



Queen Margaret University
EDINBURGH

Practice Assessment Document

Practice-based Learning

BSc Paramedic Science
(Pre-Registration)

School of Health Sciences
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.

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.

AMBULANCE PRACTICE-BASED LEARNING

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		Blue	Orange	Orange	Green	Green
Assessment of a paediatric patient (Including ABCDE and history)		Blue	Orange	Orange		
Treatment and management of paediatric patients			Orange	Orange		
Paediatric Basic Life Support		Blue	Orange	Orange		
Paediatric Advanced Life Support			Orange	Orange		
Assessment of a trauma patient (Including ABCDE and history)		Blue	Orange	Orange		
Treatment and management of trauma patients				Orange		
Traumatic Advanced Life Support				Orange		
Assessment of the obstetric patient (Including ABCDE and history)		Blue	Orange	Orange		
Management of normal birth and care of the newborn		Blue		Orange		
Treatment and management of maternity emergencies				Orange		
Maternal and New-born Life Support				Orange		
Advanced Adult Life Support			Orange	Orange		
Accurate placement of 12 Lead ECG electrodes and printing of ECG strip.	Blue	Blue	Orange	Orange		
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.			Orange	Orange		
Practical skill of I.V. Cannulation/ I.O.			Orange	Orange		
Needle Thoracentesis			Orange	Orange		
Advanced Airway management (Including intubation and needle cricothyrotomy)			Orange	Orange		
Basic assessment and management of minor wounds		Blue		Orange		
Introduction to wound glue and steri-strips						
Advancing consultation for safeguarding, referral and discharge				Orange		
Major Incident Management					White	Green
End of Life Care					Green	Green

Practice-Based Learning 1

Practice Assessment Documents (PAD) for All Placement

Year of study 1

Health & Social Care Paperwork

Patient Transport Service Paperwork

Ambulance Placement Paperwork

Carefully read through the paperwork and the required Learning Outcomes

Year 1: Cross Sector Placement (Nursing/Care/Residential Home)			Learning Outcomes	
Period of practice-based learning.	When	Where	How long	How this will support the achievement of the learning outcomes and SOPs
Cross-sector placement and simulated activities:	Semester 1	Residential care settings including rehabilitation, care of older adults, long term care and day hospitals.	5 weeks: 2 weeks simulated activities 3 weeks patient facing time	Learning Outcomes for Nursing Home Placements: Learning Outcome 1: Observe and identify the practice of safe and person-centred care for vulnerable persons. Learning Outcome 2: Observe and identify interprofessional/multidisciplinary working in a care environment. Learning Outcome 3: Observe and identify values-based care and professional behaviours in practice. Learning Outcome 4: Carry out a range of relevant skills including communication, safe moving and handling and infection prevention and control.

Cross Sector Placement Learning Plan and Expectations

Every learner is expected to think and set up their own learning intentions for each placement they will attend. Learners will work with variety of different health and social care professionals throughout all three years. Learners must acknowledge and understand that part of their role as a student paramedic is promoting and sharing the knowledge about the role of paramedics within health care.

Part of being professional paramedic is to be reflective health care professional. Learners should reflect on their own learning and development throughout their studies in all three years of the programme. This is the very beginning of the continuous professional development (CPD).

Before you go out on any placement in all three years of the study, we want you to think about where you are going. It is important to prepare yourself for the area where you will be undertaking your placement. The following questions should help the learner to go to practice placements prepared with clear learning intentions and ability to reflect on their individual practice-based learning experience.

Learners may be asked what their scope of practice is and it's up to students to share this information with different professionals. Do not expect everyone to know the paramedic student's scope of practice, that is the learner's responsibility.

Before you start your placement think and reflect on the following:

1. *What does the area do?*
2. *Who will I be working with?*
3. *What is the scope of practice of the professionals I am working with?*
4. *What transferable skills can I learn in the area?*
5. *What knowledge I can gain here and how does it fit with the paramedic practice? Think about the overall patient's journey.*
6. *Does the service provides/accepts referrals? Can these be linked to paramedic practice?*
7. *How can I achieve the Learning Outcomes for this placement area?*
8. *Are there opportunities for me to rehearse some of my technical and non-technical skills?*
9. *Is this more observational or project-based placement?*
10. *Can I spend some time with other members of the staff at the ward?*

It is important at the very start of the placement to have a discussion with your allocated Practice Educator/Allocated placement contact person. This helps to set up achievable expectations for learners and practice educator. Think about the questions below and above before the start of your placement and discuss your learning intentions on your first day with your practice educator. Utilise the table below to help you to set your goals before the placement and see based on your daily feedback and placement paperwork how did you achieve these goals or if they still require further work.

1. *What are your expectations from this placement?*
2. *Are these expectations in alignment with the Learning Outcomes for this area?*
3. *What are the practice educators' expectations from you?*
4. *Do you know what experiences you can expect within this area?*
5. *Does your practice educator know the Learning Outcomes you need to achieve?*

To support you in your reflective practice you can follow the guide below to think about, plan and reflect on your practice-based learning.

Print additional Sheets as necessary

YEAR ONE: LEARNING PLAN & AGREEMENT (H&SC) cross sector		TO BE COMPLETED PRIOR TO THE START OF EACH PLACEMENT AND REVIEWED/AGREED WITH PEd	
Name of Learner:	Name of clinical area and allocated PEd:		
IDENTIFY LEARNING INTENTIONS	LEARNING STRATEGY <i>(including resources you may need)</i>	EVIDENCE OF LEARNING	
<i>I will be able to/I would like to:</i>			
<i>I will be able to/I would like to:</i>			
<i>I will be able to/I would like to:</i>			
<i>Any comments from your PEd after your initial discussion? Any comment you would like to include?</i>			
LEARNING PLAN AGREEMENT			
Learner's signature:		Date:	
PEd signature:		Date:	

Signature Verification: Cross-Sector Placement Year 1 – Health and Social Care

Name	Date/Location	Profession/Registration Number (if applicable)	Sample Signature	Initials

Print additional Sheets as necessary

Timesheet; Record of Practice Placement Hours: Cross sector placement

Student should state the name of clinical area, and the shift times worked in the left column. The PE allocated for the day **must** date & sign each attendance in the right column. (*Nursing Homes*)

Student name..... Matriculation number..... Year/level of study: **1** Placement Area: **Health and Social Care**

										TOTAL HOURS
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Clinical Area /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR ONE: PLACEMENT DAILY FEEDBACK Cross Sector H&SC	Daily PEd Feedback / Student Self-Assessment Log
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As students may be regularly working with different Practice Educators/Supervisors, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the PEd/Supervisor. Where the PEd/Supervisor feels that the learner met the learning outcomes for the placement, they may also wish to sign off the learning outcome. Learning outcomes may be signed off as achieved by more than one PEd/Supervisor. At the end of the placement period, we ask that the final Practice Educator signs the documentation to verify that they have been completed on the placement.

Date & Location	Name of allocated PEd <i>(person you are working with that day)</i>	Student Self-assessment / PEd Feedback	PEd Signature

YEAR ONE: Health and Social Care Final Assessment		This will include a review of the Learner's Self-Assessment PAD		
The learning outcomes for this period of practice-based learning are:	Learning Outcome Achieved To <u>Assisted</u> Level?		Feedback (Self-Assessment / PEd Feedback)	PEd/PEm signature & Date (each LO must be signed)
Learning Outcome 1: Observe and identify the practice of safe and person-centred care for vulnerable persons.	Yes	No		
Learning Outcome 2: Observe and identify interprofessional/multidisciplinary working in a care environment.	Yes	No		
Learning Outcome 3: Observe and identify values-based care and professional behaviours in practice.	Yes	No		
Learning Outcome 4: Carry out a range of relevant skills including communication, safe moving and handling and infection prevention and control.	Yes	No		
Learner's signature:	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i>				

Year 1: Patient Transport Service & Ambulance Placement			Learning Outcomes	
Period of practice-based learning.	When	Where	How long	How this will support the achievement of the learning outcomes and SOPs
Patient Transport Service &	Semester 1	Learners will be located within one of 14 ambulance stations within the South East region (Edinburgh, Lothian and Borders).	3 weeks PTS	<p>Learning Outcomes for PTS:</p> <ol style="list-style-type: none"> 1. Display professional behaviours congruent with HCPC Standards of Conduct, Performance and Ethics <p>Learning Outcomes for Ambulance Placement:</p> <ol style="list-style-type: none"> 1. Display professional behaviours congruent with HCPC Standards of Conduct, Performance and Ethics 2. Discuss the role and scope of practice for the paramedic within health and social care to meet the needs of the person, their family and carers across the lifespan 3. Work collaboratively with others and effectively utilise a range of communication skills in paramedic practice 4. Observe and assist with a range of skills identified in PAD, under supervision 5. Discuss strategies for physical and psychological self-care in order to respond safely in clinical situations/ circumstances 6. Reflect on learning with supervisor to provide evidence of personal and professional development
	Ambulance Placement:		Semester 2	

Patient Transport Service Placement & Ambulance Placement Learning Plan and Expectations

Every learner is expected to think and set up their own learning intentions for each placement they will attend. Learners will work with variety of different health care professionals throughout all three years during their ambulance placement. Learners must acknowledge and understand that part of their role as a student paramedic is promoting and sharing the knowledge about the role of paramedics within health care.

Part of being professional paramedic is to be reflective health care professional. Learners should reflect on their own learning and development throughout their studies in all three years of the programme. This is the very beginning of the continuous professional development (CPD).

Before you go out on Patient Transport Service placement and Ambulance placement in all three years of the study, we want you to think about the purpose of the placement and level of your learning. It is important to prepare yourself for the PTS/ Ambulance placement and consider whether you are going to rural, semi-rural or urban area. The following questions should help the learner to go to practice placements prepared with clear learning intentions and ability to reflect on their individual practice-based learning experience.

Learners may be asked what their scope of practice is and it's up to students to share this information with different professionals. Do not expect everyone to know the paramedic student's scope of practice, that is the learner's responsibility.

Before you start your placement think and reflect on the following:

1. *What are your expectations from this placement?*
2. *Are these expectations in alignment with the Learning Outcomes for this placement?*
3. *What are the practice educators' expectations from you?*
4. *Does your practice educator know the Learning Outcomes you need to achieve?*
5. *Does your practice educator know the timeline of your placement?*
6. *What are their ways of working?*
7. *Did you have initial discussion with your practice educator?*
8. *How are you going to keep track of your progress in situation when you work with different crews?*
9. *What is the scope of practice of technicians, newly qualified paramedics, fully qualified paramedics?*

It is important at the very start of the placement to have a discussion with your allocated Practice Educator/Allocated placement contact person. This helps to set up achievable expectations for learners and practice educator. Think about the questions above before the start of your placement and discuss your learning intentions on your first day with your practice educator. Utilise the table below to help you to set your goals before the placement and see based on your daily feedback and placement paperwork how did you achieve these goals or if they still require further work.

To support you in your reflective practice you can follow the guide below to think about, plan and reflect on your practice-based learning.

