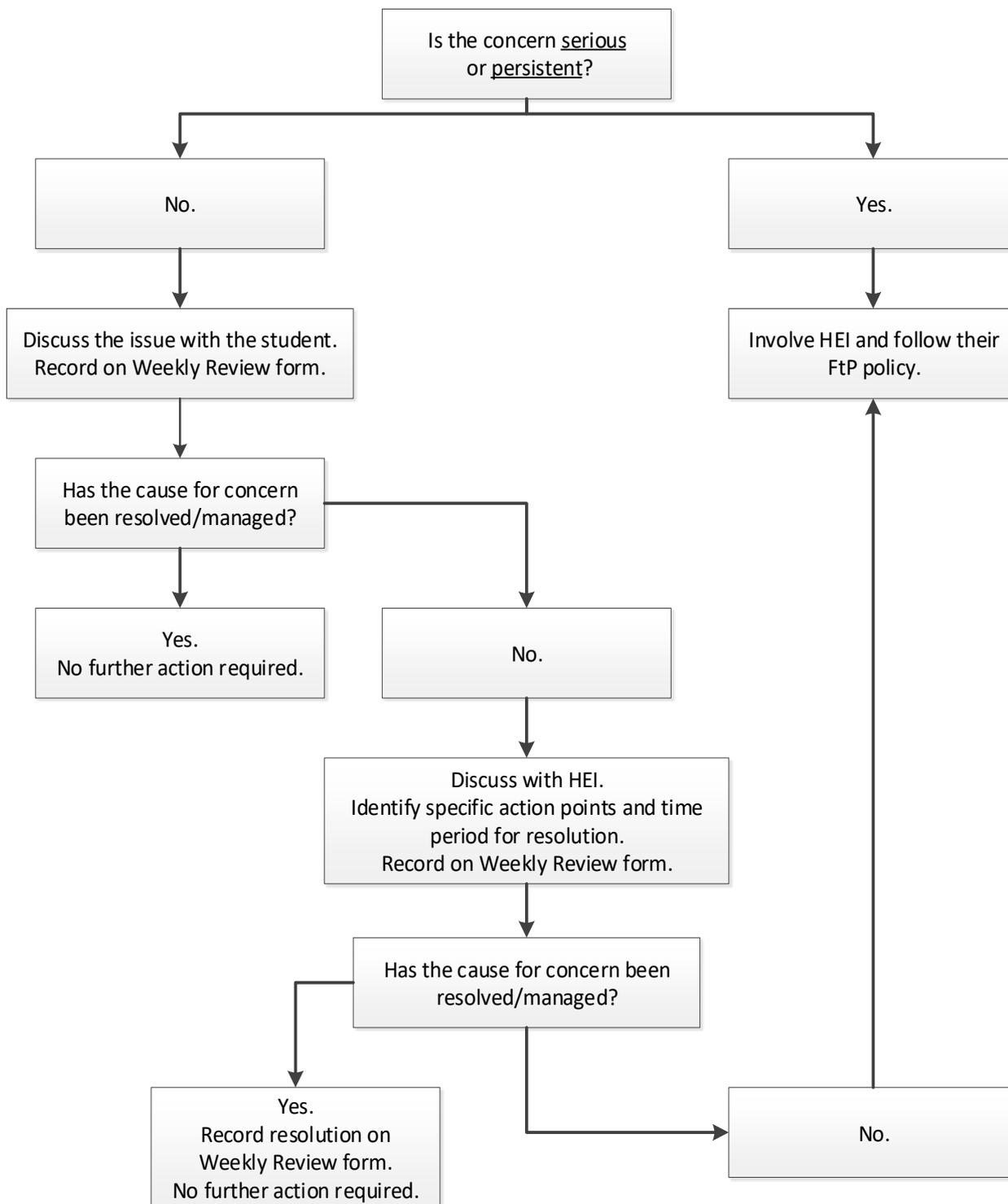
APPENDIX 2 - LEVEL OF PRACTICE RUBRIC

This rubric should provide you and your Practice Educator (PE) with guidance of what is expected of you at individual levels. This should help you and your PE to have mutual understanding of what level of performance you are expected to show when getting your Learning Outcomes / skills signed at individual levels.

Criteria Level	Knowledge / Reasoning	Level of Performance	Personal and Professional Awareness
Dependent (Dep)	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
Assisted (A)	Knowledge is usually accurate Little awareness of alternatives Identifies reasons for actions	Accurate performance but some lack of confidence & efficiency. Requires frequent direction / supervision. Some awareness of priorities / requires prompting	Recognises the need to modify actions / behaviour to the client and situation, but unable to do so in non-routine situations. Gives standard explanations / does not modify information
Minimal supervision (MS)	Applies accurate knowledge to practice. Some awareness of alternatives Beginning to make judgements based on contemporary evidence	Safe and accurate; fairly confident / efficient 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. Identifies the need for assistance
Safe and Effective (SE)	Applies evidence-based knowledge. Demonstrates awareness of alternatives. Sound rationale for actions Makes judgements / decisions based on contemporary evidence	Confident / safe / efficient Works safely and effectively without direction / supervision Able to prioritise. Able to adapt to unpredictable situations	Conscious / deliberate planning Actions/ interventions/ behaviour are appropriate to the client & situation Gives coherent / appropriate information. Identifies & makes appropriate referrals

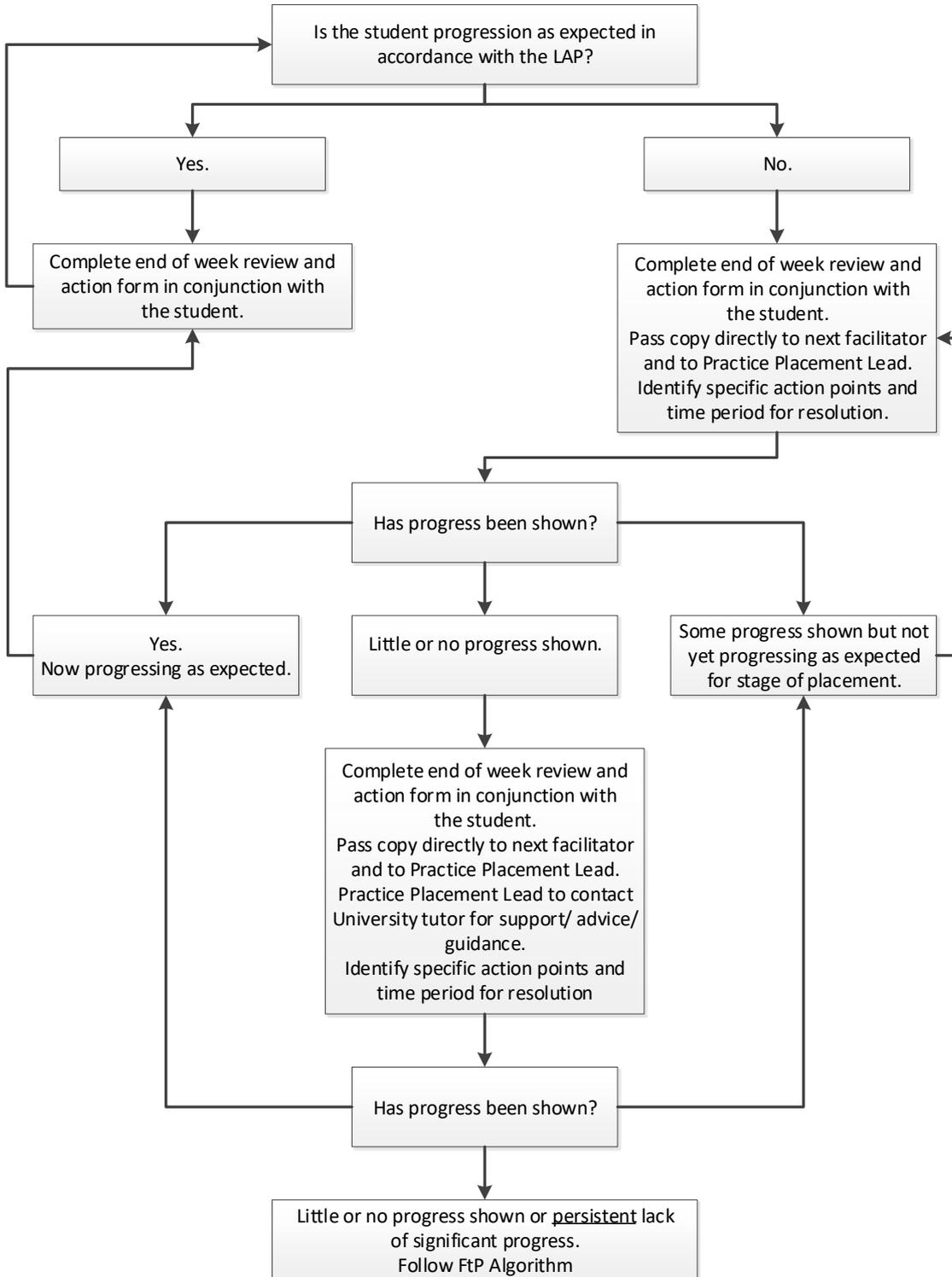
Fitness to Practise Algorithm

Definition: A student’s behaviour or health raises a serious or persistent cause for concern about his/her ability to continue on a paramedic placement, paramedic course, or practice after graduation.



Student Progression Algorithm

This process should be followed on a weekly basis, with consideration of the 6 moments of paramedic practice model

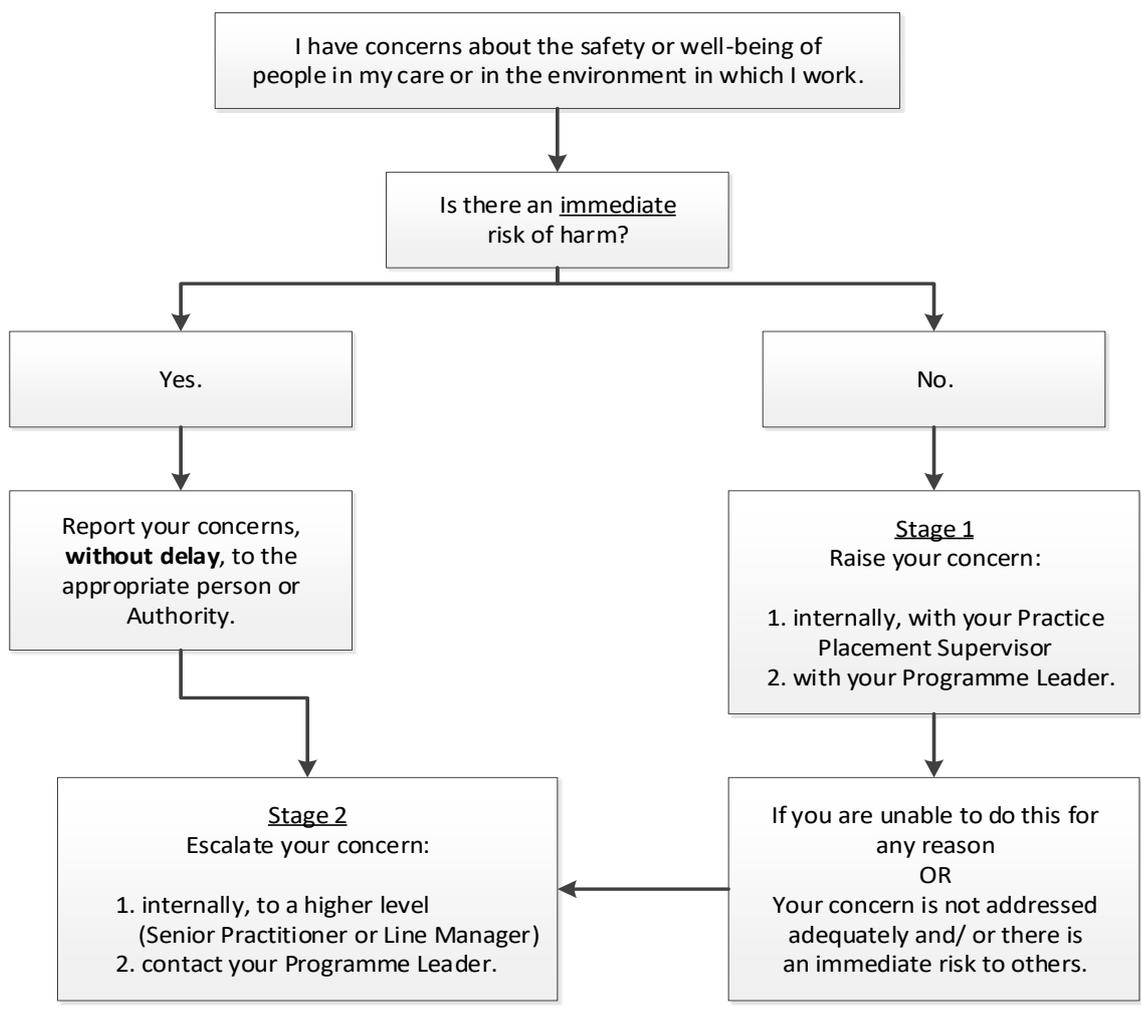


Raising a Concern Algorithm

Whilst we do not anticipate any problems, should such a situation arise it is important that you understand the steps that you can take to find a resolution.

Many problems occur due to misunderstandings or ineffective communication, which can be easily solved if approached sensitively. Problems raised at the end of the placement generally cannot be satisfactorily resolved and it is therefore essential that you highlight any concerns as they arise. If, however, you do not feel that your concerns have been adequately resolved, you should contact your Programme Leader or Personal Academic Tutor to discuss further.

Equally, if you have any concerns about the safety or well-being of the people in your care, or the care environment you are working in, then these should be raised using the algorithm below. This may include concerns about other Healthcare Professionals, or other students.



Seeking Advice

If you are unsure about whether, or how, to raise a concern at any stage, you should seek advice from your Programme Leader or Personal Academic Tutor.

Key Points

1. Take immediate or prompt action
2. Protect confidentiality
3. Refer to whistleblowing policies
4. Keep an accurate record of your concerns and actions taken.

APPENDIX 6: PLACEMENT ABSENCE REPORTING POLICY FOR BSC. PARAMEDIC SCIENCE PROGRAMME

If you are unable to attend your Practice Placement due to sickness or other personal reasons you **MUST** report your absence to your **Placement area and to QMU**.

If you fail to report your absence, it will be considered an *unauthorized absence* which is considered unprofessional behaviour and can result in overall fail of the placement.

Ensure that you report your absence at earliest opportunity to all areas. **Reporting your absence to all parties is students' responsibility.**

You are allowed to have up to one working week (usually less than 5 consecutive working days) of absence without providing certificate from health care professional or other services confirming the reason of your absence. However, you **must** report all absences regardless of the length to the placement area and to QMU via your **Student Portal 'Absence reporting'** and email to paramedicplacements@qmu.ac.uk.

If you are unwell or unable to attend your Practice Placement for more than one working week, a sick note **MUST** be submitted to the Programme Leader so this can be recorded as an *authorised* absence.

You should report all (even shorter absences) via the student portal. The placement area nor the Placement module coordinator get notification about submitted Absence report via the student portal, for this reason **all absences must be reported to the paramedicplacements@qmu.ac.uk and placement area, too.**

- If you are unwell and not attending placement, you **MUST** contact the placement area and the placement co-ordination team **as soon as possible**. Email your absence to ParamedicPlacements@qmu.ac.uk and to your PEd at your Placement area (or the appointed contact person).
- Fill the **Absence Form via the Student Portal**
- If you are unwell, and absent from practice, for **more than one working week**, a sick note from health care professional or other services confirming the reason of your absence **MUST** be sent to the Programme Leader so this can be recorded as an *authorised* absence.
- In case of longer absence (more than one working week) you must get in touch with your PAT and the placement coordinator to explain the circumstances of your absence. This will allow EC to be put in place and any potential risk assessments for placement being completed before you return to your placement.
- If you are suffering from vomiting and/or diarrhoea you **must be 48 hours clear** of last symptoms before returning to practice placement.
- If you have to self-isolate for any reason, then you should ensure that you report your absence through the normal channels at QMU and placement provider.

SCOTTISH AMBULANCE PLACEMENT ABSENCE REPORTING:

Fill the absence form via Student Portal.

Send email to your **Practice Educator, SAS PEL team** and to **QMU Practice Placement email**.

- Practice Educator's email: given with allocation
- SAS PELs team: sas.pel.qmu@nhs.scot

- QMU Practice Placement email: ParamedicPlacements@qmu.ac.uk
- QMU SAS placement coordinator (if required):
 - smojizova@qmu.ac.uk – year 1
 - dford@qmu.ac.uk – year 2
 - rfisher@qmu.ac.uk - year 3

CROSS-SECTOR PRACTICE PLACEMENT ABSENCE REPORTING:

Fill the absence form via Student Portal.

Send email to your **Practice Educator/Placement Area (Point of contact)**, and to **QMU Practice Placement email**.

- Practice Educator's (Placement Coordinator) email: given with allocation
- QMU Practice Placement email: ParamedicPlacements@qmu.ac.uk
- Module coordinator (if required):
 - evherwaarde@qmu.ac.uk – year 1
 - smojizova@qmu.ac.uk – year 2
 - odavenport@qmu.ac.uk – year 3

Please note that there is **no absence allowance for elective (3rd sector) placements**. Due to the nature of the placement, all students are required to meet the required days/ hours at the end of the academic year 2.

ABSENCE ALLOWANCE FOR AMBULANCE PLACEMENT AND CROSS-SECTOR PLACEMENT

In order to be eligible for final assessment at the end of your placement, all students **must attend a minimum of 80% of their allocated placement hours**. If this criterion is not met, the PE can refuse to provide the student with their final assessment and mark the final assessment as failed due to excessive absence. In this case, you are still expected to submit all required paperwork to your e-Portfolio with all documents marking your absence and attended shifts and feedback from your PE.

If this situation arises due to *authorised absences* (properly reported and communicated absence with QMU and Placement providers) the student will need to apply for **Extenuating Circumstances (EC)** in order to get extension for their placement and final assessment. This extension is usually provided during summer break and will result in extra placement which will be counted as a first attempt, not a resit. If this happens, please get in touch with the Practice-based Learning module coordinator at the earliest opportunity to discuss application for EC and reasons for it.

If this situation arises due to *unauthorised absence*, the placement will be marked as failed and the student will be re-sitting the whole placement during the summer as a second attempt.

Please note that the number of allocated hours can vary between students and areas; this means you need to count 80% of your allocated hours for each placement. Please also note that some placements are very short (can be only one week) and not attending one shift could result in exceeding the 20% of the absence allowance.

Further, keep in mind that placement areas are **not** expected to provide students with extra shifts or change their shifts due to students' work or other commitments. All placement areas support a variety of students throughout the whole year from multiple health care professions. Students are expected to arrange their commitments according to the placement allocated hours within the allocated weeks for placement in your Timetable.

If you have any further questions or queries, please get in touch with the PBL module coordinator.

APPENDIX 7: INCIDENTS AND ACCIDENTS REPORTING / COMPLAINS

In case of any incident or accident which happens on placement the QMU must be notified at the earliest opportunity.

To report any accidents on placement:

- Speak to your PEd, - they will provide you with the immediate support/care if needed, and they should also record the accident through DATIX system and notify QMU.
- **You must** email paramedicplacements@qmu.ac.uk or appropriate QMU placement co-ordinator to make them aware of the accident as soon as possible.
- Consider contacting Dona – paramedic wellbeing advisor.

To report serious incidents:

The Report and Support platform allows students to report various forms of serious incidents including harassment and violence. It also provides access to advice and support. You can report this either anonymously or with contact details.

Link to the Report and Support page with further information: <https://reportandsupport.qmu.ac.uk/>

We would like to encourage you to report those incidents also to relevant placement co-ordinator.

Students on placement who require emergency support:

- The Placement Administration Team also have their own emergency contact number, 0131 474 0127, where we can take messages and pass them on to relevant members of staff every morning. Please note this will not be available in the afternoons; callers will be able to leave a message or be diverted to Academic Administration.

Complaints:

In case of **any complaints related to placements:**

- In the first instance contact appropriate placement co-ordinator. - The placement co-ordinator can officially raise the issue with relevant people in SAS.
- Placement co-ordinator is a direct link between placement provider and QMU and must be involved in the potential investigation to provide support to QMU students and advocacy during the process.

QMU follows the [Complaints handling procedure and Policy](#):

Our complaints procedure has two stages. We expect the majority of complaints will be handled at stage 1. If the complainant remains dissatisfied after stage 1, they can request that we look at it again, at stage 2. If the complaint is complex enough to require an investigation, we will put the complaint into stage 2 straight away and skip stage 1.

A summary of the process is also available in the form of a [flow diagram](#).

You should also consider [Complaints procedure guide for students](#)

NOTES: