



Queen Margaret University  
EDINBURGH

Practice-based Learning  
BSc Paramedic Science  
(Pre-Registration)

## CLINICAL SKILLS LOG

2025 – 2026

**This document belongs to:**

**If found, please return to:**

School of Health Sciences

Queen Margaret University

Queen Margaret University Drive

Edinburgh EH21 6UU

*All paperwork available on Canvas – for printing of additional sheets.*

# CLINICAL SKILLS ALIGNED TO THE STANDARDS OF PROFICIENCY: PARAMEDICS (SOPs)

Skills associated with specific levels of the programme are indicated in red under each skill.

**Any skills for level 2 and 3 should not have a recorded level of attainment before entry into these levels.** This means that you cannot attempt to get sign off skills that are in level (year) two or three unless you are studying within that year.

**Progression Levels: Your skills should be signed at any of these levels based on performance of individual skills during your placement under supervision of your PEd.**

**The skills don't have to be signed at all levels gradually, your PEd can sign you off at Minimal Supervision or Safe and Effective level directly, if they deemed your performance at that level. However, it must be only the skills that are introduced within the level of your study (level 1,2, or 3).**

## Minimum level for each level of study

- Level 1: Assisted
- Level 2: Minimal Supervision
- Level 3: Safe and Effective

Documents required for submission are detailed for each module/aspect on your Canvas site.

Although it is expected that the formative and summative elements of this section will your self-assessment, these elements will be discussed and reviewed with the paramedic PEd' and PEs in cross-sector settings can complete this if the skill is met within their practice environment.

Only paramedic PEd or lecturers can complete and sign your practice Assessment records, including the review of the PAD. The summative elements can be completed at any time as long as they align with the year of practice introduced e.g., if a Level 1 skill is met to a Safe and Effective level during level one this can be recorded as such.

**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.

## Instructions for New Skills Log 2025-26

As a part of Practice-Based Learning (PBL) modules, you are expected to complete a 'Skills Log'. The number of skills increases in each year of study, as does the minimum number required to pass each PBL module. The skills are expected to be completed predominantly on Ambulance placements, and may be demonstrated through discussion, under simulation, or in clinical practice.

By the end of each Academic Year, you are expected to have completed:

- 50% of 102 skills (51 skills)
- 80% of 139 skills (111 skills)
- 100% of 150 skills

Some skills are marked with \* symbols – these indicate:

- \*\* - This skill may be signed off under simulation by QMU, only if not completed by the end of year 3.
- \*\*\* - Physical administration of the drug must only be done under simulation.

**ALL skills may be assessed under simulation, through discussion or in practice (except drug administration) whilst on placement.**

## Categories and Skills

Each category has a series of skills, although the number varies per skill. These are designed to group skills for ease of location and navigation for students, and to save some trees!

Each skill has three spaces for signing. The bottom space is marked as SE (safe and effective), which is what must be achieved by the end of Year 3 for all skills. There is no requirement to fill in all three boxes if you achieve SE straight away, and this can be in any row. You can also print additional sheets if you need to from your Canvas PBL module.

Comments can be added in the space below the skills.

7. Demonstrate appropriate breathing assessment and management	Level of Practice	P&Ed Signature; Date
a. Respiratory rate		
	SE	
b. Complete chest assessment (incl. inspection, palpation, auscultation and percussion)		
	SE	
c. Use of SpO2 monitoring and interpretation of findings to inform treatment		
	SE	
d. Ventilation of the patient requiring respiratory support.		
	SE	
Comments:		

Example:

7. Demonstrate appropriate breathing assessment and management	Level of Practice	PEd Signature; Date	
a. Respiratory rate	Ast	<del>AN</del> Other	23/07/2025
	SE		
b. Complete chest assessment (incl. inspection, palpation, auscultation and percussion)	MS	<del>AN</del> Other	20/07/2025
	SE		
c. Use of SpO2 monitoring and interpretation of findings to inform treatment	SE	<del>AN</del> Other	22/07/2025
	SE		
d. Ventilation of the patient requiring respiratory support.			
	SE		
Comments: Best practice is to count respiratory rate over 60 seconds - <del>AN</del> Other 23/07/2025			

**Front Page**

This page is for you (the student) to complete when you are ready to submit your skills log. In the column that corresponds to your year of study, you must provide the number of skills you have achieved at and/or above the minimum level required for that year for each category.