Print additional Sheets as necessary

YEAR TWO: LEARNING PLAN & AGREEMENT PTS & Ambulance Placement		TO BE COMPLETED PRIOR TO THE START OF EACH PLACEMENT AND REVIEWED/AGREED WITH PEd
Name of Learner:	Name of clinical area and allocated PEd:	
IDENTIFY LEARNING INTENTIONS	LEARNING STRATEGY <i>(including resources you may need)</i>	EVIDENCE OF LEARNING
<i>I will be able to/I would like to:</i>		
<i>I will be able to/I would like to:</i>		
<i>I will be able to/I would like to:</i>		
<i>Any comments from your PEd after your initial discussion? Any comment you would like to include?</i>		
LEARNING PLAN AGREEMENT		
Learner's signature:		Date:
PEd signature:		Date:

Patient Transport Service Placement – student’s paperwork – year of study 1.

PTS placement is part of ambulance placement. The PTS placement takes place in year 1 at the end of semester 1 (November – December). It is one of the first practice-based learning opportunity for year 1 students.

All students are expected to work toward established Learning Intentions and Learning objectives at **assisted level**.

It is mandatory to attend **minimum** of 80% of the allocated hours across these three weeks. Attending less than 80% of the allocated hours will result in failing the placement (eg. need to resit the placement over the summer). If attendance is less than 80% of the allocated hours due to health reasons/bereavement/personal reasons etc. and all absences are appropriately reported to all parties, student should contact the module coordinator and ask about Extenuating Circumstances (EC). If EC is approved student will be given extension for placement and will attend the placement during summer as a first attempt.

What are the expectations of the students during their PTS placement:

- Introduction to and familiarisation with the PTS environment (crew/station/pre-hospital environment/health care environment)
- **Actively participate** in attending service user and supporting crew while caring for service users.
- **Actively participate in** assisting with manual handling.
- **Actively participate in** communication with crew, service users and health care professionals (assessment/management during transport/handovers etc.)
- **Actively participate in** vehicle maintenance (VDI, restocking).
- Gaining understanding of PTS workload and collaboration with other services.
- Acting professionally
- Student is responsible for their placement paperwork and ensuring that paperwork is discussed/reviewed/filled out and provided to Placement Supervisors (PS) in timely manner.
- Practice and learn within the scope of practice of year 1 student who finished semester 1.

What are the expectations of the Practice Placement Associate (PA) when supporting year 1 BSc. Paramedic students:

- Introduce students to the PTS environment (familiarisation with station, vehicle, daily workload routine)
- Familiarise themselves and discuss with students their PTS paperwork and agree ways of working and paperwork review.
- Actively engage students when preparing for the shift (vehicle familiarisation/VDI/restocking/daily checks), when caring for service users, when working with other health care professionals.
- Actively engage and support students during manual handling.
- Support students during their placement and help them to learn and understand the engagement with service users and pre-hospital environment.
- Support students to practice their communication skills with service users and health care professionals.
- Collaborate with student when reviewing and filling out student’s PTS paperwork.

- Engage with SAS PEL and QMU placement team if anything is unclear or if there are any issues during the placement.

Signature Verification: Patient Transport Service (PTS) / Scottish Ambulance Service (SAS) Year 1

Name	Date & Location (Station)	Placement block (PTS/Ambulance)	Profession/Registration Number (if applicable)	Sample Signature	Initials

Print additional Sheets as necessary. Verification sheet can be used for PTS and Ambulance placement together, but it must be absolutely clear whose signature belongs to what placement block (PTS/Ambulance). The lecturing team can refuse to accept the verification sheet if the above is not clear.

Timesheet: Record of Practice Placement Hours: PTS Placement Year 1

Student should state the ambulance call sign, and the shift times worked in the left column. The Practice Placement Associate (PA) **must** date & sign each attendance in the right column. *This sheet must be submitted to your ePortfolio*

Student name:

Matriculation number:

Year/level of study: **1**

										TOTAL HOURS
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR ONE: PLACEMENT DAILY FEEDBACK - Patient Transport Service (PTS)	Daily Practice Associate (PA) Feedback / student Self-Assessment Log
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As students may be regularly working with different Practice Associates (PA), we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Associate. Practice Associate may wish to provide feedback on areas such as demonstration of professional behaviours (LO1), meeting the needs of the person, family and carers, working and communication with others, and practicing safely when assisting with moving and handling. The feedback need not be restricted to these areas; however, they can be used as guidance based on the learning outcomes (LO) for the Year 1 ambulance placement. **Each daily feedback must be signed by the PA!**

Date & Location	Name of allocated Practice Associate for specified date	Student Self-assessment / PA Feedback	PA Signature
Learner's signature:			Date:

this sheet must be signed by Learner and Practice Associate and submitted to learner's ePortfolio.

YEAR ONE: PTS Placement Final Review		This document should be used to provide the student with feedback to aid their continued development.	
The learning objective for this period of practice-based learning is:	Learning Intention Achieved To <u>Assisted</u> Level?	Practice Associate Comments: <i>(please consider elements of practice such as knowledge & understanding, communication, assessment, management, documentation and professionalism)</i>	
1. Demonstrate professional behaviours and conduct <i>This is a mandatory requirement to pass the placement</i>	Yes	No	
Learning Intentions	Student Self-assessment / PS Feedback		PA Signature
1. Work collaboratively with others as a member of the PTS crew.			
2. Effectively utilise a range of communication skills with service users and health and social care providers.			
3. Observe and assist with a range of moving and handling techniques.			
4. Observe, identify and contribute to interprofessional/multidisciplinary working in pre-hospital environment.			
Student's signature:			Date:
Final day Practice Associate signature:			Date:
<i>this sheet must be signed by Learner and Practice Associate and submitted to learner's ePortfolio.</i>			

Timesheet: Record of Practice Placement Hours: Ambulance Placement

Student should state the ambulance call sign and the shift times worked in the left column. The PE **must** date & sign each attendance in the right column.

Student name:

Matriculation number:

Year/level of study: **1**

										TOTAL HOURS
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

Halfway through the first ambulance placement (week 3) learner must have a discussion with the practice educator about their progression. Action Plan/Midpoint assessment (below) must be written up based on the review of the student's progress and based on the written daily feedback.

The Midpoint assessment/ Action Plan should be based on the Final Assessment Learning Outcomes and should inform the student whether they are working towards achieving the Learning Outcomes (at Assisted level) or whether they need to further develop and work on specific skills/knowledge in order to achieve the Learning Outcomes at their Final Assessment. Any concerns must be raised with SAS PEL and QMU Ambulance coordinator.

YEAR ONE: Ambulance Placement Midpoint Assessment / Action Plan			
<i>This document must be filed latest in week 3 of the ambulance placement.</i>			
Framework parts	What should be included	Students' details/ comments	PE details/ comments
Specific	Areas of development identified. Learning Outcomes that are not met. What needs to be improved.		
Measurable	How does the student meet the LO or develop in the area they need improvement?		
Achievable	Is this plan realistic and achievable?		
Relevant	Is the plan tailored to the areas that needs to be developed? How?		

Time frame	Both students and PE must agree dates for check-ins and review.		
Any other comments:			
Practice Educator Full Name: Signature: Date:		Student's Full Name: Signature: Date:	
<i>All students <u>MUST</u> produce an action plan with their PEd to ensure that they have clearly identified personal development plans for their remaining time on placement. Further guidance is available on the appropriate Canvas site.</i>			

YEAR ONE: Ambulance Placement Final Assessment		This will include a review of the Learner's Self-Assessment PAD		
The learning outcomes for this period of practice-based learning are:	Learning Outcome Achieved To Assisted Level?		Feedback (Self-Assessment / PEd Feedback) <i>(please consider elements of practice such as knowledge & understanding, communication, assessment, management, documentation and professionalism)</i>	PEd/PEm signature & Date <i>(each LO must be signed)</i>
1. Display professional behaviours congruent with HCPC Standards of Conduct, Performance and Ethics	Yes	No		
2. Discuss the role and scope of practice for the paramedic within health and social care to meet the needs of the person, their family and carers across the lifespan.	Yes	No		
3. Work collaboratively with others and effectively utilise a range of communication skills in paramedic practice.	Yes	No		
4. Observe and assist with a range of skills identified in PAD, under supervision.	Yes	No		
5. Discuss strategies for physical and psychological self-care in order to respond safely in clinical situations/ circumstances.	Yes	No		
6. Reflect on learning with supervisor to provide evidence of personal and professional development.	Yes	No		
Learner's signature:	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i>				

Practice-Based Learning 2

Practice Assessment Documents (PAD) for All Placement

Year of study 2

Ambulance Placement Paperwork

Elective Placement Paperwork

Cross Sector Paperwork

Assessment of Ill Adult Paperwork

Mental Health and Wellbeing Paperwork

Assessment and Supporting Maternal and Infant Health Paperwork

Emergency and Triage Care Paperwork

Carefully read through the paperwork and the required Learning Outcomes

Year 2: Ambulance Placement & Learning Outcomes

Period of practice-based learning.	When	Where	How long	How this will support the achievement of the learning outcomes and SOPs
Ambulance placement	Semester 1 & 2	Learners will be located within one of 14 ambulance stations within the South East region (Edinburgh, Lothian and Borders).	<p>Up to 11 weeks</p> <p>Semester 1 up to 6 weeks</p> <p>Semester 2 up to 5 weeks</p>	<p>Learning Outcomes for Ambulance Placement:</p> <ol style="list-style-type: none"> 1. Consistently demonstrate professional behaviours congruent with HCPC standards of conduct, performance and ethics 2. Apply assessment tools and strategies effectively to analyse, prioritise and document care of persons in emergency and non-emergency situations 3. Demonstrate a wide range of evidence informed practical skills for timely intervention in a range of emergency and non-emergency situations 4. Reflect on and respond to feedback and feed forward from supervisors, members of the interprofessional team and service users.

Ambulance Placement Year 2

Each learner will have two blocks of ambulance placements in year 2.

- ❖ 6 weeks at the end of semester 1
- ❖ 5 weeks at the end of semester 2

Learner will have two assessments during ambulance placement.

1. First assessment will take place at the end of week 6 during the first block of ambulance placement in semester one – **Midpoint Assessment/Action Plan**
2. Second assessment will take place at the end of week 5 of ambulance placement in semester 2 – **Final Assessment**

Semester 1 assessment (in week 6 of ambulance placement). Student is required to have regular reviews and check ins with their PEds throughout the 6 weeks of ambulance placement. At the end of the 6 weeks placement in semester one learner and PEd must have conversation and fill out the Midpoint Assessment and the Action Plan. This provides the learner with good indication of their progression, knowledge and performance. Learner should reflect on this feedback as this feedback informs the following block of ambulance placement in semester 2. If learner is not achieving any/all Learning Outcome(s) (LOs) during the Midpoint Assessment (end of week 6 in semester 1) it doesn't mean they are failing the Practice-based Learning module (ambulance placement). Final assessment will take place in semester 2 during the second block of ambulance placement. However, the Midpoint Assessment and Action Plan should provide strong encouragement and support to learner to acknowledge what they need to improve ahead of the next placement in order to achieve the Learning Outcomes during the final assessment. The Learning Outcomes for semester 1 and semester 2 are the same.

Learner who is not achieving any/all Learning Outcomes during the Midpoint Assessment must be highlighted to SAS PEL and QMU Ambulance placement coordinator so support can be offered to the learner. In semester 2 learners will have 5 weeks of ambulance placement and should build on their previous experiences and further theoretical classes on campus between these two ambulance placement blocks. Support will be provided learners who haven't achieved any/all Learning Outcomes during the first ambulance placement block in semester 1. In week 5 of the second block of ambulance placement all learners will be assessed towards the Learning Outcomes during final assessment. In order to pass the Practice-based learning module all Learning Outcomes for Ambulance Placement must be achieved at **Minimal Supervision** level. If one or more LOs are not achieved the learner will require resit as a 2nd attempt during the summer post the Board of Examiners.

Part of the learner's paperwork are Standards of Proficiency for Paramedics (HCPC,2023), learner should strive to achieving these during their ambulance placement and should be Achieving the SoPs at Minimal Supervision Level. However, the SoPs are part of the paperwork for learners to understand informed practice and what is required from qualified paramedics. Learners at level 2 won't fail ambulance placement if they don't achieve the SoPs at MS level at the end of semester 2 placement. However, it should be raised with SAS PEL and QMU Ambulance placement coordinator if there is no evident progress towards the SoPs. Learners are expected to achieve the SoPs at Safe and Effective level at the end of ambulance placement in year three.

Ambulance Placement Learning Plan and Expectations

Every learner is expected to think and set up their own learning intentions for each placement they will attend. Learners will work with variety of different health care professionals throughout all three years during their ambulance placement. Learners must acknowledge and understand that part of their role as a student paramedic is promoting and sharing the knowledge about the role of paramedics within health care.

Part of being professional paramedic is to be reflective health care professional. Learners should reflect on their own learning and development throughout their studies in all three years of the programme. This is the very beginning of the continuous professional development (CPD).

Before you go out on ambulance placement in all three years of the study, we want you to think about the purpose of the placement and level of your learning. It is important to prepare yourself for the ambulance placement and consider whether you are going to rural, semi-rural or urban area. The following questions should help the learner to go to practice placements prepared with clear learning intentions and ability to reflect on their individual practice-based learning experience.

Learners may be asked what their scope of practice is and it's up to students to share this information with different professionals. Do not expect everyone to know the paramedic student's scope of practice, that is the learner's responsibility.

Before you start your placement think and reflect on the following:

1. *What are your expectations from this placement?*
2. *Are these expectations in alignment with the Learning Outcomes for this placement?*
3. *What are the practice educators' expectations from you?*
4. *Does your practice educator know the Learning Outcomes you need to achieve?*
5. *Does your practice educator know the timeline of your placement?*
6. *What are their ways of working?*
7. *Did you have initial discussion with your practice educator?*
8. *How are you going to keep track of your progress in situation when you work with different crews?*
9. *What is the scope of practice of technicians, newly qualified paramedics, fully qualified paramedics?*

It is important at the very start of the placement to have a discussion with your allocated Practice Educator/Allocated placement contact person. This helps to set up achievable expectations for learners and practice educator. Think about the questions above before the start of your placement and discuss your learning intentions on your first day with your practice educator. Utilise the table below to help you to set your goals before the placement and see based on your daily feedback and placement paperwork how did you achieve these goals or if they still require further work.

To support you in your reflective practice you can follow the guide below to think about, plan and reflect on your practice-based learning.

Print additional Sheets as necessary

YEAR TWO: LEARNING PLAN & AGREEMENT Ambulance Placement		TO BE COMPLETED PRIOR TO THE START OF EACH PLACEMENT AND REVIEWED/AGREED WITH PEd	
Name of Learner:		Name of clinical area and allocated PEd:	
IDENTIFY LEARNING INTENTIONS	LEARNING STRATEGY <i>(including resources you may need)</i>	EVIDENCE OF LEARNING	
<i>I will be able to/I would like to:</i>			
<i>I will be able to/I would like to:</i>			
<i>I will be able to/I would like to:</i>			
<i>Any comments from your PEd after your initial discussion? Any comment you would like to include?</i>			
LEARNING PLAN AGREEMENT			
Learner's signature:		Date:	
PEd signature:		Date:	

Signature Verification: Scottish Ambulance Service (SAS) Year 2

Name	Date	Ambulance Station	Profession/Registration Number (if applicable)	Sample Signature	Initials

Print additional Sheets as necessary. Learner can use the same verification sheet for both ambulance placement blocks. Learner must ensure it is clear whose signature belongs to which placement and ambulance station. The lecturing team can refuse and return the verification sheet if it's not clearly indicated.

Timesheet: Record of Practice Placement Hours: Ambulance Placement

Student should state the ambulance call sign and the shift times worked in the left column. The PE **must** date & sign each attendance in the right column.

Student name:

Matriculation number:

Year/level of study: **2**

										TOTAL HOURS
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR TWO: PLACEMENT DAILY FEEDBACK – Scottish Ambulance Service**Daily PEd Feedback / student Self-Assessment Log**

As students may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. At the end of the placement period, we ask that the final Practice Educator signs the documentation to verify that they have been completed on the placement. *(print as many pages as needed)*

Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR TWO: Ambulance Placement Midpoint Assessment Semester 1		This will include a review of the Learner's Self-Assessment PAD		
The learning outcomes for this period of practice-based learning are:	Learning Outcome Achieved To <u>Minimal Supervision</u> Level?		Feedback (Self-Assessment / PEd Feedback) <i>(please consider elements of practice such as knowledge & understanding, communication, assessment, management, documentation and professionalism)</i>	PEd/PEm signature & Date <i>(each LO must be signed)</i>
Learning Outcome 1: Consistently demonstrate professional behaviours congruent with HCPC standards of conduct, performance and ethics	Yes	No		
Learning Outcomes 2: Apply assessment tools and strategies effectively to analyse, prioritise and document care of persons in emergency and non-emergency situations	Yes	No		
Learning Outcome 3: Demonstrate a wide range of evidence informed practical skills for timely intervention in a range of emergency and non-emergency situations	Yes	No		
Learning Outcome 4: Reflect on and respond to feedback and feed forward from supervisors, members of the interprofessional team and service users.	Yes	No		
Learner's signature:	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester. This document must be filled latest in week 6 of ambulance placement in semester 1.</i>				

The Midpoint assessment/ Action Plan should inform the student whether they are working towards achieving the Learning Outcomes (at Minimal Supervision level) or whether they need to further develop and work on specific skills/knowledge in order to achieve the Learning Outcomes at their Final Assessment. Any concerns must be raised with SAS PEL and QMU Ambulance coordinator.

YEAR TWO: Ambulance Placement Midpoint Assessment / Action Plan for following placement in semester 2

Framework parts	What should be included	Students' details/ comments	PE details/ comments
Specific	Areas of development identified. Learning Outcomes that are not met. What needs to be improved.		
Measurable	How does the student meet the LO or develop in the area they need improvement?		
Achievable	Is this plan realistic and achievable?		

Relevant	Is the plan tailored to the areas that needs to be developed? How?		
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Time frame	Both students and PE must agree dates for check-ins and review.		

Any other comments:			

Practice Educator Full Name: Signature: Date:	Student's Full Name: Signature: Date:
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All students MUST produce an action plan with their PEd to ensure that they have clearly identified personal development plans for their remaining time on placement. Further guidance is available on the appropriate Canvas site.

YEAR TWO: Ambulance Placement Final Assessment Semester 2		This will include a review of the Learner's Self-Assessment PAD		
The learning outcomes for this period of practice-based learning are:	Learning Outcome Achieved To <u>Minimal Supervision</u> Level?		Feedback (Self-Assessment / PEd Feedback) <i>(please consider elements of practice such as knowledge & understanding, communication, assessment, management, documentation and professionalism)</i>	PEd/PEm signature & Date <i>(each LO must be signed)</i>
Learning Outcome 1: Consistently demonstrate professional behaviours congruent with HCPC standards of conduct, performance and ethics	Yes	No		
Learning Outcomes 2: Apply assessment tools and strategies effectively to analyse, prioritise and document care of persons in emergency and non-emergency situations	Yes	No		
Learning Outcome 3: Demonstrate a wide range of evidence informed practical skills for timely intervention in a range of emergency and non-emergency situations	Yes	No		
Learning Outcome 4: Reflect on and respond to feedback and feed forward from supervisors, members of the interprofessional team and service users.	Yes	No		
Learner's signature:	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i> This document must be filled latest in week 6 of ambulance placement in semester 1.				

YEAR TWO: END OF SCOTTISH AMBULANCE SERVICE PRACTICE PLACEMENT ASSESSMENT

Standards of Proficiency for Paramedics (HCPC, 2023)	Standard achieved to appropriate level for year of study? <i>Minimal Supervision level</i>			If the student has been marked as ' <i>progressing towards</i> ' or ' <i>not evident</i> ', please provide feedback to aid the student in their continuing development
Standard 1: be able to practice safely and effectively within their scope of practice.	Achieved	Progressing towards	Not Evident	
Standard 2: be able to practice within the legal and ethical boundaries of their profession.	Achieved	Progressing towards	Not Evident	
Standard 3: be able to look after their health and wellbeing, seeking appropriate support where necessary.	Achieved	Progressing towards	Not Evident	
Standard 4: be able to practise as an autonomous professional, exercising their own professional judgement.	Achieved	Progressing towards	Not Evident	
Standard 5: be able to recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner.	Achieved	Progressing towards	Not Evident	
Standard 6: be able to understand the importance of and maintain confidentiality.	Achieved	Progressing towards	Not Evident	
Standard 7: be able to communicate effectively.	Achieved	Progressing towards	Not Evident	

YEAR TWO: END OF SCOTTISH AMBULANCE SERVICE PRACTICE PLACEMENT ASSESSMENT (cont.)

Standards of Proficiency for Paramedics (HCPC, 2023)	Standard achieved to appropriate level for year of study? <i>Minimal Supervision level</i>			If the student has been marked as ' <i>progressing towards</i> ' or ' <i>not evident</i> ', please provide feedback to aid the student in their continuing development
Standard 8: be able to work appropriately with others.	Achieved	Progressing towards	Not Evident	
Standard 9: be able to maintain records appropriately.	Achieved	Progressing towards	Not Evident	
Standard 10: be able to reflect on and review practice	Achieved	Progressing towards	Not Evident	
Standard 11: be able to assure the quality of their practice	Achieved	Progressing towards	Not Evident	
Standard 12: be able to understand and apply the key concepts of the knowledge base relevant to their profession.	Achieved	Progressing towards	Not Evident	
Standard 13: be able to draw on appropriate knowledge and skills to inform practice.	Achieved	Progressing towards	Not Evident	
Standard 14: Understand the need to establish and maintain a safe practice environment	Achieved	Progressing towards	Not Evident	
Standard 15: be able to promote and prevent ill health	Achieved	Progressing towards	Not Evident	

Year 2: Elective Placement				Learning Outcomes
Period of practice-based learning.	When	Where	How long	How this will support the achievement of the learning outcomes and SOPs
Elective Placement	Semesters 1 & 2	<p>Learners will be required to evidence 75 hours of learning with an approved organisation over the duration of the academic year.</p> <p>Organisation of choice should be linked with Four Pillars of Paramedic Practice:</p> <ol style="list-style-type: none"> 1. Clinical Practice 2. Education 3. Leadership & Management 4. Research 	2 weeks = 75 hours	<p>Learners will be required to evidence 75 hours of learning with an approved organisation of their own choice over the duration of the academic year. Opportunities will be made within the timetable to allow learners time to attend their chosen elective placement. <i>See specific instructions for Elective placement in Appendix.</i></p> <p>Learning Outcomes for Elective Placement:</p> <ol style="list-style-type: none"> 1. Discuss and reflect on the role of the chosen organisation 2. Observe and identify interprofessional/multidisciplinary working in a chosen organisation environment and discuss its relevance to health and social care. 3. Apply and demonstrate the ability to develop sustained relationships and work collaboratively with others, utilising a range of effective communication skills when working within the team of the chosen organisation 4. Critically reflect on self-awareness, own values and the application of strategies you learned within the chosen organisation.

Year 2: Cross Sector Placements			Learning Outcomes
6 weeks of cross sector placement made up of 1 or 2 weeks in each of the four settings + 2 weeks of simulation	Locations	Description	Learning outcomes
<p>Assessment of the ill adult: One week of patient facing time</p>	<p>Mostly ward based placement in areas such as:</p> <ul style="list-style-type: none"> Coronary Care Cardiothoracic ward Respiratory Medicine Orthopaedic Trauma Acute Stroke Unit Acute surgical wards Neurology <p><i>This is not exhaustive list, these are examples.</i></p>	<p>In this one-week practice-based learning experience students will have an opportunity to extend their understanding of the assessment and care of ill adults in a range of in-hospital areas. Placement will take place in clinical areas where learners will gain exposure to adults with serious illness to allow them to transfer learning about recognition and management of acuity into the paramedic clinical environment. Working alongside variety of health care professionals, e.g., an experienced registered nurse or AHP, learners will be able to observe patient assessment and care, attend interprofessional meetings, case conferences or reviews and access learning opportunities related to additional support services or personnel within the learning environment, such as liaison, discharge and referral in negotiation with their practice supervisor.</p> <p>Learners will undertake a primarily observational role; however, learners are encouraged to rehearse their own skills where opportunity arises. Through discussion and reflection on with the practice-educator, students will be expected to identify skills where they can begin to assist the registered staff to enable them to consolidate the skills learned in Skills for Paramedic Practice 1 and 2 which lie within the practice-educators scope of practice. Examples include performing assessment of vital signs, cannulation and history taking.</p>	<p>Learning Outcome 1:</p> <p>Apply communication and interpersonal skills to persons with serious illness within a clinical setting.</p> <p>Learning Outcome 2:</p> <p>Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.</p> <p>Learning Outcome 3:</p> <p>Apply clinical skills, such as assessment, history taking and interpretation of clinical data such as (but not limited to) ECG for diagnosis and care planning.</p>

6 weeks of cross sector placement made up of 1 or 2 weeks in each of the four settings + 2 weeks of simulation	Locations	Description	Learning outcomes
<p>Supporting Mental Health and Well-being: One week of patient facing time</p>	<p>Alcohol and Drug rehabilitation services Community mental health services Mental Health Assessment and care of older adults/ Dementia services Homelessness and outreach services Toxicology Child and Adolescent mental health services Learning Disability services Prison service</p>	<p>In this one-week practice-based learning experience students will have an opportunity to extend their understanding of the assessment, management and referral skills of persons presenting with mental ill health. Placement will take place in clinical areas where learners will gain exposure to persons across the lifespan with acute or chronic mental ill health and allow them to transfer learning about recognition and management of acuity into the paramedic clinical environment.</p> <p>Working alongside a practice-educator, e.g., an experienced registered nurse or AHP, learners will be able to observe patient assessment and care, attend interprofessional meetings, case conferences or reviews and access learning opportunities related to additional support services or personnel within the learning environment, such as liaison, discharge and referral in negotiation with their practice supervisor.</p> <p>Learners will have an opportunity to extend and enhance their communication skills and understand legal and ethical issues in the context of mental health services.</p>	<p>Learning Outcome 1:</p> <p>Apply communication and interpersonal skills to patients presenting with mental ill health within a clinical setting.</p> <p>Learning Outcome 2:</p> <p>Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.</p> <p>Learning Outcome 3:</p> <p>Safely apply clinical skills, such as assessment, history taking, social history and risk assessment for appropriate care planning, referral of persons with mental ill health.</p>

6 weeks of cross sector placement made up of 1 or 2 weeks in each of the four settings + 2 weeks of simulation	Locations	Description	Learning outcomes
<p>Assessing and supporting maternal and infant health</p> <p>Up to two weeks of patient facing time</p>	<p>Labour suite Antenatal Maternity assessment unit Post Natal care Neonatal units Community maternity services Obstetrics and gynaecology theatres</p>	<p>In this two-week practice-based learning experience learners will have opportunities to develop greater understanding of the experience of childbirth, assessment and management of childbearing women and referral skills to inform safe paramedic practice and the wellbeing of women and infants.</p> <p>Placement will take place in clinical areas where learners will gain exposure to childbearing women at different stages of labour or post-delivery care to allow them to transfer learning to the paramedic clinical environment.</p> <p>Working alongside an experienced health-care professional, learners will be able to observe care and learn about the childbearing experiences of woman and families, the different stages of labour and where possible, participate in initial assessment, care and management of labour.</p> <p>A key focus of the placement is on the development of rapport and effective communication for learners and to engage in reflection on own values in relation to vulnerability, safeguarding and maternal/ infant safety.</p>	<p>Learning Outcome 1:</p> <p>Observe and participate in the assessment and management childbearing women and their families and care of the newborn.</p> <p>Learning Outcome 2:</p> <p>Apply communication and interpersonal skills with women and family members in a clinical setting.</p> <p>Learning Outcome 3:</p> <p>Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.</p>

6 weeks of cross sector placement made up of 1 or 2 weeks in each of the four settings + 2 weeks of simulation	Locations	Description	Learning outcomes
<p>Emergency care and Triage Up to two weeks of patient facing time</p>	<p>Emergency Department / Accident and Emergency Acute Assessment unit Older Adult Assessment unit Triage Out of hours services</p>	<p>In this two-week practice-based learning experience learners will have an opportunity to develop greater knowledge and experience of the assessment and care of persons in a range of emergency and non-emergency situations. Placement will take place in clinical areas such as the Emergency department and/or admissions units where learners will be able to apply skills and knowledge about the underlying pathophysiology of illness and injury, to the assessment, immediate care, referral and handover of persons and gain insight into the experiences of persons who have been conveyed to hospital.</p> <p>Working alongside an experienced health-care professional learner will be able to extend their skills of assessment, triage and decision making around prioritisation of management and care as well as the work of the interprofessional team.</p> <p>Learners will have opportunities to observe and reflect on the provision of safe, effective and person-centred emergency care of persons at times of crisis and their families.</p>	<p>Learning Outcome 1: Apply communication and interpersonal skills to patient presenting with illness or injury.</p> <p>Learning Outcome 2: Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.</p> <p>Learning Outcome 3: Apply clinical skills, such as assessment, history taking, social and risk assessment for safe-guarding, referring and discharging patients within the emergency or out of hours service.</p>

Elective Placement Paperwork

For your Elective placement you are expected to identify an external organisation within health, social, public or charitable settings to help you meet the learning outcomes for this period of the programme. This is not an *optional placement*; **it is a core part of your programme** and a requirement for your Practice-based Learning module 2. It is intended for you to develop understanding of the external health/social/public/charitable sectors in promoting health and wellbeing.

QMU encourages students to develop a rapport with external organisation(s) of their own interest that will support them to meet the requirements of the elective placement and gain further experiences within areas linked to Four Pillars of Paramedic Practice.

The Four pillars of Paramedic practice are *Clinical Practice, Education, Research* and *Management & Leadership*. The chosen organisation must support students to meet the required number of hours (2 weeks – 75 hours) across the academic year 2 and achieve the Learning Outcomes for the elective placement.

We are asking all students to find an organisation that sparks their interest and helps them to develop a wider understanding of the Four Pillars of Paramedic Practice.

It is imperative to understand that **any placement must be unpaid experience**. The elective placement must not be undertaken at your workplace. This placement experience can be undertaken with organisations that provide services within public, private, charitable, non-governmental or governmental, health, education or social sectors. The focus of the services of the chosen organisation must be focused on one of the Pillars of Paramedic Practice.

Examples:

- **Clinical practice** – organisation supporting people and bringing some benefits to the community.
- **Education** – supporting young ad vulnerable people, participating in educating and supporting others. (PALS)
- **Research** - organisation and/or areas focused on health care research. (CoP)
- **Management & Leadership** – Areas within health and community organisations where you can demonstrate management and leadership skills.

The elective placement can be undertaken within private organisations as well; however, it still must be **unpaid experience**.

This means that placement should be undertaken as volunteering experience or unpaid internship/experience with an organisation of the student's choice.

Further details are available on Canvas.

Signature Verification: Elective Practice Placement Experience

This sheet must be submitted to your ePortfolio

Name	Date/Location	Profession and Role/Registration Number (if applicable)	Sample Signature	Initials

Year two: Elective Placement Experience Final Assessment				
The learning outcomes for this period of practice-based learning are:	Learning Outcome Achieved?		Supervisor's Comments: <i>(please consider elements of practice such as communication, self-reflection and professionalism)</i>	Supervisors Signature & Date
	Yes	No		
LO 1 – Discuss and reflect on the role of the chosen organisation.	Yes	No		
LO 2 – Observe and identify interprofessional/multidisciplinary working in a chosen organisation environment & discuss its relevancy to health and social care.	Yes	No		
LO 3 – Apply and demonstrate ability to develop sustained relationships and work collaboratively with others utilising a range of effective communication skills when working within the team of chosen organisation.	Yes	No		
LO 4 – Critically reflect on self-awareness, own values and application of strategies you learned within organisation of your choice.	Yes	No		
Learner's signature:			Date:	
<i>this sheet must be signed by Learner and Practice Supervisor and submitted to learner's ePortfolio.</i>				

Cross Sector Placement Learning Plan and Expectations

Every learner is expected to think and set up their own learning intentions for each placement they will attend. Learners will work with variety of different health and social care professionals throughout all three years. Learners must acknowledge and understand that part of their role as a student paramedic is promoting and sharing the knowledge about the role of paramedics within health care.

Part of being professional paramedic is to be reflective health care professional. Learners should reflect on their own learning and development throughout their studies in all three years of the programme. This is the very beginning of the continuous professional development (CPD).

Before you go out on any placement in all three years of the study, we want you to think about where you are going. It is important to prepare yourself for the area where you will be undertaking your placement. The following questions should help the learner to go to practice placements prepared with clear learning intentions and ability to reflect on their individual practice-based learning experience.

Learners may be asked what their scope of practice is and it's up to students to share this information with different professionals. Do not expect everyone to know the paramedic student's scope of practice, that is the learner's responsibility.

Before you start your placement think and reflect on the following:

1. *What does the area do?*
2. *Who will I be working with?*
3. *What is the scope of practice of the professionals I am working with?*
4. *What transferable skills can I learn in the area?*
5. *What knowledge I can gain here and how does it fit with the paramedic practice? Think about the overall patient's journey.*
6. *Does the service provides/accepts referrals? Can these be linked to paramedic practice?*
7. *How can I achieve the Learning Outcomes for this placement area?*
8. *Are there opportunities for me to rehearse some of my technical and non-technical skills?*
9. *Is this more observational or project-based placement?*
10. *Can I spend some time with other members of the staff at the ward?*

It is important at the very start of the placement to have a discussion with your allocated Practice Educator/Allocated placement contact person. This helps to set up achievable expectations for learners and practice educator. Think about the questions below and above before the start of your placement and discuss your learning intentions on your first day with your practice educator. Utilise the table below to help you to set your goals before the placement and see based on your daily feedback and placement paperwork how did you achieve these goals or if they still require further work.

1. *What are your expectations from this placement?*
2. *Are these expectations in alignment with the Learning Outcomes for this area?*
3. *What are the practice educators' expectations from you?*
4. *Do you know what experiences you can expect within this area?*
5. *Does your practice educator know the Learning Outcomes you need to achieve?*

To support you in your reflective practice you can follow the guide below to think about, plan and reflect on your practice-based learning.

Print additional Sheets as necessary

YEAR TWO: LEARNING PLAN & AGREEMENT cross sector placement This Learning Plan & Agreement must be created for each individual placement area.		TO BE COMPLETED PRIOR TO THE START OF EACH PLACEMENT AND REVIEWED/AGREED WITH PEd
Name of Learner:	Name of clinical area and allocated PEd:	
IDENTIFY LEARNING INTENTIONS	LEARNING STRATEGY <i>(including resources you may need)</i>	EVIDENCE OF LEARNING
<i>I will be able to/I would like to:</i>		
<i>I will be able to/I would like to:</i>		
<i>I will be able to/I would like to:</i>		
<i>Any comments from your PEd after your initial discussion? Any comment you would like to include?</i>		
LEARNING PLAN AGREEMENT		
Learner's signature:		Date:
PEd signature:		Date:

Signature Verification: Cross-Sector Placement Year 2

Name	Date & Location (ward, clinical area)	Placement block <i>(AoIA, MH&W, E&T, M&IH)</i>	Profession/Registration Number (if applicable)	Sample Signature	Initials

Print additional Sheets as necessary. Verification sheet can be used for multiple areas together, but it must be absolutely clear whose signature belongs to what area and placement block (AoIA, MH&W, E&T, M&IH). The lecturing team can refuse to accept the verification sheet if the above is not clear.

Timesheet; Record of Practice Placement Hours: Cross sector placement

Student should state the name of clinical area and the shift times worked in the left column. The PE allocated for the day **must** date & sign each attendance in the right column. Please print out four different timesheets for individual block of placement (AoIA).

Student name..... Matriculation number..... Year/level of study: **2** Placement Area: **Assessment of the Ill Adult**

										TOTAL HOURS
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Clinical Area /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR TWO: PLACEMENT DAILY FEEDBACK – Assessment of the Ill Adult**Daily PEd Feedback / student Self-Assessment Log**

As students may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. Where the Practice Educator feels that learners have met the learning outcome(s) for the placement, they may also wish to sign off the learning outcome (s). Learning outcomes may be signed off as achieved by more than one Practice Educator. At the end of the placement period, we ask that the final Practice Educator sign the documentation to verify that they have been completed on the placement.

Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR TWO: Assessment of the III Adult Final Assessment				
Learning Outcomes: Assessment of the III Adult	Learning Outcome Achieved To Minimal Supervision Level?		Feedback (Self-Assessment / PEd Feedback)	PEd/PEm signature & Date (each LO must be signed)
Learning Outcome 1: Apply communication and interpersonal skills to persons with serious illness within a clinical setting.	Yes	No		
Learning Outcome 2: Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.	Yes	No		
Learning Outcome 3: Apply clinical skills, such as assessment, history taking and interpretation of clinical data such as (but not limited to) ECG for diagnosis and care planning.	Yes	No		
Learner's signature	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i>				

Timesheet; Record of Practice Placement Hours: Cross sector placement

Student should state the name of clinical area, and the shift times worked in the left column. The PE allocated for the day **must** date & sign each attendance in the right column. Please print out four different timesheets for individual block of placement (MH&W)

Student name..... Matriculation number..... Year/level of study: **2** Placement Area: **Supporting Mental Health and Wellbeing**

										TOTAL HOURS
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
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Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR TWO: PLACEMENT DAILY FEEDBACK – Supporting Mental Health and Wellbeing Final Assessment	Daily PEd Feedback / student Self-Assessment Log
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As students may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. Where the Practice Educator feels that learner have met the learning outcome(s) for the placement, they may also wish to sign off the learning outcome(s). Learning outcomes may be signed off as achieved by more than one Practice Educator. At the end of the placement period, we ask that the final Practice Educator signs the documentation to verify that they have been completed on the placement.

Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR TWO: Supporting Mental Health and Wellbeing Final Assessment				
Learning Outcomes: Supporting Mental Health and Wellbeing	Learning Outcome Achieved To Minimal Supervision Level?		Feedback (Self-Assessment / PEd Feedback)	PEd/PEm signature Date
Learning Outcome 1: Apply communication and interpersonal skills to patients presenting with mental ill health within a clinical setting.	Yes	No		
Learning Outcome 2: Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.	Yes	No		
Learning Outcome 3: Safely apply clinical skills, such as assessment, history taking, social history and risk assessment for appropriate care planning, referral of persons with mental ill health.	Yes	No		
Learner's signature:	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i>				

Timesheet; Record of Practice Placement Hours: Cross sector placement

Student should state the name of clinical area and the shift times worked in the left column. The PE allocated for the day **must** date & sign each attendance in the right column. Please print out four different timesheets for individual block of placement (M&IH)

Student name..... Matriculation number..... Year/level of study: **2** Placement Area: **Maternal and Infant Health**

										TOTAL HOURS
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Clinical Area /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR TWO: PLACEMENT DAILY FEEDBACK – Assessing and Supporting Maternal and Infant Health Final Assessment

Daily PEd Feedback / student Self-Assessment Log

As students may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. Where the Practice Educator feels that learners have met the learning outcomes for the placement, they may also wish to sign off the learning outcome(s). Learning outcomes may be signed off as achieved by more than one Practice Educator. At the end of the placement period, we ask that the final Practice Educator sign the documentation to verify that they have been completed on the placement.

Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR TWO: Assessing and supporting maternal and infant health Final Assessment				
Learning Outcomes: Assessing and Supporting Maternal and Infant Health	Learning Outcome Achieved To Minimal Supervision Level?		Feedback (Self-Assessment / PEd Feedback)	PEd signature Date
	Yes	No		
Learning Outcome 1: Observe and participate in the assessment and management childbearing women and their families and care of the newborn.	Yes	No		
Learning Outcome 2: Apply communication and interpersonal skills with women and family members in a clinical setting.	Yes	No		
Learning Outcome 3: Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.	Yes	No		
Learner's signature:	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i>				

Timesheet; Record of Practice Placement Hours: Cross sector placement

Student should state the name of clinical area and the shift times worked in the left column. The PE allocated for the day **must** date & sign each attendance in the right column. Please print out four different timesheets for individual block of placement (E&T)

Student name..... Matriculation number..... Year/level of study: **2** Placement Area: **Emergency & Triage**

										TOTAL HOURS
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
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Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR TWO: PLACEMENT DAILY FEEDBACK – Emergency Care and Triage	Daily PEd Feedback / student Self-Assessment Log
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As students may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. Where the Practice Educator feels that learners have met the learning outcome(s) for the placement, they may also wish to sign off the learning outcome(s). Learning outcomes may be signed off as achieved by more than one Practice Educator. At the end of the placement period, we ask that the final Practice Educator sign the documentation to verify that they have been completed on the placement.

Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR TWO: Emergency Care and Triage Final Assessment

Learning Outcomes: Emergency Care and Triage	Learning Outcome Achieved To Minimal Supervision Level?		Feedback (Self-Assessment / PEd Feedback)	PEd/PEm signature Date
Learning Outcome 1: Apply communication and interpersonal skills to patient presenting with illness or injury.	Yes	No		
Learning Outcome 2: Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.	Yes	No		
Learning Outcome 3: Apply clinical skills, such as assessment, history taking, social and risk assessment for safe-guarding, referring and discharging patients within the emergency or out of hours service.	Yes	No		
Learner's signature:	Date: Printed name and Signature:			

To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.

Practice-Based Learning 3

Practice Assessment Documents (PAD) for All Placement

Year of study 3

Cross Sector Paperwork

Assessment of Person with Long-Term Condition Paperwork

High Dependency Care Paperwork

Assessment and supporting Children and Families Paperwork

Community and primary Care Paperwork

Ambulance Placement Paperwork

Carefully read through the paperwork and the required Learning Outcomes

Year 3: Cross Sector Placement			
6 weeks of cross sector placement made up of 1 or 2 weeks in each of the four settings + 2 weeks of simulation activities	Locations	Description	Learning outcomes
<p>Assessment of the person with a long-term condition and/or anticipatory care needs. 1 week of patient facing time.</p>	<p>Neurology rehabilitation Cardiac Rehabilitation Orthopaedic rehabilitation Stroke Rehabilitation Oncology Palliative Care Hospice</p>	<p>This period of practice-based learning will provide learners with the opportunity to use and apply skills to become autonomous practitioners when required to support persons with long term and complex health care needs, including end of life and palliative care.</p> <p>During this one week learning experience, learners will be allocated to clinical areas where they can participate and observe assessment and care of persons requiring rehabilitation, recovery and long-term care including hospice care.</p> <p>A key focus of this placement is consideration of effective communication with service users and their families to support shared decision making such as anticipatory care and advance care planning.</p>	<p>Learning Outcome 1: Apply effective communication and interpersonal skills to persons living with a long-term condition or requiring rehabilitation.</p> <p>Learning Outcome 2: Reflect on learning from the interprofessional team around the process of recovery, rehabilitation, and long-term support and how this can be incorporated into paramedic practice.</p> <p>Learning Outcome 3: Apply clinical skills, such as assessment, history taking, falls assessment and anticipatory care planning.</p> <p>Learning Outcome 4: Reflect on learning about supporting and enabling self-management and shared decision making.</p>

6 weeks of cross sector placement made up of 1 or 2 weeks in each of the four settings + 2 weeks of simulation activities	Locations	Description	Learning outcomes
<p>High Dependency Care. 1 week of patient facing time.</p>	<p>Intensive Care Units High Dependency Units Theatres</p>	<p>This period of practice-based learning will enable students to enhance their clinical exposure to key interventions such as advanced airway management that are required within paramedic practice of persons who are critically ill.</p> <p>This learning experience will enable students to develop greater awareness of the wider context of health care to inform and enhance autonomous clinical practice.</p> <p>In addition, learners will have an opportunity to observe and acquire greater knowledge regarding assessment and management of persons with critical illness in relation to stage of development and pathophysiology.</p>	<p>Learning Outcome 1:</p> <p>Apply skills relating to safe and effective airway management in a controlled clinical setting. <i>(Can be done under discussion and/or simulation).</i></p> <p>Learning Outcome 2:</p> <p>Demonstrate non-technical skills in relation to safe and effective application of advancing clinical procedures.</p> <p>Learning Outcome 3:</p> <p>Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.</p>

6 weeks of cross sector placement made up of 1 or 2 weeks in each of the four settings + 2 weeks of simulation activities	Locations	Description	Learning outcomes
<p>Community and Primary Care 2 weeks of patient facing time.</p>	<p>Out of hours service GP surgery Community hubs Minor injuries Nurse lead units Health visitor</p>	<p>Learners will have the opportunity to develop greater understanding of the role of a range of members of the interprofessional team within community and primary care services. Learners will be enabled to explore the different roles and contributions of the members of the primary and community care team and strategies to enable care at home, in order to develop skills and knowledge to inform the development of autonomous paramedic practice. This will include the assessment, care and include the provision of advice or referral of persons who present with minor illness or injury.</p> <p>Working with an experienced health care professional, learners will have the opportunity to observe the role of a range of members of the interprofessional team within community services and develop sound understanding of strategies to enable care at home. During this period of practice-based learning learners will explore the different roles and contributions of the members of the primary and community care team as well as undertaking assessments within the context of community and primary care and enhance decision making and confidence to support decisions to convey or not convey persons to hospital.</p>	<p>Learning Outcome 1:</p> <p>Apply communication and interpersonal skills to persons presenting with minor illness or injury in the community or primary care setting.</p> <p>Learning Outcome 2:</p> <p>Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice in relation to referral and discharge of persons within the community or primary care setting.</p> <p>Learning Outcome 3:</p> <p>Apply clinical skills, such as assessment, history taking, referral, social and risk assessment for safeguarding.</p>

6 weeks of cross sector placement made up of 1 or 2 weeks in each of the four settings + 2 weeks of simulation activities	Locations	Description	Learning outcomes
<p>Assessing and supporting children and families. 2 weeks of patient facing time.</p>	<p>Paediatric emergency department Paediatric wards Paediatric assessment and outpatient departments Health Visitors</p>	<p>The aim of this period of practice-based learning is to enable paramedic learners to develop skills and knowledge about the assessment and management of children requiring health care.</p> <p>Learners will be allocated clinical placements where they have opportunities to work with children and families and to develop and enhance skills of effective listening in order to be able to apply these in the context of autonomous paramedic practice.</p> <p>This episode of placement provides opportunity for learners to observe, interact and assist during paediatric assessment and helps them to gain better understanding of paediatric physiology at variety of age groups.</p>	<p>Learning Outcome 1:</p> <p>Apply effective communication and interpersonal skills with children and families in a clinical setting.</p> <p>Learning Outcome 2:</p> <p>Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.</p> <p>Learning Outcome 3:</p> <p>Observe and acquire greater knowledge regarding normal and abnormal assessment of children in relation to life span and pathophysiology.</p> <p>Learning Outcome 4:</p> <p>Apply clinical skills, such as basic assessment and history taking with children and families.</p>

Cross Sector Placement Learning Plan and Expectations

Every learner is expected to think and set up their own learning intentions for each placement they will attend. Learners will work with variety of different health and social care professionals throughout all three years. Learners must acknowledge and understand that part of their role as a student paramedic is promoting and sharing the knowledge about the role of paramedics within health care.

Part of being professional paramedic is to be reflective health care professional. Learners should reflect on their own learning and development throughout their studies in all three years of the programme. This is the very beginning of the continuous professional development (CPD).

Before you go out on any placement in all three years of the study, we want you to think about where you are going. It is important to prepare yourself for the area where you will be undertaking your placement. The following questions should help the learner to go to practice placements prepared with clear learning intentions and ability to reflect on their individual practice-based learning experience.

Learners may be asked what their scope of practice is and it's up to students to share this information with different professionals. Do not expect everyone to know the paramedic student's scope of practice, that is the learner's responsibility.

Before you start your placement think and reflect on the following:

1. *What does the area do?*
2. *Who will I be working with?*
3. *What is the scope of practice of the professionals I am working with?*
4. *What transferable skills can I learn in the area?*
5. *What knowledge I can gain here and how does it fit with the paramedic practice? Think about the overall patient's journey.*
6. *Does the service provides/accepts referrals? Can these be linked to paramedic practice?*
7. *How can I achieve the Learning Outcomes for this placement area?*
8. *Are there opportunities for me to rehearse some of my technical and non-technical skills?*
9. *Is this more observational or project-based placement?*
10. *Can I spend some time with other members of the staff at the ward?*

It is important at the very start of the placement to have a discussion with your allocated Practice Educator/Allocated placement contact person. This helps to set up achievable expectations for learners and practice educator. Think about the questions below and above before the start of your placement and discuss your learning intentions on your first day with your practice educator. Utilise the table below to help you to set your goals before the placement and see based on your daily feedback and placement paperwork how did you achieve these goals or if they still require further work.

1. *What are your expectations from this placement?*
2. *Are these expectations in alignment with the Learning Outcomes for this area?*
3. *What are the practice educators' expectations from you?*
4. *Do you know what experiences you can expect within this area?*
5. *Does your practice educator know the Learning Outcomes you need to achieve?*

To support you in your reflective practice you can follow the guide below to think about, plan and reflect on your practice-based learning.

Print additional Sheets as necessary

YEAR THREE: LEARNING PLAN & AGREEMENT cross sector placement This Learning Plan & Agreement must be created for each individual placement area.		TO BE COMPLETED PRIOR TO THE START OF EACH PLACEMENT AND REVIEWED/AGREED WITH PEd
Name of Learner:	Name of clinical area and allocated PEd:	
IDENTIFY LEARNING INTENTIONS	LEARNING STRATEGY <i>(including resources you may need)</i>	EVIDENCE OF LEARNING
<i>I will be able to/I would like to:</i>		
<i>I will be able to/I would like to:</i>		
<i>I will be able to/I would like to:</i>		
<i>Any comments from your PEd after your initial discussion? Any comment you would like to include?</i>		
LEARNING PLAN AGREEMENT		
Learner's signature:		Date:
PEd signature:		Date:

Signature Verification: Cross-Sector Placement Year 3

Name	Date & Location (ward, clinical area)	Placement block (AoPLTC, HDC, SA C&F,C&PC)	Profession/Registration Number (if applicable)	Sample Signature	Initials

Print additional Sheets as necessary. Verification sheet can be used for multiple areas together, but it must be absolutely clear whose signature belongs to what area and placement block (AoPLTC, HDC, SA C&F, C&PC). The lecturing team can refuse to accept the verification sheet if the above is not clear.

Timesheet; Record of Practice Placement Hours: Cross sector placement

Student should state the name of clinical area and the shift times worked in the left column. The PE allocated for the day **must** date & sign each attendance in the right column. Please print out four different timesheets for individual block of placement cross sector

Student name..... Matriculation number..... Year/level of study: **3** Placement Area: **Assess. Of person with Long-Term Cond.**

										TOTAL HOURS
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
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Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR THREE: PLACEMENT DAILY FEEDBACK - Assessment of the Person with a Long-Term Condition and/or Anticipatory Care Needs

Daily PEd Feedback / student Self-Assessment Log

As learners may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. Where the Practice Educator feels that learners have met the learning outcome(s) for the placement, they may also wish to sign off the learning outcome(s). Learning outcomes may be signed off as achieved by more than one Practice Educator. At the end of the placement period, we ask that the final Practice Educator signs the documentation to verify that they have been completed on the placement. *Print additional Sheets as necessary*

Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR THREE: Assessment of the Person with a Long-Term Condition and/or Anticipatory Care Needs Final Assessment				
Learning Outcomes: Assessment of the Person with a Long-Term Condition and/or Anticipatory Care Needs	Learning Outcome Achieved To Safe & Effective Level?		Feedback (Self-Assessment / PEd Feedback)	PEd/PEm signature & Date
	Yes	No		
Learning Outcome 1: Apply effective communication and interpersonal skills to persons living with a long-term condition or requiring rehabilitation.	Yes	No		
Learning Outcome 2: Reflect on learning from the interprofessional team around the process of recovery, rehabilitation, and long-term support and how this can be incorporated into paramedic practice.	Yes	No		
Learning Outcome 3: Apply clinical skills, such as assessment, history taking, falls assessment and anticipatory care planning.	Yes	No		
Learning Outcome 4: Reflect on learning about supporting and enabling self-management and shared decision making.	Yes	No		
Learner's signature	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i>				

Timesheet; Record of Practice Placement Hours: Cross sector placement

Student should state the name of clinical area and the shift times worked in the left column. The PE allocated for the day **must** date & sign each attendance in the right column. Please print out four different timesheets for individual block of placement cross sector

Student name..... Matriculation number..... Year/level of study: **3** Placement Area: **High Dependency Care**

										TOTAL HOURS
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Clinical Area /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR THREE: PLACEMENT DAILY FEEDBACK – High Dependency Care**Daily PEd Feedback / student Self-Assessment Log**

As learners may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. Where the Practice Educator feels that learners have met the learning outcome(s) for the placement, they may also wish to sign off the learning outcome(s). Learning outcomes may be signed off as achieved by more than one Practice Educator. At the end of the placement period, we ask that the final Practice Educator signs the documentation to verify that they have been completed on the placement. *Print additional Sheets as necessary*

Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR THREE: High Dependency Care Final Assessment

Learning Outcomes: High Dependency Care	Learning Outcome Achieved To Safe & Effective Level?		Feedback (Self-Assessment / PEd Feedback)	PEd/PEm signature & Date
Learning Outcome 1: Apply skills relating to safe and effective airway management in a controlled clinical setting. <i>(Can be done under discussion and/or simulation).</i>	Yes	No		
Learning Outcome 2: Demonstrate non-technical skills in relation to safe and effective application of advancing clinical procedures.	Yes	No		
Learning Outcome 3: Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.	Yes	No		
Learner's signature:	Date: Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i>				

Timesheet; Record of Practice Placement Hours: Cross sector placement

Student should state the name of clinical area and the shift times worked in the left column. The PE allocated for the day **must** date & sign each attendance in the right column. Please print out four different timesheets for individual block of placement cross sector

Student name..... Matriculation number..... Year/level of study: **3** Placement Area: **Community & Primary Care**

										TOTAL HOURS
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Clinical Area /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

Print additional Sheets as necessary

YEAR THREE: PLACEMENT DAILY FEEDBACK – Community and Primary Care		Daily PEd Feedback / student Self-Assessment Log	
<p>As learners may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. Where the Practice Educator feels that learners have met the learning outcome(s) for the placement, they may also wish to sign off the learning outcome(s). Learning outcomes may be signed off as achieved by more than one Practice Educator. At the end of the placement period, we ask that the final Practice Educator signs the documentation to verify that they have been completed on the placement. <i>Print additional Sheets as necessary</i></p>			
Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR THREE: Community and Primary Care Final Assessment

Learning Outcomes: Community and Primary Care	Learning Outcome Achieved To Safe & Effective Level?		Feedback (Self-Assessment / PEd Feedback)	PEd/PEm signature & Date
Learning Outcome 1: Apply communication and interpersonal skills to persons presenting with minor illness or injury in the community or primary care setting.	Yes	No		
Learning Outcome 2: Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice in relation to referral and discharge of persons within the community or primary care setting.	Yes	No		
Learning Outcome 3: Apply clinical skills, such as assessment, history taking, referral, social and risk assessment for safeguarding.	Yes	No		
Learner's signature:	Date: Printed name and Signature:			

To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.

Timesheet; Record of Practice Placement Hours: Cross sector placement

Student should state the name of clinical area and the shift times worked in the left column. The PE allocated for the day **must** date & sign each attendance in the right column. Please print out four different timesheets for individual block of placement cross sector

Student name..... Matriculation number..... Year/level of study: **3** Placement Area: **Supporting Children & Families**

										TOTAL HOURS
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
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Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	Clinical Area	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

Print additional Sheets as necessary

YEAR THREE: PLACEMENT DAILY FEEDBACK – Assessing and Supporting Children and Families	Daily PEd Feedback / student Self-Assessment Log
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As learners may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. Where the Practice Educator feels that learners have met the learning outcome(s) for the placement, they may also wish to sign off the learning outcome(s). Learning outcomes may be signed off as achieved by more than one Practice Educator. At the end of the placement period, we ask that the final Practice Educator signs the documentation to verify that they have been completed on the placement. *Print additional Sheets as necessary*

Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR THREE: Assessing and Supporting Children and Families Final Assessment

Learning Outcomes: Assessing and Supporting Children and Families	Learning Outcome Achieved To Safe & Effective Level?		Feedback (Self-Assessment / PEd Feedback)	PEd/PEm signature Date
Learning Outcome 1: Apply effective communication and interpersonal skills with children and families in a clinical setting.	Yes	No		
Learning Outcome 2: Reflect on learning from the interprofessional team and how this can be incorporated into paramedic practice.	Yes	No		
Learning Outcome 3: Observe and acquire greater knowledge regarding normal and abnormal assessment of children in relation to life span and pathophysiology.	Yes	No		
Learning Outcome 4: Apply clinical skills, such as basic assessment and history taking with children and families.	Yes	No		
Learner's signature:	Date: Printed name and Signature:			

To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.

Year 3: Ambulance Placements				
Period of practice-based learning.	When	Where	How long	How this will support the achievement of the learning outcomes and SOPs
Ambulance Placement	Semester 2	Learners will be located within one of 14 ambulance stations within the South East region (Edinburgh, Lothian and Borders).	10 weeks 5 weeks start of semester 2 5 weeks end of semester 2	<p>Learning Outcome 1 Demonstrate autonomous practice and the ability to effectively support colleagues, service users, and their families in a professional and ethical manner and utilising evidence-based practice.</p> <p>Learning Outcome 1 Demonstrate proficiency in the full range of clinical skills required for the paramedic scope of practice in placement or through simulation.</p> <p>Learning Outcome 1 Modify and adapt clinical assessment and practice to safely meet the needs of persons, minimising risk and promoting shared decision making, while considering the diverse cultural socioeconomic, physical and mental health needs of the population.</p> <p>Learning Outcome 1 Evaluate own communication and team working skills with paramedic colleagues and other health and care professionals to contribute to effective multidisciplinary practice</p> <p>Learning Outcome 5 Critically reflect on own and others professional self-development skills to facilitate the transition from unqualified to registered practice by implementing evidence-based practice</p>

Ambulance Placement Year 3

Each learner will have two blocks of ambulance placements in year 3.

- ❖ 5 weeks at the start of semester 2
- ❖ 5 weeks at the end of semester 2

Learner will have two assessments during ambulance placement.

1. First assessment will take place at the end of week 5 during the first block of ambulance placement in semester two – **Midpoint Assessment/Action Plan**
2. Second assessment will take place at the end of week 5 during the second block of ambulance placement in semester two – **Final Assessment**

Semester 2 first block assessment (in week 5 of ambulance placement). Student is required to have regular reviews and check ins with their PEds throughout the 5 weeks of ambulance placement. At the end of the 5 weeks placement in semester two learner and PEd must have conversation and fill out the Midpoint Assessment and the Action Plan. This provides the learner with good indication of their progression, knowledge and performance. Learner should reflect on this feedback as this feedback informs the following block of the final ambulance placement in semester 2. If learner is not achieving some/all Learning Outcome(s) (LOs) during the Midpoint Assessment (end of week 5 first block in semester two) it doesn't mean they are failing the Practice-based Learning module (ambulance placement). Final assessment will take place in semester 2 during the second block of ambulance placement. However, the Midpoint Assessment and Action Plan should provide strong encouragement and support to learner to acknowledge what they need to improve ahead of the next placement in order to achieve the Learning Outcomes during the final assessment. The Learning Outcomes for Midpoint Assessment and Final Assessment are the same.

Learner who is not achieving some/all Learning Outcomes during the Midpoint Assessment must be highlighted to SAS PEL and QMU Ambulance placement coordinator so support can be offered to the learner. In the final 5 weeks of ambulance placement learners should build on their previous experiences and further theoretical classes on campus between these two ambulance placement blocks. Support will be provided learners who haven't achieved some/all Learning Outcomes during the first ambulance placement block. In week 5 of the second block of ambulance placement all learners will be assessed towards the Learning Outcomes during final assessment. In order to pass the Practice-based learning module all Learning Outcomes for Ambulance Placement must be achieved at **Safe and Effective** level. If one or more LOs are not achieved the learner will require resit as a 2nd attempt during the summer post the Board of Examiners.

Part of the learner's paperwork are Standards of Proficiency for Paramedics (HCPC,2023), learner should strive to achieving these during their ambulance placement. However, the SoPs are part of the paperwork for learners to understand informed practice and what is required from qualified paramedics.

Learners in year 3 are expected to *achieve* all the SoPs at **Safe and Effective** level at the end of ambulance placement in year three. It is part of the paperwork, and it is requirement to submit achieved SoPs at SE level and signed by PEds. If some/all of the SoP are not achieved at SE level at the end of second block of the ambulance placement, submission will be classed as failed and student will require resit as a 2nd attempt.

Ambulance Placement Learning Plan and Expectations

Every learner is expected to think and set up their own learning intentions for each placement they will attend. Learners will work with variety of different health care professionals throughout all three years during their ambulance placement. Learners must acknowledge and understand that part of their role as a student paramedic is promoting and sharing the knowledge about the role of paramedics within health care.

Part of being professional paramedic is to be reflective health care professional. Learners should reflect on their own learning and development throughout their studies in all three years of the programme. This is the very beginning of the continuous professional development (CPD).

Before you go out on ambulance placement in all three years of the study, we want you to think about the purpose of the placement and level of your learning. It is important to prepare yourself for the ambulance placement and consider whether you are going to rural, semi-rural or urban area. The following questions should help the learner to go to practice placements prepared with clear learning intentions and ability to reflect on their individual practice-based learning experience.

Learners may be asked what their scope of practice is and it's up to students to share this information with different professionals. Do not expect everyone to know the paramedic student's scope of practice, that is the learner's responsibility.

Before you start your placement think and reflect on the following:

1. *What are your expectations from this placement?*
2. *Are these expectations in alignment with the Learning Outcomes for this placement?*
3. *What are the practice educators' expectations from you?*
4. *Does your practice educator know the Learning Outcomes you need to achieve?*
5. *Does your practice educator know the timeline of your placement?*
6. *What are their ways of working?*
7. *Did you have initial discussion with your practice educator?*
8. *How are you going to keep track of your progress in situation when you work with different crews?*
9. *What is the scope of practice of technicians, newly qualified paramedics, fully qualified paramedics?*

It is important at the very start of the placement to have a discussion with your allocated Practice Educator/Allocated placement contact person. This helps to set up achievable expectations for learners and practice educator. Think about the questions above before the start of your placement and discuss your learning intentions on your first day with your practice educator. Utilise the table below to help you to set your goals before the placement and see based on your daily feedback and placement paperwork how did you achieve these goals or if they still require further work.

To support you in your reflective practice you can follow the guide below to think about, plan and reflect on your practice-based learning.

Print additional Sheets as necessary

YEAR THREE: LEARNING PLAN & AGREEMENT Ambulance Placement	TO BE COMPLETED PRIOR TO THE START OF EACH PLACEMENT AND REVIEWED/AGREED WITH PEd
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Name of Learner:	Name of clinical area and allocated PEd:
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IDENTIFY LEARNING INTENTIONS	LEARNING STRATEGY <i>(including resources you may need)</i>	EVIDENCE OF LEARNING
<i>I will be able to/I would like to:</i>		
<i>I will be able to/I would like to:</i>		
<i>I will be able to/I would like to:</i>		

Any comments from your PEd after your initial discussion? Any comment you would like to include?

LEARNING PLAN AGREEMENT

Learner's signature:		Date:
PEd signature:		Date:

Signature Verification: Scottish Ambulance Service (SAS) Year 3

Name	Date	Ambulance Station	Profession/Registration Number (if applicable)	Sample Signature	Initials

Print additional Sheets as necessary. Learner can use the same verification sheet for both ambulance placement blocks. Learner must ensure it is clear whose signature belongs to which placement and ambulance station. The lecturing team can refuse and return the verification sheet if it's not clearly indicated

Timesheet: Record of Practice Placement Hours: A&E Ambulance Placement

Student should state the ambulance call sign and the shift times worked in the left column. The PE **must** date & sign each attendance in the right column.

Student name:

Matriculation number:

Year/level of study: **3**

										TOTAL HOURS
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	Call Sign	Date / /	
Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	Shift Times /	PE signature	
OVERALL TOTAL HOURS										

YEAR THREE: PLACEMENT DAILY FEEDBACK – Scottish Ambulance Service**Daily PEd Feedback / student Self-Assessment Log**

As students may be regularly working with different Practice Educators, we ask that they collect feedback or self-assessment on a daily basis, in agreement with the Practice Educator. At the end of the placement period, we ask that the final Practice Educator sign the documentation to verify that they have been completed on the placement.

Date & Location	Name of allocated PEd	Student Self-assessment / PEd Feedback	PEd Signature

YEAR THREE: Ambulance Placement Midpoint Assessment		This will include a review of the Learner's Self-Assessment PAD		
The learning outcomes for this period of practice-based learning are: <i>This document must be filled latest in week 5 of the ambulance placement.</i>	Learning Outcome Achieved To <u>Safe and Effective</u> Level?		Feedback (Self-Assessment / PEd Feedback) <i>(please consider elements of practice such as knowledge & understanding, communication, assessment, management, documentation and professionalism)</i>	PEd/PEm signature & Date <i>(each LO must be signed)</i>
Learning Outcomes 1: Demonstrate autonomous practice and the ability to effectively support colleagues, service users, and their families in a professional and ethical manner and utilising evidence-based practice.	Yes	No		
Learning Outcomes 2: Demonstrate proficiency in the full range of clinical skills required for the paramedic scope of practice in placement or through simulation.	Yes	No		
Learning Outcomes 3: Modify and adapt clinical assessment and practice to safely meet the needs of persons, minimising risk and promoting shared decision making, while considering the diverse cultural socioeconomic, physical and mental health needs of the population.	Yes	No		
Learning Outcomes 4: Evaluate own communication and team working skills with paramedic colleagues and other health and care professionals to contribute to effective multidisciplinary practice	Yes	No		
Learning Outcomes 5: Critically reflect on own and others professional self-development skills to facilitate the transition from unqualified to registered practice by implementing evidence-based practice.	Yes	No		
Learner's signature:	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i>				
<i>This document must be filled latest in week 5 of ambulance placement in block 1 in semester 2.</i>				

The Midpoint assessment/ Action Plan should inform the student whether they are working towards achieving the Learning Outcomes (at Safe and Effective level) or whether they need to further develop and work on specific skills/knowledge in order to achieve the Learning Outcomes at their Final Assessment. Any concerns must be raised with SAS PEL and QMU Ambulance coordinator.

YEAR THREE: Ambulance Placement Midpoint Assessment / Action Plan for following placement in semester 2 (block 1)

Framework parts	What should be included	Students' details/ comments	PE details/ comments
Specific	Areas of development identified. Learning Outcomes that are not met. What needs to be improved.		
Measurable	How does the student meet the LO or develop in the area they need improvement?		
Achievable	Is this plan realistic and achievable?		

Relevant	Is the plan tailored to the areas that needs to be developed? How?		
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Time frame	Both students and PE must agree dates for check-ins and review.		
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Any other comments:			
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Practice Educator Full Name: Signature: Date:	Student's Full Name: Signature: Date:
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All students MUST produce an action plan with their PEd to ensure that they have clearly identified personal development plans for their remaining time on placement. Further guidance is available on the appropriate Canvas site.

YEAR THREE: Ambulance Placement Final Assessment		This will include a review of the Learner's Self-Assessment PAD		
The learning outcomes for this period of practice-based learning are:	Learning Outcome Achieved To <u>Safe and Effective</u> Level?		Feedback (Self-Assessment / PEd Feedback) <i>(please consider elements of practice such as knowledge & understanding, communication, assessment, management, documentation and professionalism)</i>	PEd/PEm signature & Date <i>(each LO must be signed)</i>
Learning Outcomes 1: Demonstrate autonomous practice and the ability to effectively support colleagues, service users, and their families in a professional and ethical manner and utilising evidence-based practice.	Yes	No		
Learning Outcomes 2: Demonstrate proficiency in the full range of clinical skills required for the paramedic scope of practice in placement or through simulation.	Yes	No		
Learning Outcomes 3: Modify and adapt clinical assessment and practice to safely meet the needs of persons, minimising risk and promoting shared decision making, while considering the diverse cultural socioeconomic, physical and mental health needs of the population.	Yes	No		
Learning Outcomes 4: Evaluate own communication and team working skills with paramedic colleagues and other health and care professionals to contribute to effective multidisciplinary practice	Yes	No		
Learning Outcomes 5: Critically reflect on own and others professional self-development skills to facilitate the transition from unqualified to registered practice by implementing evidence-based practice.	Yes	No		
Learner's signature:	Date:			
	Printed name and Signature:			
<i>To be completed and added to the Practice Learning and Assessment ePortfolio at end of each semester.</i>				
<i>This document must be filled latest in week 5 of ambulance placement in block 1 in semester 2.</i>				

YEAR THREE: END OF SCOTTISH AMBULANCE SERVICE PRACTICE PLACEMENT ASSESSMENT

Standards of Proficiency for Paramedics (HCPC, 2023)	Standard achieved at <i>Safe and Effective Level?</i>		If the student has been marked as ' <i>progressing towards</i> ' or ' <i>not evident</i> ', please provide feedback to aid the student in their continuing development
Standard 1: be able to practice safely and effectively within their scope of practice.	Achieved	Not Achieved	
Standard 2: be able to practice within the legal and ethical boundaries of their profession.	Achieved	Not Achieved	
Standard 3: be able to look after their health and wellbeing, seeking appropriate support where necessary.	Achieved	Not Achieved	
Standard 4: be able to practise as an autonomous professional, exercising their own professional judgement.	Achieved	Not Achieved	
Standard 5: be able to recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner.	Achieved	Not Achieved	
Standard 6: be able to understand the importance of and maintain confidentiality.	Achieved	Not Achieved	
Standard 7: be able to communicate effectively.	Achieved	Not Achieved	
Learner's signature:	Date: Printed name and Signature:		
PEd's signature:	Date: Printed name and Signature:		

YEAR THREE: END OF SCOTTISH AMBULANCE SERVICE PRACTICE PLACEMENT ASSESSMENT (cont.)			
Standards of Proficiency for Paramedics (HCPC, 2023)	Standard achieved to <i>Safe and Effective Level?</i>		If the student has been marked as ' <i>progressing towards</i> ' or ' <i>not evident</i> ', please provide feedback to aid the student in their continuing development
Standard 8: be able to work appropriately with others.	Achieved	Not Achieved	
Standard 9: be able to maintain records appropriately.	Achieved	Not Achieved	
Standard 10: be able to reflect on and review practice	Achieved	Not Achieved	
Standard 11: be able to assure the quality of their practice	Achieved	Not Achieved	
Standard 12: be able to understand and apply the key concepts of the knowledge base relevant to their profession.	Achieved	Not Achieved	
Standard 13: be able to draw on appropriate knowledge and skills to inform practice.	Achieved	Not Achieved	
Standard 14: Understand the need to establish and maintain a safe practice environment	Achieved	Not Achieved	
Standard 15: be able to promote and prevent ill health	Achieved	Not Achieved	
Learner's signature:	Date: Printed name and Signature:		
PEd's signature:	Date: Printed name and Signature:		

Here learners can find some extra templates for their own learning and track of skills opportunities.

Vascular Access Skills Audit

(Print additional Sheets as necessary)

Date	Method of access <i>e.g. IV or IO</i>	Size of cannula & Anatomical Location	Successful? Y/N	Reflection on learning and future practice/Comments	PEds signature if available

Airway Skills Audit

(Print additional Sheets as necessary)

SKILL	DATE	SIGN/INITIAL	COMMENT
Airway Assessment			
Airway Clearance			
Airway Positioning			
Insertion of OPA/NPA			
Bag-Valve Mask Ventilation			
Insertion of Supraglottic device			
Insertion of Endotracheal Tube			

*In comments column document if the attempt was successful and if there was appropriate action planning for failed intubation

APPENDIX A: LEVEL OF PRACTICE RUBRIC

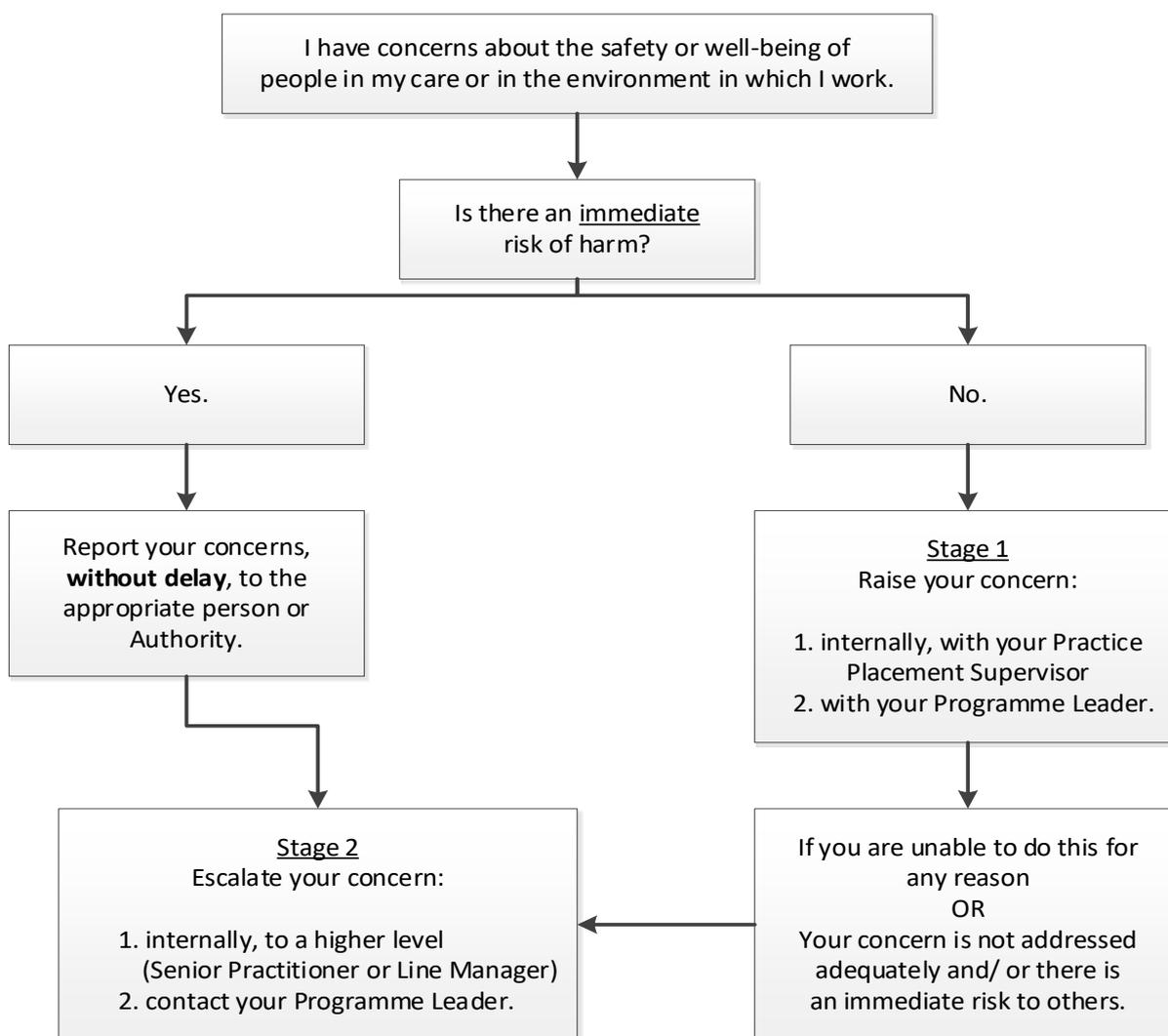
Criteria Level	Knowledge / Reasoning	Level of Performance	Personal and Professional Awareness
Dependent (Dep)	Lacks knowledge. No awareness of alternatives Unable to explain / give reasons for actions	Lacks accuracy & confidence Needs continuous guidance & supervision. Poor organisation No awareness 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 safe 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

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.

NOTES: