The guide to facilitating the learning of paracemic students in FCCS placements

This guide suggests opportunities and objectives that Paramedic students can consider in collaboration with their placement supervisor in order to facilitate their learning during their Fundamental Care and Communication placements.

None of these activities are compulsory and as a supervisor it as at your discretion to establish whether these activities are appropriate for individual students. Equally this is not an exhaustive list, but serves as examples of learning opportunities.

It is hoped that these opportunities will enhance the students' engagement and maximise learning opportunities that they can gain from their placements. Additional links to information are referenced within the document.

If you have any questions about this guide or the learning opportunities available to students please contact The University.

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INTRODUCTION

Thank you very much for agreeing to become a placement provider for the BSc (Hons) Paramedic Programme students. The aim of this document is to provide both supervisors and students with information relevant to the two fundamental care and communication skills placements in the first year of the programme. It is intended that it will offer ideas for activities that a student may be involved in when working towards their learning objectives. It offers guidance for facilitating students to set goals and consider resources available to enhance their learning. **Please ensure that all staff who work with students have access to this Guide.**

The level of student involvement will vary depending on prior experience and their personal objectives. Their learning opportunities should include observation, participation and reflection, and they will work alongside you and your staff, becoming involved in all appropriate aspects of your service users' care. **Please remember that students are supernumerary on all placements and should not be used as part of the workforce or counted in the numbers.**

FITNESS TO PRACTISE

All students will be in possession of a fitness to practice identity badge. They will not be issued with one of these unless they have met all of the mandatory requirements of enrolment. As preparation for their practice, we can confirm Oxford Brookes University Paramedic students have met their admissions requirements, including:

- Obtaining an enhanced DBS clearance to work with the Child & Adult workforce

  (The students may not have their certificate with them in Oxford but Caroline has access to the online clearance system and can confirm their clearance. As you know, employers no longer receive a copy of this certificate.)

- The completion of a Rehabilitation of Offenders Form (web link https://docs.google.com/a/brookes.ac.uk/forms/d/e/1FAIpQLSf5Epl32_Dc8hfefr4Q1uNTR3kSg_MxsIXMyWKIcGFHyIxFEQ/viewform)
- Receiving a cleared Occupational Health Assessment
- Completion of a declaration consenting to Simulated Practice and Confidentiality and Anonymity
- Completion of a self-declaration to abide by the Standards of Conduct for Fitness to Practise
- Confirmation that there has been no change in their DBS or Occupational Health status since last reported (pre-admission)
- Completion of mandatory training, compliant with the National Skills Academy for Health (http://www.nsahealth.org.uk/) framework (formerly known as Skills for Health)

- Equality, Diversity and Human Rights - General Awareness and Promoting Understanding
- Health, Safety and Welfare
- Conflict Resolution
- Fire Safety
- Infection Prevention & Control-Level 2
- Moving and Handling
- Safeguarding Adults Level 1

- Safeguarding Adults Level 2
- Safeguarding Children Level 2
- Adult Resuscitation Level 3
- Paediatric Resuscitation Level 2
- Information Governance

If students are not able to produce a badge (example shown below) for you to check, they may not have clearance and should not be in placement.

Fred Bloggs

Paramedic Science Student

Faculty of Health & Life Sciences

OXFORD BROOKES UNIVERSITY



Fitness to Practise (student)

29/10/2018 – 19/05/2019

This student is considered to be fit to practise for this period.

For confirmation of this, please contact the Practice Education Unit (PEU) on: 01865 485558

In the event of loss please return this card to:

PEU, Faculty of Health & Life Sciences, Oxford Brookes University, Jack Straws Lane, Oxford OX3 0FL

- Students are expected to contact you prior to starting the placement and plan an introductory visit if necessary. It is very important that you inform your staff that there will be a student or students coming to the placement, so that they will be prepared to have students working with them. On arrival at the placement on Day One, they will need an induction and an interview during which you should discuss with them the learning opportunities available to them.

- Paramedics and paramedic students work to the HCPC (The Health and Care Professions Council) Standards. These can be accessed at: **https://www.hcpc-uk.org/standards/**

Because Paramedic Students do not work to NMC Standards, they do not need to be supervised directly or indirectly for 40% of the time by mentors. However they must be supervised at all times while they are on shift, and **in no circumstances** should they work alone or with another student without supervision by
a member of staff. They should have the opportunity to work with or visit areas away from the main placement (where appropriate) where care is carried out, planned or managed.

PHILOSOPHY OF PRACTICE PLACEMENT EDUCATION EXPERIENCES FOR PARAMEDIC STUDENTS AT OXFORD BROOKES UNIVERSITY

A core theme of student development whilst studying the BSc (Hons) Paramedic Science programme is the integration of university learning and clinical practice placements. We provide a combination of student learning at the university and opportunities for students to gain practical experience with specialist practitioners in a variety of settings. The placements offered by Private, Voluntary and Independent (PVI) providers give the students the opportunity to develop fundamental care and communication skills, which will contribute to the development of competent and compassionate paramedics who will be able to practice effectively.

The theme of the first year PVI placements is the development of fundamental knowledge and

skills that enable will enable students to assess, identify and manage the care of service users with a variety of care needs. This will include addressing the 6 Cs in a range of care settings and working with service users who have personal care needs and/or higher acuity conditions. In the first year the students will be working mostly within the South Central Ambulance Service but will also complete two 10 day placements, and will work towards meeting the learning objectives identified. **Students should work the shifts that have been allocated and should not ask for changes to be made to the rota. However, if such a request is made, the supervisor can use their discretion in deciding whether or not to grant it. Students may work nights and weekends if this is appropriate, however this is not compulsory. They will normally work a 37.5 hour week, although it is recognised that school placements generally do fewer hours.**

FUNDAMENTAL CARE AND COMMUNICATION SKILLS (FCCS)

During their first year, students will undertake a mixture of theoretical learning time at the university in the form of lectures, seminars and practical skills using the skills labs.

They will typically have spent approximately two weeks out with South Central Ambulance Service (SCAS) before they commence their first two week FCCS placement with Private Voluntary and Independent Sector (PVI) Placement Providers. These are generally in Care Homes and Special Schools in Oxfordshire, Berkshire and Buckinghamshire.

ASSESSMENT AND BePAD

You are asked to provide formative (developmental) assessment of the student's performance for the time that they spend with you. All summative (final) assessment is carried out by the students' Clinical Mentors within South Central Ambulance Service (SCAS), and the formative assessment will be taken into consideration during the summative assessment. Staff and students are not expected to complete or sign off any competencies or capabilities in the FCCS placements, as these are done by the Clinical Mentors on SCAS placements.

Assessment is recorded in the BePAD, the electronic Practice Assessment Document. To access the online document, you can Google BePAD, or enter www.bepad.org.uk and you will be taken to the Brookes BePAD homepage. At least one member of your organization will need to register as a Mentor/Practice Educator on the homepage, which takes a few seconds to do. Once you have done this, students will be able to invite you to see their document, and you will be able to confirm hours worked, hours absent or off sick and provide formative feedback under the tab Sign Spoke Placement. Students should be able to advise you on how to register and use this document, but if you experience any difficulties, there are resources and support on the log in page, and you can also contact paramedic_BePAD@brookes.ac.uk for advice.

GUIDANCE ON HOW TO COMPLETE THE BePAD

You should already have received a copy of the How to Get Started document which guides you through the practice educator registration on the BePAD pages.

Once you are registered, your student will need to invite you to view their BePAD. Unless he or she does this, you will not have access to any of the documentation you are required to complete.

There are set sections that you need to complete while your student is with you in the placement. Please make sure that you complete everything before the end of the placement as it will be difficult for your student to return to complete it, although this can be done remotely very easily.

1. Hours

Enter the student's BePAD and you will see the student dashboard.

Click on View Attendance Hours (blue tab) or Placement hours beneath Placement Tasks to access the list of shifts the student has worked.

Your student should have recorded the hours s/he worked and you will tick on the box on the left hand side of the page next to each of the shifts you wish to confirm. If the student attended, you then click the green attended button. For any shifts not worked, you will tick the absent button. It is important that we have a record of shifts not attended.

2. Non-ambulance placements

Click on View spoke placement (blue tab) or Non-Ambulance Placements to access the area you need to complete. You need to complete the four boxes - the placement name, confirmation that the student has achieved the learning outcomes, any additional comments about the student and any learning and development points for the students. The student then needs to add their comments and you both need to sign off the placement. Once you have done this, either hit the back button, or click on Go to Student Dashboard.

3. Self-evaluation, Reflective Learning and Practice Education Reviews

During the year students are required to complete 2 reflective accounts per week or a total of 34 in the first year. If they complete any while they are in the FCCS placement, they should ask the supervisor to sign these off.

They are also required to complete three Practice Education Reviews during the year, and may opt to complete one in one of the FCCS placements they complete. The review relates to one shift and the student should identify with his or her supervisor what they want to learn during that shift. Again you may be asked to discuss and agree this with a student and sign it off at the end of the shift.

4. Ensuring placement has been completed

If you want to check that you and the student have completed and signed off the placement, you can go to student dashboard and click on Progression Requirements under placement tasks. If your student is with you in November, you will see that one achieved out of a required 2 is recorded. If your student is with you in January, you should see 2 achieved out of a required 2. Alternatively you can click on the Non-Ambulance Placements tab and if your name and the date is showing in the Mentor/Practice Educator Signature box, the placement has been signed off.

LEARNING THEMES AND LEARNING OUTCOMES

Clinical Practice Placement Area:

In the table below you will see the Level 4 Practice Education Core Learning Themes and the Specific Practice Placement Area Learning Outcomes that the students should be referring to and working towards during their FCCS placements.

1. Fundamental Care & Communication Skills – Service User Care Settings
Level 4 Practice Education Core Learning Themes
▪ Actively provide high-quality service user care, applying NHS 6 Cs principles during periods in practice placements ▪ Acquire and develop awareness and understanding of service user access and entry to the practice placement setting ▪ Observe the assessment, identification and recording of service user physical and psychological and personal care needs ▪ Develop understanding of policy and practice which impacts on care providers' ability to deliver appropriate and service user specific care plans
Specific Practice Placement Area Learning Outcomes

- Demonstrate application of the 6 Cs during care provision, maintaining dignity and respect of service users
- Demonstrate the ability to assist and support service users' activities of daily learning (i.e. personal hygiene, personal care, nutrition and hydration
- Demonstrate awareness of situations where dignity, equality and diversity have an impact on the safety or effectiveness of delivering care, seeking supporting and guidance to challenge and report such incidents
- Demonstrate effective communication with service users and their carers/significant others
- Acquire an awareness of responsibilities/processes used to raise concerns about vulnerable patient/child protection issues and describe how to safeguard vulnerable service users
- Participate effectively in the care of service users with various needs, as part of a multi-disciplinary team to ensure quality of care

The 6Cs

Some of the practice placement areas that the students will experience may fall outside of what is traditionally thought of as a health and social care setting. This means that staff in some placements may not be aware of the 6 Cs and what they mean. The Department of Health provided short definitions of the terms and they should help you in supporting the students to work towards meeting the appropriate learning outcome.

Care

Care is our core business and that of our organisations and the care we deliver helps the individual person and improves the health of the whole community. Caring defines us and our work. People receiving care expect it to be right for them, consistently, throughout every stage of their life.

Compassion

Compassion is how care is given through relationships based on empathy, respect and dignity - it can also be described as intelligent kindness, and is central to how people perceive their care.

Competence

Competence means all those in caring roles must have the ability to understand an individual's health and social needs and the expertise, clinical and technical knowledge to deliver effective care and treatments based on research and evidence.

Communication

Communication is central to successful caring relationships and to effective team working. Listening is as important as what we say and do and essential for "no decision about me without me". Communication is the key to a good workplace with benefits for those in our care and staff alike.

Courage

Courage enables us to do the right thing for the people we care for, to speak up when we have concerns and to have the personal strength and vision to innovate and to embrace new ways of working.

Commitment

A commitment to our patients and populations is a cornerstone of what we do. We need to build on our commitment to improve the care and experience of our patients, to take action to make this vision and strategy a reality for all and meet the health, care and support challenges ahead.

The Department of Health (2012)

POTENTIAL PLACEMENT LEARNING OBJECTIVES

Students are expected to discuss and agree appropriate learning objectives while in placement. Below are some suggestions to help you to support the students to engage in learning and activities while on placement:

- Students should understand the role of the staff within the care setting, including professionals from other organizations/settings who may be involved in service users' care. They can best do this by spending time with the relevant personnel including doctors.

- Students should also become aware of laws relevant within the setting. They must also ensure patient consent and confidentiality is maintained at all times.

- Students could explore a range of medical conditions common to the care setting e.g. Dementia or Autistic Spectrum Disorders. What is it like for a person to live with dementia? How do the staff manage the behaviour of a pupil who has an autistic spectrum disorder? What can they find out about the life of the person including hobbies, interests and relationships? They should also practice communication skills with service users, staff and relatives if appropriate.

- Throughout the placement students should be consistently demonstrating an appropriate kind, caring and compassionate approach to the people they are working with. They could be asked to reflect on a particular situation where this was demonstrated, for example a resident adjusting to life in a care home, or bereavement.

- Students should start to develop confidence in engaging with service users, staff and relatives.

- They must become aware of the unpredictable behaviour of some service users, and act in a calm manner, taking instruction from the staff when necessary.

- Students should reflect on the importance of communication and listening skills when delivering person centred care.

- Medication - Students may start to develop an understanding of the commonly used medication in a particular care setting e.g. what a drug is and what it is used for, usual dosage and side effects.

- Health Promotion - Students could develop an understanding of health promotion in the context of the particular setting, giving consideration to the way it is implemented and to other suggestions

which could enhance the lives of the service users. Examples could include art, music, dance, or the use of technology for mind and memory.

- Environment - Students should understand the implications of working in different care settings and how the management of care may differ in order to meet the needs of the service users.

FREQUENTLY ASKED QUESTIONS – STUDENTS

- **Something has gone wrong in my placement. What do I do?**

The first thing you must do is try to resolve the issue with the placement provider **before** involving the paramedic team at Brookes in any problem solving. This demonstrates professional behaviour and you are expected to be courageous (see the 6 Cs above) in trying to resolve any issues with someone in seniority.

If a member of staff from the university needs to become involved, you may be asked to write a factual statement of what happened and what you did to try to resolve the issue. Although it is sometimes difficult to be objective, it is important that you include all relevant information as accurately as possible. Our placements are very precious and it is vital that all information is included as the nominated person in the placement provider organisation will be asked to address any points you make, and may also be asked to provide a statement giving their account of what happened.

- **If I want to change placement, can I contact a placement provider myself to set it up?**

UNDER NO CIRCUMSTANCES are students permitted to contact any alternative placement directly as there is a strict procedure for setting up new placements. Students are not permitted to decide to leave a placement without speaking to the relevant people – your AA/LL, PEU and/or Siân.

Failure to attend a placement without the agreement of everyone involved may incur penalties.

The level of penalty will be considered on an individual basis, but may result in a failed placement.

- **I want to take time off for a family event. Am I allowed to do this?**

If you make a request at the earliest possible opportunity, this may be possible. If the placement has arranged a programme for you this may not be possible and the placement supervisor does not have to grant the request. If you do have time off that reduces your hours, you may not have the chance to make these up.

- **I have been told that I am not allowed to undertake any hands on care.**

You are allowed to take part in all care activities offered to service users **provided that you are supervised by a member of staff at all times.** The best way to learn is to fully participate in whatever care is being provided. As long as you are supervised, you can take part in most activities, but if you are not sure, then ask your placement supervisor. There may be some activities that you cannot be involved in depending on the policies of the individual placement.

- **I am off sick – how do I report this?**

If you need to report an absence, you need to follow the guidance in the Practice Education Handbook which can be found on the PEU web pages. You also need to make sure that you follow the guidelines set out by your placement. You also need to make sure that you report fit when you return to work.

- **I am having difficulty getting my supervisor to sign off my BePAD. What should I do?**

Have you completed all the sections that you need to complete? Did you inform your supervisor that you needed time at the end of the placement to enable this to be done? If you have followed the correct procedures, there should be no reason why your supervisor should not sign off everything before you

leave. If you are having difficulty, please contact your AA/LL to discuss. Remember too, that you can work with your supervisor remotely to get this done.

- **I am getting very stuck with BePAD and don't know what I am doing. Who can help me?**

For all issues with BePAD, please email bepad_paramedic@brookes.ac.uk with your question and you will receive a response as soon as possible.

FREQUENTLY ASKED QUESTIONS – PLACEMENT PROVIDERS

- **A student is not attending, is late or is not performing to the level expected. What do I do?**

  Please contact the Practice Education Unit or Siân if you have concerns about a student. It will then be dealt with by Siân, or passed on to the Programme Lead or student's academic adviser.

- **The student has informed me that s/he is not allowed to take part in any hands on care. Is this correct?**

  Students are allowed to take part in all care activities offered to service users **provided that they are supervised by a member of staff at all times.** The best way to learn is to fully participate in whatever care is being provided. As long as they are supervised, they can take part in most activities, but if they are not sure, they should ask you for clarification.

- **A student has asked for time off for personal reasons at very short notice. Can I say yes?**

  Students should make sure that they ask at the earliest possible opportunity if they have a special request to have time off. However, they do need to be aware that a lot of time and effort is taken up preparing a programme for them in placement. Allowing time off is at your discretion, and this generally tends to be easier to arrange in care homes than in special schools. Students should be informed that they may not have the opportunity to make up hours at a later date.

- **I am getting very stuck with BePAD and don't know what I am doing. Who can help me?**

  For all issues with BePAD, please email bepad_paramedic@brookes.ac.uk with your question and you will receive a response as soon as possible.

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REFERENCES

The Department of Health, 2012, **Compassion in Practice Nursing, Midwifery and Care Staff Our Vision and Strategy**, available at https://www.england.nhs.uk/wp-content/uploads/2012/12/compassion-in-practice.pdf

Siân Lavers

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