

# **Guidance for Practice Educators**

## **Paramedic Students**

### **2017**



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## Welcome

This is a brief guide to assist you in supporting your student studying at Sheffield Hallam University. We are committed to supporting you as you support our students on placement. This handbook is designed to signpost you to our websites that contain information and guidance on supporting our students.

## Placement contacts in Sheffield Hallam University

EMAS students	YAS Students
<b>Samantha McCabe-Hogan</b>	<b>Davy Bradshaw</b>
<b>Email:</b> <a href="mailto:Hwbsm1@exchange.shu.ac.uk">Hwbsm1@exchange.shu.ac.uk</a>	<b>Email:</b> <a href="mailto:Davy.bradshaw@shu.ac.uk">Davy.bradshaw@shu.ac.uk</a>
<b>Telephone:</b> 01142256523	<b>Telephone:</b> 01142253846
<b>Mobile:</b> 07584 145828	<b>Mobile:</b> 07342 078940

## Placement contacts in Ambulance Service


EMAS	YAS
Lincolnshire Division	<b>Placement Manager</b>
<b>Laura Scott</b>	Samantha Smithson
<b>Email:</b> <a href="mailto:Laura.scott@emas.nhs.uk">Laura.scott@emas.nhs.uk</a>	<b>Email:</b> <a href="mailto:Samantha.smithson@yas.nhs.uk">Samantha.smithson@yas.nhs.uk</a>
<b>Telephone:</b> 01522 889510	<b>Telephone:</b> 01904 666095
<b>Mobile:</b> 07817385717	<b>Mobile:</b> 07824 540169
Notts and Derby Division	<b>Placement co-ordinator</b>
<b>Richard Tune</b>	Jayne Pinder
<b>Email:</b> <a href="mailto:Richard.tune@emas.nhs.uk">Richard.tune@emas.nhs.uk</a>	<b>Email:</b> <a href="mailto:Jayne.pinder@yas.nhs.uk">Jayne.pinder@yas.nhs.uk</a>
<b>Telephone:</b> 01332 372441	<b>Telephone:</b> 01904 666095
<b>Mobile:</b> 07812 6606664	<b>Mobile:</b> 07876 508614

The below website will provide further support, guidance and information

Link: <https://www3.shu.ac.uk/HWB/placements/ParamedicPractice/index.html>

**Sheffield Hallam University**

Paramedic Practice



SHU Policies

Welcome

Student Information

Mentor Information

Policies and Guidance

Quality Assurance

Placement Profile Information

Contact Details

### Paramedic Practice Placement Information

Welcome to the Sheffield Hallam University paramedic practice clinical placement site for stakeholders, mentors and students. This site has been developed as a guide to help the student make the most of their practice placements.

Practice placements are an important part of the paramedic education programme and make up 50% of the learning time while at university.

It is important that students feel proficient and 'fit to practice' by the time they qualify as a paramedic and as this site contains many helpful hints and suggestions to assist them to achieve this aim, we recommend that both mentors and students read through the following sections before starting practice placements begin.


This site also allows stakeholder's to view current policies for students and their mentors.

[Guidance](#) on how to complete travel claims for claiming Placement travel expenses. [Frequently asked questions](#) can be found here. For further advice, please contact [Helen Newheiser](#)

#### Information for Mentor/Practice Educators who are supporting SHU Students on placements

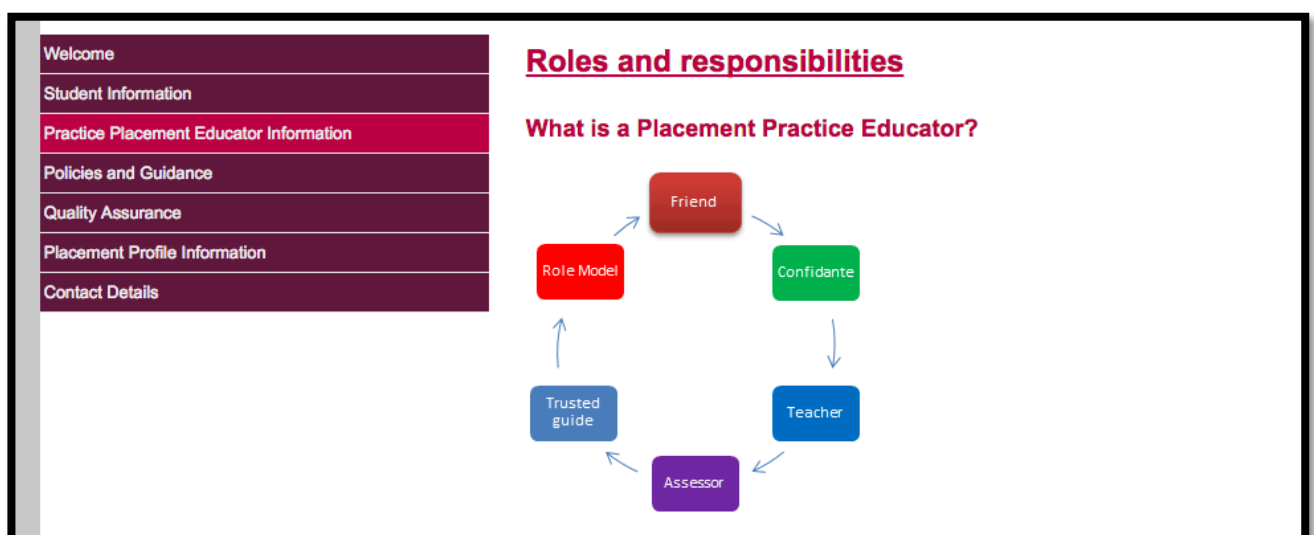
If you have a genuine emergency outside normal university working hours, you can use the emergency central number on 0114 225 2000.

This emergency line may be used to contact the University out of hours if a student is involved in an serious incident that affects their safety or they have taken action that threatens the safe working of the organisation. Please do not use this emergency contact if a student who has not arrived for duty. Under the university regulations we are not able to provide student contact details to third parties, contact them out of hours or contact next of kin which may raise anxieties un-necessarily. If you do have a student who is absent please contact the link tutor for the area when the University re-opens.



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This website has information on a variety of different areas including, giving feedback, assessments, learning styles and contracts.



## **Supporting the Paramedic Student on Practice Placements**

### **Placement Learning Expectations**

[Placement Learning Expectations](#) sets out the expectations and responsibilities of all those involved in the partnership between students, clinical staff, the University and Lecturers, and Patients and Carers, which have been agreed with our placement providers.

### **Learning Outcomes for Paramedic Students**

Practice placements are arranged to provide students with the learning opportunities that will help them to meet learning outcomes approved for their programme:

#### **DipHE Paramedic Practice - Placement Learning Outcomes**

Here you will find the [Learning Outcomes for the DipHE Paramedic Practice](#) programme.

#### **BSc (Hons) Paramedic Science - Placement Learning Outcomes**

Here you will find the [Learning Outcomes for the BSc \(Hons\) Paramedic Science](#) programme.

### **Course Calendars (Training Plans)**

Here you will find the Course Calendars (Training Plans) for the Paramedic programmes for the current academic year.

The Course Calendar (Training Plan) tell you when student placements will take place for:

#### **DipHE Paramedic Practice**

- [September 2016 Cohort](#)

#### **BSc (Hons) Paramedic Science**

- [September 2017 Cohort](#)
- [March 2018 Cohort](#)

### **Assessment in practice**

This link will guide you on how to complete the E-CAP : <http://www.bit.ly/e-cap>

- [Meetings](#) - sets out when the student and Practice Educator should meet to agree placement learning action plans and assess student progress in practice placement leaning
- [Feedback](#) and [Assessment](#) provide hints and tips for Practice Educators
- Process to follow if a [Paramedic Practice Student](#) is failing to progress on placement. The '[Student not Progressing](#)' form is the document you should use to set out the issues or concerns you are having with your student and allows all to be involved in the process going forward. Please complete the '[Student not Progressing](#)' form and return to Samantha Hogan [hwbsm1@exchange.shu.ac.uk](mailto:hwbsm1@exchange.shu.ac.uk)

### **Reporting Incidents or Accidents or Concerns affecting the Student on Placement**

This document reminds you that that students are required to report any [Incident/Accident or concern](#) that affects them during a Practice Placement

Guidance on what to do if you need to report an incident or accident that affects you, or any concern you have about your placement learning experience, can be found on the [SHU Policies section](#) of this Placement Information website.

### **Support from the Course Team**

This is a link to the [contact details for members of the Course Team](#)





### **Disability - Student Support**



The University [Disabled Student Support](#) team provides dedicated support to students with a disability.





There are links in [blue](#) that you can use; these may be of benefit in supporting your student.




## Skills for students

These are the QR codes that link to the videos of the skills your students will be learning over their academic years.

			
Stepwise Airway	IM injection	Sub Cut	12 Lead

	
Recording vital signs	Blood Glucose monitoring

			
Cannulation	Adult Intubation	Paediatric intubation	Needle Thoracocentesis

		
Needle Cricothyroidotomy	Subcutaneous Injection	EZIO

## Modules

These are the modules your student will be studying. The indicative content shows you the areas we will be covering over the next 3 years.

### YEAR 1

<b>Modules taught in semester 1</b>
Human Science 1
Human Growth and Development across the lifespan
Work Based Learning Paramedic
<b>Modules taught in semester 2</b>
Foundations for Effective Collaborative Practice
Human Sciences 2
Work Based Learning Paramedic

### YEAR 2

<b>Modules taught in semester 1</b>
Public Health and Wellbeing
Pharmaceutical Science for Pre-Hospital Practice
Work Based Learning Paramedic
<b>Modules taught in semester 2</b>
Developing Capability for Effective Collaborative Practice
Pre-hospital Paediatrics, Obstetrics and Gynaecological Management
Work Based Learning Paramedic

### Year 3

<b>Modules taught in semester 1</b>
Developing Practice and Peer Education
Research and Evidence Based Practice
Work Based Learning Paramedic
<b>Modules taught in semester 2</b>
Enhancing Quality of Services through Effective Collaborative Practice
Advancing Pre-Hospital Critical and Emergency Care
Work Based Learning Paramedic

## Indicative content of the modules

Module	Indicative content
<b>Induction Week</b>	<ul style="list-style-type: none"> <li>• Academic writing</li> <li>• Study skills</li> <li>• Pebblepad</li> <li>• Student support</li> <li>• Student's union</li> <li>• All mandatory/statutory e-learning</li> </ul>
<b>Human Sciences 1 (HS1)</b>	<ul style="list-style-type: none"> <li>• Introduction to the body</li> <li>• Skeletal system: anatomy, bone growth and development, joints, fractures, skeletal conditions</li> <li>• Cardiovascular system: anatomy of the heart, the blood and blood vessels, ACS, blood pressure regulation and hypertension, shock, blood grouping blood clotting, introduction to ECG theory,</li> <li>• Respiratory system: respiratory anatomy, oxy-haemoglobin dissociation curve, acid-base balance and buffer systems, acid-base disorders, respiratory conditions, gaseous laws, internal and external respiration, arterial blood gases</li> <li>• Nervous system: anatomy, physiology, action potential generation, neurophysiology, pain generation and management, neuro conditions</li> </ul>
<b>Work Based Learning – Paramedic Level 4 (WBL4)</b>	<ul style="list-style-type: none"> <li>• CRT &amp; Manual Handling</li> <li>• ILS – Adult &amp; Paediatric</li> <li>• Introduction to: <ul style="list-style-type: none"> <li>• law, ethics &amp; Human factors in healthcare</li> <li>• evidence based practice</li> <li>• reflective practice</li> <li>• clinical decision making</li> </ul> </li> <li>• Foundations of Medical and trauma assessment across the lifespan</li> <li>• Kit familiarisation &amp; Clinical Skills</li> </ul>
<b>Foundations for Effective Collaborative Practice (FECP)</b>	<ul style="list-style-type: none"> <li>• Interprofessional and collaborative practice</li> <li>• Communication</li> <li>• Professionalism</li> <li>• Reflection</li> <li>• Policy</li> <li>• Diversity and ethical service user and carer-centred care</li> <li>• Self-assessment and continued professional development</li> <li>• Reflection</li> <li>• Child and adult safeguarding</li> </ul>



<b>Human Sciences 2 (HS2)</b>	<ul style="list-style-type: none"> <li>• Resistance and immunity</li> <li>• Conditions of the immune system</li> <li>• The endocrine system: anatomy, physiology, endocrine conditions</li> <li>• The digestive system: anatomy, physiology, digestive conditions</li> <li>• The urinary system: anatomy, physiology, urinary conditions</li> <li>• The reproductive system: anatomy, physiology, conditions</li> <li>• The integumentary system: anatomy, physiology</li> </ul>
<b>Human Growth and Development across the Lifespan (HGD)</b>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Genetics</li> <li>• End of Life Care</li> <li>• Death and dying across the age spectrum</li> <li>• Breaking bad news</li> <li>• Older people and dementia</li> <li>• Learning disabilities</li> <li>• SIDS</li> <li>• Mental health including common conditions</li> <li>• Communication skills across the lifespan</li> </ul>
<b>Pharmaceutical Science for Pre-Hospital Practice (PSPHP)</b>	<ul style="list-style-type: none"> <li>• Pharmacokinetics</li> <li>• Pharmacodynamics</li> <li>• Legalities</li> <li>• JRCALC drugs</li> <li>• Patient medications</li> <li>• Polypharmacy</li> <li>• OTC, Recreational/illegal drugs and alcohol dependency/abuse</li> </ul>
<b>Public Health and Wellbeing (PHW)</b>	<ul style="list-style-type: none"> <li>• Introduction to psychology</li> <li>• Introduction to sociology</li> <li>• Introduction to social policy</li> <li>• Social aspects of health (demographics, understanding disease and socio-economic class)</li> <li>• Theories of health and wellbeing</li> <li>• Every contact counts</li> <li>• Understanding behavioural reactions to illness and disease</li> <li>• The law and the paramedic</li> <li>• Ethical frameworks in healthcare</li> <li>• Professionalism and professional registration</li> <li>• Service User engagement</li> </ul>

<b>Work Based Learning – Paramedic Level 5 (WBL5)</b>	<ul style="list-style-type: none"> <li>• Trauma Management</li> <li>• Major Incidents</li> <li>• Paramedic Clinical Skills</li> <li>• Advanced ECGs Recognition</li> <li>• Cardiovascular conditions including cardiovascular disease and CVA</li> <li>• ALS</li> <li>• Medical management</li> <li>• Appropriate Pharmacological intervention</li> </ul>
<b>Developing Capability for Effective Collaborative Practice (DCECP)</b>	<ul style="list-style-type: none"> <li>• Interprofessional and collaborative practice</li> <li>• Reflection</li> <li>• Self-assessment and continuing professional development</li> <li>• Evaluation of the service environment and identification of the contemporary policy drivers for collaborative practice and integrated service delivery</li> <li>• Factors and processes that promote interprofessional and collaborative practice which promote the creation of safe and effective services</li> </ul>
<b>Pre-Hospital Paediatric, Obstetrics and Gynaecology Management (PHPOG)</b>	<ul style="list-style-type: none"> <li>• Paediatrics</li> <li>• PALS (old 2B content)</li> <li>• Gynaecological conditions</li> <li>• Maternity and obstetrics</li> <li>• Complications of maternity</li> <li>• Medical management</li> <li>• Paediatric Skills &amp; Trauma Management</li> </ul>
<b>Developing Practice and Peer Education (DPPE)</b>	<ul style="list-style-type: none"> <li>• Coaching</li> <li>• Practice education</li> <li>• Preceptorship</li> <li>• Learning theories – models and application</li> <li>• Leadership &amp; Management theories – models and application</li> <li>• Teamwork and motivation</li> <li>• Resilience &amp; Wellbeing</li> <li>• Preparation for registration</li> </ul>
<b>Research and Evidence Based Practice (REBP)</b>	<ul style="list-style-type: none"> <li>• Literature searching</li> <li>• Writing a literature review</li> <li>• Quantitative research methodologies</li> <li>• Qualitative research methodologies</li> <li>• Gathering primary data and data collection</li> <li>• Data analysis</li> <li>• Statistical analysis</li> <li>• Critical appraisal</li> </ul>

<b>Work Based Learning – Paramedic Level 6 (WBL6)</b>	<ul style="list-style-type: none"> <li>• Medical model of assessment</li> <li>• The eye including assessment</li> <li>• The ear including assessment</li> <li>• Integumentary conditions</li> <li>• Managing acute and chronic conditions</li> <li>• Co-morbidities</li> <li>• Childhood illnesses</li> <li>• Cranial nerves assessment</li> <li>• Abdominal assessment</li> <li>• Urinalysis</li> <li>• MSK assessment</li> <li>• Wound care and closure</li> <li>• Enhanced assessment</li> <li>• Dental emergencies</li> <li>• Health promotion (MECC)</li> <li>• </li> </ul>
<b>Enhancing Quality of Services through Effective Collaborative Practice (EQSECP)</b>	<ul style="list-style-type: none"> <li>• Quality improvement methodology and evaluation</li> <li>• Leadership and entrepreneurial skills for collaborative service development</li> <li>• Role clarification and appreciation of others</li> <li>• Service user and carer involvement</li> <li>• Reflection and consolidation of interprofessional capability</li> <li>• Contemporary policy drivers for integrated services and collaborative working</li> </ul>
<b>Advancing Pre-Hospital Critical and Emergency Care (APHCEC)</b>	<ul style="list-style-type: none"> <li>• Advanced Diagnostic skills</li> <li>• Advanced Clinical procedures</li> <li>• Advanced Pharmacological intervention</li> <li>• Future-proofing paramedic practice</li> <li>• Continual professional development</li> </ul>

## **Student Support**

There is information on the website to help support your student, or you can contact either senior lecturer for placements for advice

(<https://www3.shu.ac.uk/hwb/placements/ParamedicPractice/mentor.html>).

## **The Electronic Clinical Assessment Portfolio (e-CAP)**

We are now using PebblePad to manage all of the student's assessment portfolios. The website provides a systematic guide of how to use pebble pad for both you and your student (Link: <http://www.bit.ly/e-cap>)

## **Incidents and Accidents**

It is important that if one of our students is involved in a serious incident or accident we are informed of this immediately; this includes students attending serious or traumatic incidents. This is so we can document and support our student. All the information you require for what to do if your student is involved in an incident or accident is available on the website under Practice Placement Educator.

## **Meetings**

It is expected that you will hold 3 meetings with your student over the academic year, one at the beginning, one in the middle and one at the end of the placement. Again, all the information you require is on the website and it is expected that you will use PebblePad to complete the documentation required.

The final meeting is where you make sure all the competencies are signed off in the student's e-CAP and that all the documentation is completed. You are also signing your student off as competent.

## **Competencies**

It is expected that your student should have reached the desired level of competency before the end of the placement period, however if your student has not been witnessed (due to lack of patients), then it is acceptable for you to simulate the competency or discuss what is required to manage a patient with this issue.

It is also expected that your student maintains the desired standard over a period of time and not just once before you sign them off as competent.

If you have any issues with any of the competencies or student issues have arisen, please contact the placement leads at SHU or your service, we are here to help, guide and support you.

## Assessment levels

Level	level of knowledge and reasoning	Level of performance	Personal and professional awareness
Dependant	Lacks knowledge no awareness of the alternatives unable to explain or give reasons for actions	lacks accuracy and confidence needs continuous guidance and supervision poor organisation no awareness of priorities	actions and behaviour are not modified to meet the needs of the service user and situation no meaningful explanations given lacks insight into personal and professional behaviour
Assisted	knowledge is usually accurate little awareness of alternatives identifies reasons for actions	accurate performance but some lack of confidence and efficiency requires frequent direction/supervision some awareness of priorities but requires prompting	recognises the need to modify actions/behaviour to the service user and situation gives standard explanations/does not modify information
Minimal supervision	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
Proficient	Applies evidence based knowledge Demonstrates awareness of alternatives Sound rationale for actions Makes judgements / decisions based on contemporary evidence	Confident / safe / efficient Needs minimal direction / support Able to prioritise Able to adapt to the situation	Conscious / deliberate planning Actions/ interventions/ behaviour are appropriate to the client & situation Gives coherent / appropriate information Identifies & makes appropriate referrals

## Competencies

No	Year	Learning outcome	Level required
<b>1</b>		<b>Communication</b>	
		The student will be able to apply and adapt their clinical social skills by engaging with service users and their care givers across the life span	
	1		MS
	2		P
	3		P
<b>2</b>		<b>Use appropriate moving and handling techniques and equipment</b>	
		The student will be able to consistently use the most appropriate equipment and manage a patient with the correct moving and handling technique.	
	1		MS
	2		P
	3		P
<b>3</b>		<b>Identify and minimise potential on scene risks to maintain a safe working environment</b>	
		The student will be able to consistently identify risk factors to a variety of scenes and manage the situation safely and effectively.	
	1		MS
	2		P
	3		P
<b>4</b>		<b>Minimise cross infection within your scope of practice</b>	
		The student will be able to consistently minimise the risk of cross infection through the correct use of technique and equipment.	
	1		P
	2		P
	3		P
<b>5</b>		<b>Demonstrate effective health promotion</b>	
		The student will be able to show they can identify service users that may benefit from discussion around health promotion and can sign post the service user to the correct pathway making every contact count.	
	1		A

	2		MS
	3		P
6		<b>Obtain informed consent</b>	
		The student will be able to consistently obtain informed consent for a variety of service users throughout the placement.	
	1		P
	2		P
	3		P
7		<b>Maintain service user confidentiality in written and verbal communications</b>	
		The student will be able to consistently maintain service user confidentiality and only divulge information pertinent to the service user to the correct professional at the correct time.	
	1		P
	2		P
	3		P
8		<b>Maintain service user records appropriately in accordance with local and national policy</b>	
		The student will be able to consistently complete the service user report form to the required level in a timely manner dependant on the situation.	
	1		MS
	2		P
	3		P
9		<b>Identify vulnerable individuals</b>	
		The student will be able to consistently identify vulnerable individuals and complete the referral process for the service.	
	1		A
	2		MS
	3		P
10		<b>Prepare medical gases appropriately for administration</b>	
		The student will be able to consistently prepare all medical gases for service users and administer these as per service policy.	
	1		MS
	2		P
	3		P



<b>11</b>		<b>Demonstrate effective management of patients from varying age ranges</b>	
		The student will be able to demonstrate the most appropriate and effective management of the service user to the level indicated for that year.	
	1		MS
	2		P
	3		P
<b>12</b>		<b>Obtain an appropriate patient history</b>	
		The student will be able to obtain an appropriate and comprehensive patient history to the level indicated for that year.	
	1		MS
	2		P
	3		P
<b>13</b>		<b>Undertake a physical examination and implement appropriate care</b>	
		The student will be able to undertake a physical examination (chest, abdomen, face) and implement the most appropriate care for the service user to the level indicated for that year.	
	1		MS
	2		P
	3		P
<b>14</b>		<b>Identify life threatening emergencies and implement appropriate management</b>	
		The student will be able to identify life threatening situations to the level indicated for that year and if appropriate with assistance implement the management for the identified condition.	
	1		A
	2		MS
	3		P
<b>15</b>		<b>Safely manage a potential spinal injury</b>	
		The student will be able to identify and safely manage a service user with a potential spinal injury and correctly mobilise this service user as per service policy.	
	1		A
	2		MS
	3		P

16		<b>Recognise the need and apply immobilisation devices</b>	
		The student will be able to recognise the need and apply immobilisations devices to the level required for that year.	
	1		M/S
	2		P
	3		P
17		<b>Demonstrate effective assessment and management of a trauma incident</b>	
		The student will be able to demonstrate the effective assessment of a trauma service user and will manage the incident as per trust policy and clinical guidelines to the level required as per the year.	
	1		MS
	2		P
	3		P
18		<b>Assess and effectively manage a gynaecological emergency</b>	
		The student will be able to assess and manage a service user in a gynaecological emergency to the level required for that year.	
	1		N/A
	2		MS
	3		P
19		<b>Assess and effectively manage a maternity emergency</b>	
		The student will be able to assess and manage a service user in a maternity emergency to the level required for that year.	
	1		N/A
	2		MS
	3		P
20		<b>Assess and effectively manage a paediatric emergency</b>	
		The student will be able to assess and manage a service user in a paediatric emergency to the level required for that year.	
	1		N/A

	2		MS
	3		P
21		<b>Obtain a suitable recording of an ECG (including 3 And 12 lead)</b>	
		The student will be able to obtain a suitable recording or an ECG	
	1		P
	2		P
	3		P
22		<b>Demonstrate effective analysis of a ECG 12 lead</b>	
		The student will be able to interpret a 12 lead ECG using the 10 point plan.	
	1		N/A
	2		P
	3		P
23		<b>Manage a patient airway using basic positional methods</b>	
		The student will be able to manage an airway using basic positional methods.	
	1		P
	2		P
	3		P
24		<b>Manage a patient airway using manual clearance methods and suction equipment</b>	
		The student will be able to manage a patient airway using manual clearance methods and suction equipment.	
	1		P
	2		P
	3		P
25		<b>Manage an airway using adjuncts</b>	
		The student will be able to manage an airway using adjuncts	
	1		P
	2		P
	3		P
26		<b>Ventilate a patient using a bag-valve mask</b>	
		The student will be able to ventilate a patient using a BVM to the level required for that year.	
	1		MS
	2		P

	3		P
28		<b>Identify and prepare equipment for intravenous cannulation</b>	
		The student will be able to identify and prepare the equipment for intravenous cannulation.	
	1		P
	2		P
	3		P
29		<b>Carry out an intravenous cannulation</b>	
		The student will be able to carry out an intravenous cannulation.	
	1		N/A
	2		P
	3		P
30		<b>Prepare an intravenous infusion</b>	
		The student will be able to be able to prepare an intravenous infusion such as fluids or glucose to the level required for that year.	
	1		MS
	2		P
	3		P
31		<b>Assist in the preparation of a range of drugs within scope of practice</b>	
		The student will be able to assist in the preparation of a range of drugs within the scope of practice and be able to discuss the indications/contra-indications of the given drug to the level required for that year.	
	1		MS
	2		P
	3		P
32		<b>Identify appropriate means of transportation in relation to patients' condition</b>	
		The student will be able to identify the appropriate means of transport in relation to the patient's condition.	
	1		MS
	2		P
	3		P
33		<b>Communicate an effective handover at hospital to a multidisciplinary team</b>	
		The student will be able to communicate an effective handover at a hospital.	
	1	NON TIME CRITICAL HANDOVER	MS

	2	ATMIST SBAR	P
	3	COMPLEX CASE ALTERNATIVE CARE PROVIDER	P
34		<b>Collaborate with other healthcare providers or internal/external agencies working as an advocate for the service user and/or their care giver</b>	
	1		M/S
	2		P
	3		P
35		<b>The cleanliness of working environment</b>	
		The student will be able to maintain cleanliness of the working environment regarding infection control and waste management.	
	1		P
	2		P
	3		P
36		<b>Demonstrate effective wound care (cleaning, bandaging and closure)</b>	
		The student will be able to demonstrate effective wound care to level required for that year.	
	1		A
	2		MS
	3		P
37		<b>Carryout an appropriate neuro assessment</b>	
		The student will be able to carry out a full cranial nerve assessment as per ....	
	1	FAST, GCS, AVPU	P
	2	Gross neuro assessment	P
	3	Cranial nerve	P
38		<b>Carryout an appropriate abdominal assessment</b>	
		The student will be able to carry out a full abdominal assessment as per ....	
	1	Basic	M/S P
	2	Intermediate	P
	3	Enhanced	P
39		<b>Carryout an appropriate MSK assessment</b>	
		The student will be able to carry out a full MSK assessment as per ....	
	1	BASIC gross assessment	P
	2	Gross assessment	P
	3	Enhanced	P

### Students requiring directed support

On the website, there is a guide on how the university and the ambulance service can support you and your student if an issue develops over the placement period. There may be issues such as the student failing to turn up for placement to not performing to the standard required.



I hope you enjoy your time with our students