Year 1 Example:

Category 1: Safety in Clinical Practice

- 2 skills signed off at Assisted Level
- 1 skill signed off at Safe & Effective Level
- 1 skill signed off at Minimal Supervision Level
- 1 Skill signed off at Dependent Level

Therefore, you would write 5 in the 'Year 1: Safety in Clinical Practice' box.

Year 1 Skills	Number of Skills	Number Achieved to Appropriate Level for Year of Study		
		Year 1: Assisted	Year 2: Minimal Supervision	Year 3: Safe and Effective
1. Safety in clinical practice	6			
2. General clinical practice	7			
3. Non-Technical Skills	7			
4. Legal and Ethical Standards	5			
5. Medicines Management	7			
6. Demonstrate appropriate Airway management procedures	5			
7. Demonstrate appropriate Breathing assessment and management	4			
8. Demonstrate assessment of Circulation	9			
9. Demonstrate assessment of Disability	5			
10. Use Expose and Examine to assess patient condition	4			
11. Assessment of ALL patients	13			
12. Assessment and diagnosis of the Paediatric patient	4			
13. Assessment and diagnosis of the Obstetric patient	5			
14. Safe management of a Cardiac Arrest	3			
15. Assessment and diagnosis of the <u>Adult</u> patient	5			
16. Assessment and Management of a Trauma Patient	4			
17. Use of trauma equipment	10			
 <b>Total Number Achieved</b>				
		<b>Learner signature; Date</b>		

Once you have completed the column, sign and date at the bottom to confirm validity.

Year 2 and 3 cover sheets are provided with the appropriate skills and cannot be undertaken or achieved prior to the year of study.

You do not need to start a new skills log each year and carry over any completed skills throughout the course as long as they meet the minimum required standard for each year of study.

Year 1 Skills	Number of Skills	Number Achieved to Appropriate Level for Year of Study		
		Year 1: Assisted	Year 2: Minimal Supervision	Year 3: Safe and Effective
1. Safety in clinical practice	6			
2. General clinical practice	7			
3. Non-Technical Skills	7			
4. Legal and Ethical Standards	5			
5. Medicines Management	7			
6. Demonstrate appropriate Airway management procedures	5			
7. Demonstrate appropriate Breathing assessment and management	4			
8. Demonstrate assessment of Circulation	9			
9. Demonstrate assessment of Disability	5			
10. Use Expose and Examine to assess patient condition	4			
11. Assessment of ALL patients	12			
12. Assessment and diagnosis of the Paediatric patient	4			
13. Assessment and diagnosis of the Obstetric patient	5			
14. Safe management of a Cardiac Arrest	3			
15. Assessment and diagnosis of the Adult patient	5			
16. Assessment and Management of a Trauma Patient	4			
17. Use of trauma equipment	10			
<b>Total Number Achieved</b>				
<b>I confirm that this summary is an accurate reflection of my Skill Log for my current year of study.</b>		<b>Learner signature; Date</b>		

<b>1. Safety in clinical practice</b> The student can recognise, identify and demonstrate the following skills:	Level of Practice	PEd Signature; Date
<b>a. The importance of seeking supervision to develop safe practice.</b>		
	SE	
<b>b. Skills necessary to effectively manage clinical challenges in the out-of-hospital care environment.</b>		
	SE	
<b>c. Infection prevention and control measures in line with current education in healthcare. e.g. Scottish Infection Prevention and Control Education Programme.</b>		
	SE	
<b>d. Undertake dynamic risk assessment of environments and situations.</b>		
	SE	
<b>e. Situations which may pose increased risk to crew, and take action to minimise to maintain a safe working environment.</b>		
	SE	
<b>f. Using personal protective equipment as appropriate.</b>		
	SE	
Comments:		

<b>2. General clinical practice</b> The student can recognise, identify and demonstrate the following skills:	Level of Practice	PEd Signature; Date
<b>a. Selecting appropriate methods and equipment when moving patients.</b>		
	SE	
<b>b. Appropriate use of manual handling in the out-of-hospital environment.</b>		
	SE	
<b>c. Ability to justify proposed course of action and rationale the decisions in line with scope of practice.</b>		
	SE	
<b>d. Ability to decide on a course of action based on the assessment &amp; history obtained from a patient.</b>		
	SE	
<b>e. Demonstrate reflection on practise to identify learning requirements for future practice.</b>		
	SE	
<b>f. Demonstrate consideration of patient abilities in decision making regarding mobilising/moving patients including discussion with patients.</b>		
	SE	
<b>g. Demonstrate consideration and consultation with carers, relatives and others in decisions to mobilise patients who lack capacity to engage in this decision.</b>		
	SE	
Comments:		

<b>3. Non-Technical Skills</b> The student can recognise, identify and demonstrate the following skills:	Level of Practice	PEd Signature; Date
<b>a. The need to record information for accurate maintenance of patient records and continued clinical care.</b>		
	SE	
<b>b. Communicate an effective handover in a variety of clinical settings e.g., PRU to crew, hospital admission, reporting a patient assessment to mentor.</b>		
	SE	
<b>c. Able to work as part of a team within the health care setting.</b>		
	SE	
<b>d. Awareness of the methods of barriers to and boundaries of effective communication.</b>		
	SE	
<b>e. Able to build professional relationships with all grades of healthcare staff in a variety of healthcare settings.</b>		
	SE	
<b>f. Understand the role of others in interprofessional work.</b>		
	SE	
<b>g. Maintenance of accurate patient records and reports.</b>		
	SE	
Comments:		

<b>4. Legal and Ethical Standards</b> The student can recognise, identify and demonstrate the following skills:	Level of Practice	PEd Signature; Date
<b>a. Awareness of, ethical principles to practice e.g., acting in the best interest of the service user.</b>		
	SE	
<b>b. Awareness of legal, ethical and moral obligations to provide appropriate person-centred care.</b>		
	SE	
<b>c. Recognition of vulnerable persons and demonstrate knowledge of specific care requirements. for that person, in that environment</b>		
	SE	
<b>d. Awareness of the legal principles to practice including maintaining confidentiality of patient records and verbal communication.</b>		
	SE	
<b>e. Maintenance of confidentiality in patient records and verbal communications.</b>		
	SE	

Comments:

<b>5. Medicines Management</b> The student can recognise, identify and demonstrate the following skills:	Level of Practice	PEd Signature; Date
<b>a. Understanding of the Medicines Act and the legislation governing the use of prescription only medicines by paramedics.</b>		
	SE	
<b>b. Understanding of the place of JRCALC and Patient Group Directions (PGD) and Patient Specific Directives (PSD) for the use of medicines by paramedics.</b>		
	SE	
<b>c. Assist in the preparation of paramedic medicines under supervision.</b>		
	SE	
<b>d. Knowledge of the medications permissible for use by paramedics.</b>		
	SE	
<b>e. The safe administration of medication via non-parenteral routes: Oral, nebulised, inhaled, buccal, sublingual, rectal, transdermal, intranasal,***</b>		
	SE	
<b>f. Safe administration of medication via the intramuscular route.***</b>		
	SE	
<b>g. Prepare fluids to be administered to a patient e.g., application of a giving set.**</b>		
	SE	
Comments:		

6. Demonstrate appropriate airway management procedures	Level of Practice	PEd Signature; Date
a. Manual airway opening, e.g., head tilt/chin lift, jaw thrust.		
	SE	
b. Clearing airway obstructions e.g., suction/Magill's forceps.		
	SE	
c. Oropharyngeal airway (OPA)		
	SE	
d. Nasopharyngeal airway (NPA)		
	SE	
e. Supraglottic airway device e.g., iGel, LMA.		
	SE	

Comments:

7. Demonstrate appropriate breathing assessment and management	Level of Practice	PEd Signature; Date
a. Respiratory rate		
	SE	
b. Complete chest assessment (incl. inspection, palpation, auscultation and percussion)		
	SE	
c. Use of SpO2 monitoring and interpretation of findings to inform treatment		
	SE	
d. Ventilation of the patient requiring respiratory support.		
	SE	
Comments:		

8. Demonstrate assessment of circulation	Level of Practice	PEd Signature; Date
a. Assess pulse from the main anatomical locations, e.g. radial, carotid, brachial, femoral, pedal. <i>This should include rate, rhythm and character (strong/weak).</i>		
	SE	
b. Capillary refill (proximal and distal)		
	SE	
c. Skin temperature, moisture, and pallor (colour) to assess circulatory status		
	SE	
d. Blood pressure		
	SE	
e. Application of 3-lead ECG monitoring		
	SE	
f. Application of 12-lead ECG leads, and obtaining a diagnostic ECG		
	SE	
g. Recognition of normal sinus rhythm ECG waveform, and associated cardiac electrical and mechanical activity		
	SE	
h. Recognition of ST Elevation and Depression waveforms and associated cardiac physiology		
	SE	
i. Recognition of the four main cardiac arrest arrhythmias and appropriate use of defibrillation as treatment for each rhythm in line with cardiac arrest management guidelines		
	SE	

Comments:

9. Demonstrate the assessment of Disability	Level of Practice	PEd Signature; Date
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<b>a. Using a tympanic thermometer to assess body temperature</b>		
	SE	
<b>b. Blood glucose measurement</b>		
	SE	
<b>c. Pupillary size and reactivity</b>		
	SE	
<b>d. Conscious level using GCS</b>		
	SE	
<b>e. Conduct a FAST test in the presence of potential stroke</b>		
	SE	

Comments:

10. Use Expose and Examine to assess patient condition	Level of Practice	PEd Signature; Date
a. Assess limbs for abnormalities, including bruising, swelling, rashes, etc		
	SE	
b. Assess the head for abnormalities and trauma in patients with a history of head trauma		
	SE	
c. Assess the abdomen for abnormalities associated with medical or traumatic cause		
	SE	
d. Assess the back for abnormalities associated with trauma		
	SE	
Comments:		

<b>11. Assessment of ALL patients</b> The student can recognise, identify and demonstrate the following skills:	Level of Practice	PEd Signature; Date
<b>a. Assess a patient's ability to understand and make decisions about their health.</b>		
	SE	
<b>b. Ask clear questions to determine if a patient understands their medical condition and treatment options, and confirm their willingness to proceed.</b>		
	SE	
<b>c. Demonstrate reassessment of the patient at regular intervals to identify any changes.</b>		
	SE	
<b>d. Assess patient response level (ACVPU)</b>		
	SE	
<b>e. Obtain information regarding the history of the patient and the presenting medical complaint.</b>		
	SE	
<b>f. Obtain a history of and undertake a patient assessment to identify the patient's social care needs.**</b>		
	SE	
<b>g. Obtain a history of and undertake a patient assessment to identify the patient's psychological needs.</b>		
	SE	
<b>h. Demonstrate awareness of patient comfort and dignity during assessment.</b>		
	SE	
<b>i. Demonstrate adaption to assessment and management of patients in relation to their personal needs and presentations.</b>		
	SE	

j. Demonstrate engagement of the service user within the process of assessment, treatment and continued management of care.		
	SE	
k. Demonstrate consideration of the person's dignity and wellbeing.		
	SE	
l. Demonstrate respectful interactions with service users, carers, relatives and other persons encountered in the course of patient care.		
	SE	

Comments:

12. Assessment and diagnosis of the <i>paediatric</i> patient	Level of Practice	PEd Signature; Date
a. Recognise a range of systemic conditions based on patient assessment		
	SE	
b. Discuss appropriate treatment and management of a range of systemic conditions		
	SE	
c. Recognise 'normal' parameters of patient observations		
	SE	
d. Identify 'red flag' symptoms		
	SE	
Comments:		

13. Assessment and diagnosis of the <i>obstetric</i> patient	Level of Practice	PEd Signature; Date
a. Identify a range of abnormal conditions based on patient assessment		
	SE	
b. Discuss appropriate management of abnormal conditions in the obstetric patient (not labour)		
	SE	
c. Demonstrate assessment during stage 2 labour		
	SE	
d. Demonstrate appropriate management of labour and normal delivery		
	SE	
e. Demonstrate assessment of newborn (incl. APGAR, heart rate)		
	SE	
Comments:		

14. Safe management of a Cardiac Arrest	Level of Practice	PEd Signature; Date
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a. Perform quality chest compressions		
	SE	
b. Appropriate manual defibrillation		
	SE	
c. Adaptions required for pregnant patients (late 2 <sup>nd</sup> – 3 <sup>rd</sup> trimester)		
	SE	

Comments:

15. Assessment and diagnosis of the <u>adult</u> patient	Level of Practice	PEd Signature; Date
a. Demonstrate a physical assessment of a patient presenting with a <i>medical</i> complaint.		
	SE	
b. Discuss appropriate treatment and management of a range of systemic conditions		
	SE	
c. Recognise 'normal' parameters of patient observations		
	SE	
d. Recognise clinical features indicating a time-critical patient with life-threatening illness/injuries.**		
	SE	
e. Recognise a range of systemic conditions based on patient assessment		
	SE	
Comments:		

**16. Assessment and Management of a Trauma Patient**

Level of Practice

PEd Signature; Date

The student can recognise, identify and demonstrate the following skills:

<b>a. Assess a patient with a trauma-related complaint</b>		
	SE	
<b>b. Gather pertinent history related to the traumatic injury</b>		
	SE	
<b>c. Recognise how the cause of an injury (mechanism of injury) affects the type and location of injuries in trauma patients</b>		
	SE	
<b>d. Consider the complications and challenges associated with immobilisation and how these can be managed.</b>		
	SE	

Comments:

Large empty light blue area for student comments.

17. Use of trauma equipment, incl. indications for use and demonstration of how to apply/use:	Level of Practice	PEd Signature; Date
a. Basic methods for external haemorrhage management, incl. elevation, direct pressure and indirect pressure.**		
	SE	
b. Specialist haemorrhage control devices e.g., blast bandage, haemostatic gauze, haemostatic agents **		
	SE	
c. CAT tourniquet, incl. consideration of the risks associated with misuse **		
	SE	
d. Inline manual immobilisation **		
	SE	
e. Stiff neck cervical collar **		
	SE	
f. Pelvic binder **		
	SE	
g. Orthopaedic stretcher **		
	SE	
h. Kendrick Extrication Device (KED) **		
	SE	
i. Splints to immobilise limbs e.g., box and vacuum splints **		
	SE	

j. Traction splint (for femoral fractures) **		
	SE	

Comments:

Year 2 Skills	Number of Skills	Number Achieved to Appropriate Level for Year of Study	
		Year 2: Minimal Supervision	Year 3: Safe and Effective
18. Advanced Airway Management and Monitoring	4		
19. Cardiovascular Care	5		
20. Management of Maternity	3		
21. Use appropriate clinical leadership and interventions in the management of Advanced Life Support (ALS)	3		
22. Medicines Management	4		
23. Minor Illness and Injury	10		
24. Autonomous Clinical Practice	8		
<b>Total Number Achieved</b>			
<b>I confirm that this summary is an accurate reflection of my Skill Log for my current year of study.</b>		<b>Learner signature; Date</b>	

Year 3 Skills	Number of Skills	Number Achieved to Appropriate Level for Year of Study	
		Year 3: Safe and Effective	
25. Advanced clinical practice	4		
26. Major Incident Management	7		
<b>Total Number Achieved</b>			
<b>I confirm that this summary is an accurate reflection of my Skill Log for my current year of study.</b>		<b>Learner signature; Date</b>	

**18. Advanced Airway Management and Monitoring**

The student can recognise, identify and demonstrate the following skills:

**Level of Practice****PEd Signature; Date****a. Endotracheal intubation (ETI) \*\***

SE

**b. Use of capnography including interpretation of findings and expected changes**

SE

**c. Needle thoracocentesis (decompression)\*\***

SE

**d. Needle cricothyroidotomy of a patient.\*\***

SE

Comments:

**19. Cardiovascular Care**

The student can recognise, identify and demonstrate the following skills:

**Level of Practice****PEd Signature; Date****a. Obtain a 12 lead (diagnostic) ECG.**

SE

**b. Recognise a variety of arrhythmias and demonstrate knowledge of the associated physiology.**

e.g., AV blocks, bundle branch blocks, Wolf-Parkinson White, etc

SE

**c. Peripheral venous cannulation.**

SE

**d. Intraosseous (IO) access.**

SE

**e. Recognise and assist in the management of patients eligible for reperfusion therapy (PPCI/PHT).**

SE

Comments:

## 20. Management of Maternity

The student can recognise, identify and demonstrate management of the following:

Level of Practice

PEd Signature; Date

a. **Complications in labour, e.g. breech presentation, shoulder dystocia, and cord prolapse. \*\***

SE

b. **Haemorrhage in ante-natal stages of pregnancy e.g. miscarriage, placenta praevia, placental abruption. \*\***

SE

c. **Post-partum haemorrhage from basic measures through to internal bi-manual compression. \*\***

SE

Comments:

**21. Use appropriate clinical leadership and interventions in the management of Advanced Life Support (ALS) for:**

**Level of Practice**

**PEd Signature; Date**

**a. Adult cardiac arrest \*\***

SE

**b. Paediatric cardiac arrest \*\***

SE

**c. Neonatal resuscitation (immediately post-delivery) \*\***

SE

Comments:

## 22. Medicines Management

The student can recognise, identify and demonstrate the following skills:

Level of Practice

PEd Signature; Date

**a. Observe the safe administration of medication via intraosseous access.**

SE

**b. Recognise problems that can occur in the administration of paramedic medicines.**

SE

**c. Select the most appropriate treatment using principles of pharmacology.**

SE

**d. Understanding of the purpose of a fluid challenge in a range of patients.**

SE

Comments:

<b>23. Minor Illness and Injury</b> The student can recognise, identify and demonstrate the following:	<b>Level of Practice</b>	<b>PEd Signature; Date</b>
<b>a. Assessment of ear, nose and throat for minor illness that may be eligible for community or self-management.</b>	SE	
<b>b. Assessment of respiratory system for minor illness that may be eligible for community or self-management.</b>	SE	
<b>c. Assessment of cardiovascular system for minor illness that may be eligible for community or self-management.</b>	SE	
<b>d. Assessment of renal/urinary function for minor illness that may be eligible for community or self-management.</b>	SE	
<b>e. Assessment of gastrointestinal system for minor illness that may be eligible for community or self-management.</b>	SE	
<b>f. Assessment of limbs for minor injuries that may be eligible for community or self-management.</b>	SE	
<b>g. Assessment of the head for minor injuries that may be eligible for community or self-management.</b>		
<b>h. Risk assessment of social status that may be eligible for community or self-management.</b>	SE	
<b>i. Assessment of mental health that may be eligible for community or self-management.</b>	SE	

j. <b>Wound management requiring a sterile field and closure methods that can be done out-of-hospital e.g., glue.**</b>		
	SE	

Comments:

**24. Autonomous Clinical Practice**

The student can recognise, identify and demonstrate the following:

Level of Practice

PEd Signature; Date

**a. Ability to apply knowledge and skills to resolve problems independently.**

SE

**b. Recognition of changes to patient condition, e.g. deterioration and/or improvement.**

SE

**c. Pain management using an appropriate stepwise approach**

SE

**d. Use of consultation and enquiry to support complex decision making in non-emergent patients.**

SE

**e. Identify local alternative care pathways for patients not requiring hospitalisation.**

SE

**f. Use recognised decision-making models to formulate patient care plans.**

SE

**g. Communicate plans of care and treatment to others in the emergency situation, or when practicing advanced skills, including patients and other healthcare professions.**

SE

**h. Ascertain physical, social and mental health requirements through appropriate enquiry.**

SE

Comments:

**25. Advanced clinical practice**

The student can recognise, identify and demonstrate the following skills:

Level of Practice

PEd Signature; Date

**a. Assessment of wounds that can be treated in the community or self-managed. \*\***

SE

**b. Consider legal and ethical decisions regarding patients requiring end of life care, e.g. DNACPR, family involvement, living will, power of attorney. \*\***

SE

**c. Referral of patients to alternative healthcare providers.**

SE

**d. Assess risk and patient safety in relation to discharge from care.**

SE

Comments:

**26. Major Incident Management**

The student can demonstrate the following:

Level of Practice

PEd Signature; Date

a. Awareness of procedures when approaching a major incident or multi-casualty event. \*\*

SE

b. Understanding of multi-casualty triage principles and management. \*\*

SE

c. Awareness of major incident command and control procedures. \*\*

SE

d. Awareness of hazardous and special incidents that may require paramedic attendance, e.g. CBRN, MTA, water rescue, rescue from height. \*\*

SE

e. Awareness of specialist resources and services that may be deployed during a special or major incident. \*\*

SE

f. Understand the need for interprofessional debriefing and reflection on fatal, major and adverse incidents. \*\*

SE

g. Ability to participate in critical incident debriefing to identify and address future patient safety issues. \*\*

SE

Comments: