

BSC PARAMEDIC PRACTICE – REMOTE AND HAZARDOUS ENVIRONMENTS

Student Handbook



January 2016

ORMS/RGU

School of Nursing and Midwifery
FACULTY OF HEALTH AND SOCIAL CARE

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SECTION 1: WELCOME TO ORMS & RGU

Welcome from the Course Leader



Patient care practiced by the modern Paramedic that is informed by evidence, reflects the needs of patients and is deliverable in the most challenging of environments requires a unique education course.

Globally, as new challenges of pre-hospital care emerge, the current knowledge, skills, evidence base and education of paramedic practice must respond and evolve to meet those challenges. Paramedics face a variety of hostile and unpredictable environments, in which they are expected to deliver the highest standard of patient care. Outreach Rescue Medic Skills (ORMS) and Robert Gordon University Faculty of Health and Social Care are working in partnership - and in collaboration with practice partners and others - to help paramedics meet these expectations with creative and flexible approaches to education to deliver the "BSc Paramedic Practice - Remote and Hazardous Environments" course.

At the heart of our philosophy is the development of paramedics who are critical decision-makers in remote and hazardous environments and who will become the practice leaders and change agents in their areas of practice.

The course's modular nature allows the student to develop theoretical knowledge and skills, consolidate those capabilities in a variety of practice settings and utilise the acquired academic and professional attributes in developing potential change in their own practice environs.

Our ORMS teaching staff (also known as ORMS Faculty) consists of highly educated subject matter experts in their fields of practice, who are committed to ensuring that the content and delivery of the curriculum is robust and relevant to practice and its challenges. Our support staff are committed to working with students closely to ensure the student experience meets expectations, both during taught elements and on practice placement.

Tim Roberts

Course Leader

Outreach Rescue Medic Skills (ORMS)

ORMS started its time as a collaboration between two established training companies working in the fields of Specialist Rescue (The Outreach Organisation Ltd) and hazardous environment medicine (Medic Skills Ltd).

Outreach has been established for over 25 years and is a well-respected provider of rescue and incident management training. Medic Skills Ltd provides bespoke, high quality clinical education courses to a wide range of clients.

All course tutors have proven track records in emergency care, rescue and safety related disciplines with earlier careers in the emergency services, military or civilian rescue and healthcare organisations.

① Additional information

ORMS
Tan-y-Bwlch Centre
Llanllechid
Bangor
Gwynedd
LL57 3HY

✉ <http://www.orms247.co.uk>
Email: enquiries@orms247.co.uk
Tel: +44 (0)1248 603012



School of Nursing & Midwifery, Robert Gordon University

The School provides a comprehensive range of Nursing and Midwifery education at both undergraduate and postgraduate levels. The educational portfolio of the School provides educational and professional opportunities to nurses and midwives throughout the United Kingdom and is increasingly building upon its established activities internationally.

As the School of Nursing and Midwifery evolves, we are confident that the range of services that we offer to nurses, midwives and other professional workers, including paramedics, will expand to meet their academic and professional needs. The range and quality of our educational and support services, complemented by the excellent clinical learning opportunities available, will contribute to your career development throughout your professional life.

School of Nursing and Midwifery Vision:

To provide dynamic and transformational learning, teaching and research that makes a leading contribution to improving the health and well being of local, national and global communities.

School of Nursing and Midwifery Purpose:

- To prepare, and further develop high quality nurses, midwives and health professionals who are caring and compassionate.
- To work with partners locally, nationally and globally to promote and sustain excellence in health and social care, influencing policy development and practice.

- To engage in transformational research in all aspects of health and social care.

ⓘ Additional information

School of Nursing & Midwifery
 Level 5
 Faculty of Health & Social Care
 Robert Gordon University
 Garthdee Road
 Aberdeen
 AB10 7QE

█ <http://www.rgu.ac.uk/nursing>
 Email: nursing.midwifery@rgu.ac.uk
 Tel: +44 (0)1224 262982



Contact Details for Relevant Staff

Dr Sheelagh Martindale	Head of Professional Development School of Nursing & Midwifery	s.martindale@rgu.ac.uk 01224 262927
Tim Roberts	Course Leader BSc Paramedic Practice – Remote and Hazardous Environments ORMS	tim@orms247.co.uk 01248 603012
Kate Goodhand	Moderator BSc Paramedic Practice – Remote and Hazardous Environments School of Nursing & Midwifery	k.goodhand@rgu.ac.uk 01224 262965
Haf Thomas	Administration Manager ORMS Course ORMS	haf@orms247.co.uk 01248 603012
Arlene Jopp	Course Administrator Professional Development School of Nursing & Midwifery	arlene.jopp@rgu.ac.uk 01224 262643
Gavin Innes	eLearning Adviser School of Nursing & Midwifery	g.innes@rgu.ac.uk 01224 262931
Liz Law	Student Placement and Support Administrator School of Nursing & Midwifery	e.law@rgu.ac.uk 01224 262951

Overview of Programme Governance

The Remote and Hazardous Environments programmes are delivered by Outreach Rescue Medic Skills (ORMS) and are validated by Robert Gordon University (RGU).

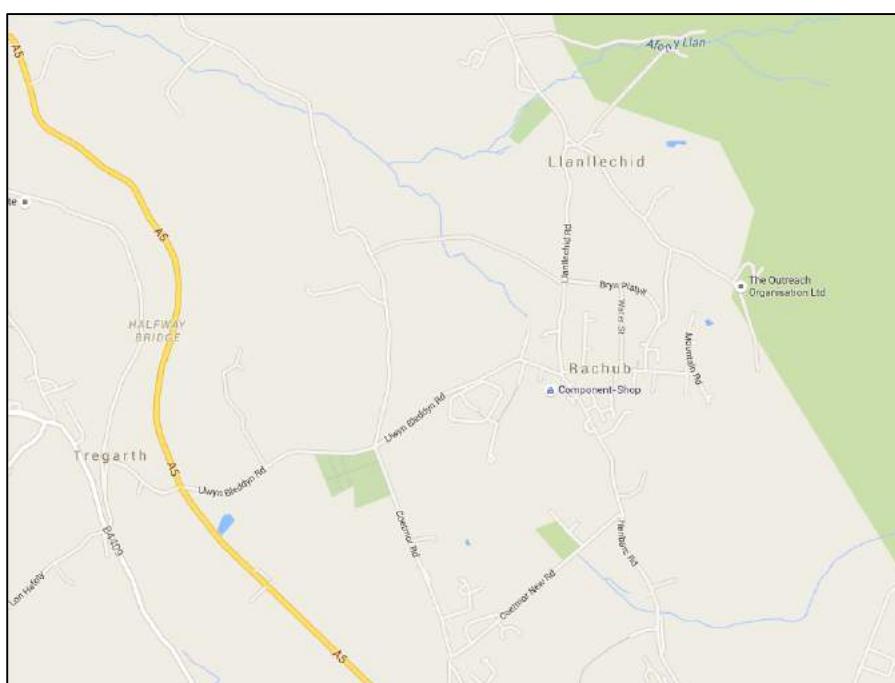
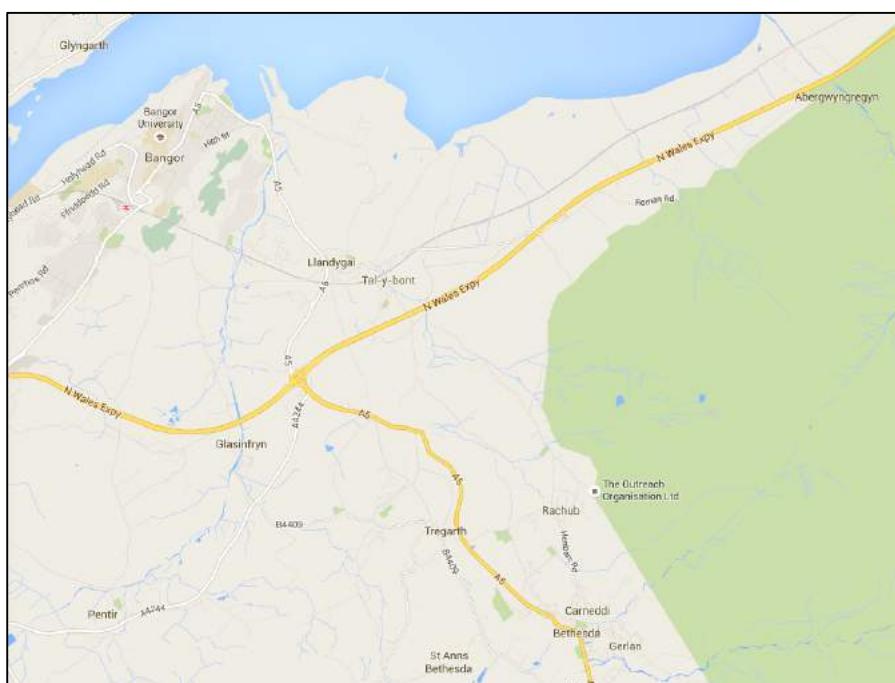
The BSc programme is designed to run over 6 years and is integrated with the student's employment. There are step off points at the end of;

- two years (Stage 1 completion), Certificate of Higher Education, Technician – Remote and Hazardous Environments
- four years (Stage 2 completion), Diploma of Higher Education Paramedic Practice – Remote and Hazardous Environments
- The following should be noted in regard to the awards associated with the above programmes:
- The Certificate of Higher Education, Technician – Remote and Hazardous Environments Award DOES NOT lead to eligibility for HCPC registration as a Paramedic
- The Diploma of Higher Education Paramedic Practice – Remote and Hazardous Environments DOES lead to eligibility for HCPC registration as a Paramedic
- The BSc Paramedic Practice – Remote and Hazardous Environment DOES NOT lead to eligibility for HCPC registration as a Paramedic (this award requires the student to be registered with the HCPC as a Paramedic prior to progression from the Dip HE stage to the BSc stage or prior to entering the programme for BSc study through Recognised Prior Learning).

Location of programme delivery

The location for the face to face components of the course is at the ORMS facilities. The ORMS facilities are centred in North Wales in the Snowdonia National Park and are a striking backdrop to your studies.

Outreach Rescue Medic Skills (ORMS),
Llanllechid,
Bangor,
Gwynedd,
United Kingdom,
LL57 3HY



ORMS Teaching Staff/ORMS Faculty

For the course a wide range of staff are available to assist with the teaching and wider support aspects of the course. The ORMS Faculty draws together people with a wide range of experiences of the pre-hospital emergency care world as well as specialists who regularly receive patients into the hospital environment.

The teaching staff have a wide range of experiences in providing medical care in different environments and includes doctors, practicing paramedics and others with considerable experience in the provision of medical care in difficult and often hazardous environments. All teaching staff have experience in instructing and teaching and will be able to support your development.

The role of the ORMS Faculty is to provide a pool of knowledge and skills that can be drawn on to consider the best learning outcomes required to support students in their studies, as well as provide a wide basis of support for all participants in the wider aspects of the course.

Each module is led by a tutor with experience of delivering pre-hospital care. Principle ORMS Faculty include (and are all supported by an extensive ORMS Faculty of high quality tutors with real world experience):

Tim Roberts - Course Leader

Tim is a graduate paramedic with experience of teaching paramedics for a number of years. He has experience of delivering high quality education and training to search and rescue as well as commercial and NHS paramedics. He is also the Course Coordinator and the Education Director of ORMS.

Ian Thomas – Senior Tutor

Ian is a graduate paramedic and has been involved with the training of paramedics for a number of years. He has experience in the delivery of education and training to search and rescue winch-men as well as the development of clinical governance systems for large multinational organisations. He is the Commercial Director of ORMS.

Haf Thomas - Programme Administration Manager

Haf is the Programme Administration Manager for ORMS and manages a team of staff who are the primary point of contact for students.

Alun Mowll - Tutor

Alun has spent a number of years working in operating theatres and the NHS as an ALS instructor. He has experience of delivering education for pre-hospital care and search and rescue paramedics.

Alan Cottle - Tutor

AI has many years of experience in pre-hospital care including the education and training of search and rescue winch-men.

Jason Williams – Tutor

Jason has been involved in the training of paramedics for a number of years. He has experience of remote and HEMS pre-hospital care.

Linda Dykes – Tutor

Linda is an ED consultant with extensive experience of pre-hospital, search and rescue and hazardous environment medicine. She has been teaching for a number of years and is passionate about the delivery of high quality care within the confines of remote and hazardous environments.

Rhiannon Talbot – Tutor

Rio is a doctor with a wealth of experience in the delivery of emergency care and the education of pre-hospital emergency care staff.

Richard Briscoe - Tutor

Richard is an anaesthetist with experience of the design and delivery of difficult airway access courses and experience of delivering care from search and rescue aircraft.

Simon Worth – Tutor

Simon is a paramedic who has had experience of domestic and search and rescue environments. He has extensive knowledge in the delivery of care in mountain rescue environments.

Stuart Blatston - Tutor

Stuart is a paramedic with experience in the delivery of pre-hospital care in environments ranging from domestic to remote, HART and tactical. He is an expert on management process in high-pressure environments.

Tony Emsley – Tutor

Tony has extensive knowledge in the education and training of technical rescue and incident management. He has been instrumental in the design and delivery of courses utilised by rescue organisations nationwide, including HART, SORT, USAR and Fire and Rescue teams.

About the ORMS Teaching Staff/ORMS Faculty

The Role of the ORMS Faculty

The role of the ORMS Faculty is to provide guidance on material that is provided to students and teaching staff during the course, taking into account any professional standards that are required to be met. The ORMS Faculty draws together tutors with an extensive range of experiences of the pre-hospital emergency care world, as well as specialists who regularly receive patients into the hospital environment.

ORMS Faculty Structure

The ORMS Faculty is structured to support the provision of the instruction during the course. The ORMS Faculty is structured as follows:

Course Leader

The Course Leader ensures that the various “threads” that run through the curriculum are maintained and are supported through each module. They are responsible for the final educational/clinical approval for the course.

Module Coordinators

These senior ORMS Faculty members have responsibilities for design, development, instructing and monitoring course material and student progression. They will often have many years’ experience in their profession and how it can be applied to hazardous pre-hospital environments and will usually be a registered paramedic.

Each module coordinator has a deputy that is a subject matter expert for that area. For example, deputies include:

- Doctors
- Nurses
- Midwives
- Others with considerable experience in the provision of medical care in difficult and often hazardous environments.

ORMS Faculty

All tutors have a wide range of experience in providing medical care in different environments. These environments include:

- Ambulance Services
- Remote areas
- Hazardous Area Response Teams (HART)
- Helicopter Search and Rescue
- Mountain Rescue
- Urban Search and Rescue
- Battlefield/tactical environments
- Strategic planning and response to complex or major incidents.

Honorary ORMS Faculty Members

Honorary ORMS Faculty members from the sponsoring organisation will be appointed, such as Practice Placement Co-ordinators, which will aid assessment and support during placements.

Clinical Development Group

The Clinical Development Group is made up of the module coordinators and their deputies. They oversee any clinical decisions that affect the educational delivery. The final educational/clinical approval remains part of the role of the Course Leader.

Non-Teaching ORMS Faculty Members

These members provide the administration and management support for the ORMS Faculty and will not provide clinical guidance.

We also invite Employer representatives to be members of the ORMS Faculty to help ensure the delivery is suitable for their needs.

SECTION 2: SERVICES AND FACILITIES AVAILABLE AT RGU

General Information

Support for Writing and Communication Skills

The University is able to help you with any difficulties you might have in returning to study or with writing assignments. The Study Skills and Access Unit provide a range of study support services for all students, and can assist those who have been out of formal education for some time with their writing and study techniques.

If you are returning to study and require help with writing assignments, please contact the unit at studyskills@rgu.ac.uk or 01224 263089.

ⓘ Additional information

The Study Skills and Access Unit Tel: (01224) 263089

💻 <http://www.rgu.ac.uk/studysupport> Email: studyskills@rgu.ac.uk

Disability and Dyslexia Centre (01224) 262103

💻 <http://www.rgu.ac.uk/disability> Email: disability@rgu.ac.uk

Josey Mackenzie, Senior Lecturer, Student Support

School of Nursing & Midwifery

Tel: (01224) 262911 Email: j.m.mackenzie@rgu.ac.uk

Library and Information Services

Having a good understanding of the literature of paramedic, nursing, healthcare, social care and medicine is very important in University level education and there are several methods of accessing library resources to suit your needs. Enrolment as a student automatically grants membership of the University Library, and with it comes your student ID and password, enabling you to access the library's online resources. As a member of staff of NHS you may also register with and have access to the resources of the NHS Scotland Knowledge Network:

► <http://www.knowledge.scot.nhs.uk/home.aspx>. Your local NHS Board library service provides clinical support for the Knowledge Network.

Most University library facilities are being made available through the internet and thus can be accessed either from the IT facilities on University premises or from home or work.

ⓘ Additional information

Library: ► <http://www.rgu.ac.uk/library>

On the home page and in the open modules on CampusMoodle, you will find information about the Library, including opening hours, and contact details, borrowing entitlements and special services for distance learners. You may wish to pay particular attention to the postal loan facilities. You can obtain many library texts and journal articles by post. The site includes links to databases, electronic books and journals. The Library tab on Campus Moodle also provides guides to

referencing including the use of Refworks (bibliographic management software, which is available to all students).

All communications from the Library will be sent to University email. You can learn how to access your email Inbox from the IT Services Web page.

► <http://www.rgu.ac.uk/its/services/page.cfm?pge=3933>

If you experience any problems with your email account, please contact IT Services (see *Using the Computer Network*).

It is important that you access University email regularly as, should you be contacted to return a book to the Library for any reason (i.e. the book is recalled) and you do not do so within the 7 day grace period, you could be fined for a late return. Information about overdue and recalled books will be sent via University email.

The Sconul Access scheme allows you to gain external membership of other Higher Education institutions' libraries free of charge. All universities and institutes of higher education in the UK are members of Sconul Access, as well as many in Ireland. Initial application should be made through the link from the RGU library website (see under "Services: Using Other UK Libraries – Sconul Access"), which guides you through the process and enables you to apply to make use of this service.

ORMS Libraries and Books

ORMS holds a range of texts that may be off assistance to students; these can be used by students when they visit the Centre in North Wales. In certain cases, books may be available for postal loans, but we will require assurance that the book will be returned.

We will encourage and assist your employer or sponsoring organisation to provide a range of suitable texts to assist with your studying.

Career Information

To access a suite of online employability topics that support students at all stages of their career journey, click the following link:

► www.rgu.ac.uk/careersonmoodle

Course Fees

Fees would normally be paid for by your employer or sponsoring organisation. For self-funding candidates, please contact ORMS for fee details and to discuss your situation and requirements.

Placement Expenses

You or your employer (or the sponsoring organisation) are responsible for all expenses incurred by you during clinical and practice placements.

Travel Accommodation and subsistence

The programme requires the student to attend face to face content at the ORMS facilities. In addition, the student will be expected to travel as part of their placements. This travel could include travel to:

- Various operational sites as part of the Hub placements
- Various sites as part of the Spoke placements

Any expenses incurred due to travel, accommodation and subsistence is the responsibility of the student and will not be reimbursed by ORMS or RGU.

In extraordinary circumstances expenses may be paid but only if pre-approved by ORMS in writing. Students should adhere to the following rules if claiming expenses.

Please note that ORMS is a limited company and as such has a degree of autonomy when setting rules for expenses. Occasionally there may be exceptions to these rules and students should contact the ORMS Admin Team on enquiries@orms247.co.uk for clarification if they are in doubt.

Documentation Required

The following evidence must be submitted when claiming for the following:

Travel

- Ferry/Flight Receipts if applicable.
- Public Transport receipts (i.e. rail/bus tickets etc). Copy of fare guide if relevant to your claim.
- Mileage is calculated as the shortest return distance from the students home address to the destination and is paid at the current published HMRC rate.

Accommodation

- Accommodation Receipts which must have the following:
- Address of the accommodation
- Provider
- telephone number
- student name
- exact dates paid for
- cost per night and a signature of receipt of payment

Finance

The Student Finance Department at RGU can advise on various financial issues. This information is also available on the University's website:

✉ <http://www.rgu.ac.uk/future-students/finance-and-scholarships/how-to-pay>

Students may also wish to investigate other sources of financial help.

ⓘ Additional information

RGU Student Finance Department Tel: (01224) 262664
email: studentfinance@rgu.ac.uk

Enrolment

Enrolment is the process of registering as a student and takes place when you first join a course and then annually thereafter. The process is undertaken online.

On joining a course you will be assigned a unique matriculation number which is required for access to services such as the IT facilities and library. You should make a careful note of this number. You will also be issued with a Student ID card, which should be available for inspection whenever you are on University or ORMS

premises. A new card is issued for each academic year that you are registered as a student. Please take care of this card and, in the event of loss, please notify Student Records and Information as soon as possible. You must have a valid and current Student ID card in order to use the University's facilities such as IT and the library.

Online enrolment can be undertaken at:

💻 https://www.rgu.ac.uk/enrolnow/disp_login.cfm

Additional information

Student Records and Information

Tel: (01224) 262205

email: enrol@rgu.ac.uk

RGyoU – the Student Portal

RGyoU (the Student Portal) is a key resource which provides access to information and services and is available online at:

💻 <http://you.rgu.ac.uk/>.

RGyoU can be accessed using your standard IT username and password and it contains information on support services (such as Careers, the Library Service and the Student Association) and can also provide you with access to Moodle and the Outlook email system. The following forms can be accessed in RGyoU under the 'My Results' tab:

- Coursework Extension Form, which is used to request an extension to a coursework submission date.
- Extenuating Circumstances Claim Form, which is used to inform the Assessment Board about any matter that has affected your assessment performance.

These forms are also accessible at:

💻 www.rgu.ac.uk/academicregulationsstudentforms

Using RGU's Computer Network

Access to the RGU computer network is available to all matriculated students at various sites throughout the University. To use the network, you need to know how to logon using your **User ID** and **Password**. On campus, sessions may be arranged to demonstrate the facilities available to you.

Details of the login procedure and password security can be found in, *Guide to Computer Facilities*, which may be found online or in the booklet, *Introduction to IT Services*.

The booklet also contains the Regulations and the *Acceptable Use Policy* (pages 11-12) which you agree to accept whenever you use University facilities and you should read these carefully.

Help with University computer facilities can be obtained by contacting the ORMS Faculty's technicians. Contact details are posted in the IT laboratories. If you are off campus but need advice from the University, you should contact the University Helpdesk.

Additional information

RGU Helpdesk Tel: (01224) 262777

email: ITHelpdesk@rgu.ac.uk

💻 <https://you.rgu.ac.uk/org/its/helpdesk/SitePages/Home.aspx>

CampusMoodle

CampusMoodle (the virtual learning environment for Robert Gordon University and ORMS) provides an enhanced set of features to support your learning. Each module that you study will have a Study Area on CampusMoodle. Your tutors and lecturers will use this area to provide you with your module materials and to communicate with you. There may also be discussion forums and other activities to allow you to communicate and collaborate with your fellow students. The online CampusMoodle User Guide for Students, available in your CampusMoodle account, will assist you with your use of CampusMoodle. The link to CampusMoodle is below and you log on using your normal User ID and Password. If you have any queries about getting logged in, finding your modules or other issues, please contact the CampusMoodle Helpdesk.

Additional information

email: campus@rgu.ac.uk 💻 <http://campusmoodle.rgu.ac.uk>

The University's Social Media Toolkit and Conduct/Behaviour in the Virtual Environment

The University supports the responsible use of social media and encourages active engagement with our increasingly connected world. But remember that when you publish anything online, it needs to be decent, honest and truthful and you must not share confidential information. See *The Right Click*, our social media toolkit, at:

💻 www.rgu.ac.uk/rightclick for our best practice guide on how to get safely online.

Work Based Learning

Some modules involve learning in practice within your own clinical area. You will adhere to the relevant professional guidelines from your professional body (HCPC 2014). The ORMS Fitness for Practice Policy and the Roberts Gordon University's Regulations relating to misconduct (Regulation A3 - Section 2) will address any profession related conduct issues from.

Issues of professional misconduct of Paramedic Students are managed by the ORMS Faculty Professional Suitability Advisory Group which includes representation from a range of experts from relevant disciplines across the ORMS Faculty.

SECTION 3: HEALTH, SAFETY AND WELFARE

Personal Safety

It is your responsibility to ensure that you take the precautions necessary to minimise risk to your personal safety and comply with safety instructions issued by ORMS Faculty or safety teams.

Health and Safety Policies

You are required to adhere to RGU and ORMS health and safety policies as you would in any workplace.

ⓘ Additional information

RGU Health and Safety

✉ <http://www.rgu.ac.uk/health-and-safety>

Additional policies pertinent to operations at the ORMS centre in North Wales

✉ <https://goo.gl/Q5NRtR>

No Smoking

A No Smoking policy is in place within all University/ORMS buildings. You must adhere to this policy and to any smoking control policy that pertains in the area you are visiting or in which you are undertaking experience as part of your course.

Smokers are requested to refrain from congregating at doorways and on common pathways in order to allow freedom of access for other people.

Occupational Health

Students are required to declare their fitness for practice prior to commencement, on an annual basis and at any time during the course when there is a change in their health status, in accordance with ORMS' Fitness For Practice Policy.

ⓘ Additional information

GO Health Services (NHS Grampian)

Foresterhill Lea Building

Foresterhill Health Campus

Aberdeen AB25 2ZY

Tel: (01224) 553663

Fax: (01224) 559749

✉ <http://www.gohealthservices.com>

Course Entry Requirements

You must have a satisfactory level of fitness and health and meet the Department of Health Guidelines for New Healthcare Workers (2007) (*Health clearance for tuberculosis, hepatitis B, hepatitis C and HIV: New healthcare workers*).

The main language of the course is English. Students whose first language is not English **and** are not nationals of a country within the European Economic Area or Switzerland will be required by ORMS to provide evidence that they are able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5.

Student Counselling and Wellbeing

The University has a Student Counselling and Wellbeing Centre. This centre can provide counselling by trained professionals for a wide range of issues.

The service can also assist students with registration at medical practices in the National Health Service.

ⓘ Additional information

Student Counselling and Wellbeing Centre
Student Help Point,
Student Central, Level 3
Faculty of Health and Social Care

Tel: (01224) 262120

✉ <http://www.rgu.ac.uk/living/student-advice-and-support/student-counselling>

Equality & Diversity

The University is committed to the active promotion of equality across its functions and to addressing issues of discriminatory practice towards students, staff and external stakeholders. Further information on this is available at:

✉ www.rgu.ac.uk/diversity.

If you have any comments regarding discrimination or believe you have been subject to discrimination, please contact an appropriate member of staff within the School or alternatively the Student Services Manager, Dr Pamela Tosh (p.tosh@rgu.ac.uk).

Accidents and Incidents

If you are involved in an accident or incident (whether or not you are injured), are a witness to one or have one reported to you while you are on University / ORMS premises, you must inform a member of staff as soon as possible.

To comply with Health and Safety regulations, appropriate records should be maintained. All accidents/incidents occurring within the University/ ORMS must be recorded using the official documents.

If the accident/incident occurs outwith the ORMS site, you may also need to complete an incident form, for example if you are undertaking a placement.

Additional information

Accident/Incident Reporting and Investigation Procedure. Available from:

 <https://goo.gl/Q5NRtR>

First Aid

Facilities are available to assist students who suffer illness or injury within the ORMS learning site. Several trained first aiders are available throughout the day. Basic first aid equipment such as bandages and sticking plasters are available. Details of the location of first aiders and first aid equipment are displayed beside first aid boxes. In the event that you require to leave the ORMS site because of illness or injury, please ensure that a member of staff is notified.

Fire

It is the responsibility of individual students to make themselves aware of the procedure to be followed in the event of fire. Instructions are displayed in each classroom.

In the event of fire, the number to ring (on an internal phone) is: 9 - 999.

SECTION 4: COURSE INFORMATION, ASSESSMENT, FEEDBACK AND EVALUATION

Course Information

ORMS, in conjunction with RGU, offer a course of study that is up to degree level, a "Bachelor of Science in Paramedic Practice – Remote And Hazardous Environments".

There are two exit awards should you find yourself in a position of not wishing to complete the entire course, allowing you to step off the course at the end of Stage One or Stage Two.

At the end of Stage One, you can exit with a certificate level qualification; this level **will not** allow you to apply for registration as a paramedic with the HCPC. However, the level is comparable to that of a search and rescue winch operator (clinical) or that of an ambulance technician.

At the end of Stage Two, you can exit with a diploma level qualification and apply to register with the HCPC as a paramedic.

By completing stage three of the course, you will exit with a degree. This stage is only available to students who have completed stages one and two or who are currently registered with the HCPC as paramedics and are using the stage to "top up" their existing qualifications to a Bachelor's Degree.

Further opportunities exist for you to take further study at Masters level and up to doctorate level.

Detailed course information can be accessed via the Course Information Database:

 www.rgu.ac.uk/coursedb/

Course Modules

NU1995

NU1996

NU1997

NU1998

NU1999

NU2990

NU2991

NU2992

NU2993

NU2994

NU2995

NU2996

NU3990

NU3991

NU3992

NU3993

NU3994

NU3995

Module Delivery Plan

Year (Stage)	Term 1	Term 2	Term 3	Exit Award
Year 1 (stage 1)	NU1995 Working in HealthCare (SCQF 7, 30 Credits)			Certificate Higher Education, Health Studies – Remote and Hazardous Environments (SQCF 7, 120 Credits)
		NU1996 Preparing for Emergency Care (SCQF 7, 30 Credits)		
Year 2 (Stage 1 contd.)	NU1997 First Response in Pre-hospital care (SCQF 7, 30 Credits)		NU1998 Human Factors and Decision Making in Hazardous Environments (SCQF 7, 15 Credits)	Certificate Higher Education, Health Studies – Remote and Hazardous Environments (SQCF 7, 120 Credits)
		NU1999 Professional Practice 1 (SCQF 7, 15 Credits)		
Year 3 (Stage 2)	NU2990 Public Health in Paramedic Practice (SCQF 8, 15 Credits)	NU2991 Paramedic Patient Assessment and Interventions (SCQF 8, 15 Credits)	NU2992 Medical and Surgical Emergencies (SCQF 8, 15 Credits)	Diploma Higher Education, Paramedic – Remote and Hazardous Environments (SQCF 8, 120 Credits)
		NU2993 Professional Practice 2 (SCQF 8, 15 Credits)		
Year 4 (Stage 2 contd.)	NU2994 Trauma Emergencies in Hazardous Environments (SCQF 8, 30 Credits)		NU2995 Obstetrics, Gynaecological and Paediatric Emergencies (SCQF 8, 15 Credits)	Diploma Higher Education, Paramedic – Remote and Hazardous Environments (SQCF 8, 120 Credits)
		NU2996 Professional Practice 3 (SCQF 8, 15 Credits)		
Year 5 (Stage 3)	NU3990 Leadership and Evidence Informed Decision Making in Hazardous Environments (SCQF 9, 30 Credits)		NU3991 Disasters and Environmental Emergencies (SCQF 9, 15 Credits)	BSc Paramedic – Remote and Hazardous Environments (SQCF 9, 120 Credits)
		NU3992 Professional Practice 4 (SCQF 9, 15 Credits)		
Year 6 (Stage 3 contd.)	NU3993 Research, Quality and Audit (SCQF 9, 15 Credits)	NU3994 Practice Project (SCQF 9, 30 Credits)		BSc Paramedic – Remote and Hazardous Environments (SQCF 9, 120 Credits)
		NU3995 Professional Practice 5 (SCQF 9, 15 Credits)		

Admission

The course is designed to provide each student with the learning and clinical practices to support them in their work, to be able to apply to the HCPC for paramedic registration.

We would normally expect you to already be working in an environment that would bring you in to contact with a range of opportunities that could be determined as hazardous to you or a potential patient.

You should have the support of your employer or sponsoring organisation, where relevant, so that you are able to access sufficient placement experiences to meet the learning outcomes of the course (usually they will be the sponsoring organisation for the course). We will work with your organisation to ensure that you can complete the course.

Supporting documents will be required to help us assess whether a student has the potential to complete the course and meet standards set by other agencies or professional bodies. These will include:

- Employer/sponsoring body reference (the role of this reference is to confirm that you have the required support to complete the course).
- Academic reference (the role of the Academic referee is to confirm that you have the required levels of knowledge and skills to undertake the course).
- A health declaration needs to be made for your fitness and that you meet the requirements as described in the Department for Health Guidelines for New Healthcare Workers.
- Learning agreement signed by the agent (employer, sponsoring authority, individual, self-funding) that is funding your learning.
- Self-sponsoring student form - signed by your employer if you are self-funding, but using your employer to support your placements only.
- Protecting Vulnerable Groups (PVG)/Disclosure and Barring Service (DBS)/AccessNI check.

PVG/DBS/AccessNI - Disclosure

The nature of the role of training and interacting with a wide range of members of the public mean that we have to protect vulnerable members of society. To achieve this, you are required to complete a disclosure check.

All students are required to apply for one of the following criminal record checks, dependent upon their employment location;

- Protecting Vulnerable Groups (PVG) Scotland- "enhanced disclosure".
- Disclosure and Barring Service (DBS) England & Wales- "enhanced with lists check".
- AccessNI Northern Ireland- "enhanced check".

It is the responsibility of the student to provide evidence of this check once a conditional offer of a place on the course has been made and before the offer is confirmed.

Any student who has lived abroad for more than 13 weeks in the same place in the last 5 years of the course commencement date will also have to provide clearance

from the country they were resident in; it is the student's responsibility to source the required information for submission.

At the commencement of each subsequent academic year, students will be required to provide evidence of their PVG/DBS/AccessNI status and to immediately inform RGU/ORMS of any changes at any other time during study.

Should any DBS/PVG disclosure become apparent then ORMS will share this information with the Hub/Spoke Organisation so that all parties are given the opportunity to raise concern if necessary.

Attendance

All components of the course are compulsory and a register of attendance will be maintained.

There is a requirement to meet a minimum attendance requirement (90%) on both the taught aspects and the practice placements. There is also a requirement that your placements are satisfactorily completed even though the numbers of hours on placement may exceed the hours required. It is neither practical nor professional to fail to complete an arranged period of duty.

Attendance will be recorded through signing in sheets initialled by the PPEd, or the tutor for face to face meetings. ORMS' student record system will be used for tracking and managing your attendance in both real and virtual learning activities.

Moodle courses will be set to show activity completion and task engagement, and there will be an expectation that formative and summative tasks are completed. Moodle will track these.

If you need to be absent or are sick then you should inform the module coordinator or Course Leader at the earliest opportunity. Typically if you are absent for more than a few hours of the tutor led components then additional time will have to be agreed with your personal tutor.

If you are sick for less than a week a self-certificate will be required; more than a week then evidence in the form of a "fit note" should be provided (obtained from your GP) – both to ORMS as well as your employer/placement provider.

Support for Teaching and Learning

As a student on the course, you will be able to access academic, practice placement and other general support and advice.

Consent to Participate in Practical Training

For a significant number of modules, you will often be asked to role play (playing a casualty, family member or bystander) or participate in an Objective Structured Clinical Examination (OSCE). This will mean that you may be examined by other students and we require your consent for this to happen. All these activities will be supervised by a member of ORMS staff, and if at any time you feel unsafe or uncomfortable, you should let the supervising member of staff know. We will provide a form for you to sign that describes what you may be asked to do and allows you to give your consent.

Should you choose to withhold consent, ORMS will ensure that this does not have a detrimental impact on your learning.

General Support

With students on the course being located at different locations around the UK and further afield, it means that access to the traditional pastoral support commonly found at a higher education institution is not easily available. ORMS will provide you with a Personal Tutor who will be assigned to you for the duration of your course.

How do I seek Help?

You can seek help from any member of the ORMS staff by contact ORMS using:

E-mail:	enquiries@orms247.co.uk
Telephone:	+44 (0)1248 601546
Fax:	+44 (0)1248 602435

You can also use CampusMoodle to make contact. This will provide access to a range of support including:

- Document repository
- Forums where you can discuss issues with colleges, peers and ORMS staff members.

Learning and teaching strategy

The underlying philosophy is that the teaching and learning strategy should:

- Help you to achieve intended learning outcomes
- Provide suitable ways of developing your knowledge, understanding and skills
- Encourage you to take responsibility for independence in your own learning
- Provide an appropriate range of, and balance between, learning methods
- Exploit any work experience which you have
- Provide alternative learning methods for you if you have specific needs.

The learning and teaching strategies for this programme are described below. They are designed to enable you to achieve intended learning outcomes. These learning outcomes tie in to external reference points, such as relevant subject benchmarks and occupational/professional body standards.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study. Expert practitioners will also contribute to the programme.

A variety of learning methods will be used, which might include:

- Lectures
- Workshops
- Skills practice (placements)
- Experiential learning (placements)
- Directed reading
- Scenario based learning
- Reflective learning
- Online activities, including group work and group discussions

Alternative methods will be provided should any of these prove difficult for you because of a disability. Alternative arrangements for assessment are identified elsewhere in this handbook.

Associated skills

A range of core skills ('Standards of Proficiency') will be developed as you study. These have been clearly identified in order for you to be effective in a changing world of work and develop your career. They include:

- Communication and interpersonal skills
- Information gathering
- Problem solving, data collection and interpretation
- Care delivery
- Information technology
- Numeracy
- Self-management
- Team working

The Learning Process

You will be involved in three types of learning situation:

- Contact with the lecturer (supported hours).
- Study outside class times as directed by the lecturer (directed learning). This will include online work often undertaken with other students as they explore and discuss different topics.
- Study at your own initiative (independent learning).

Contact hours + directed study hours + independent learning = total study hours. Total study hours define the credit volume for a module (using the formula 1 credit = 10 study hours). You can expect a change in the balance of supported, directed and independent learning as a module progresses and certainly at higher academic levels of study.

Placements

Placements allow you reflect, consolidate and apply your new knowledge and skills, under the supervision of a more experienced work colleague (ORMS will provide support for your Practice Placement Educator (PPEd) or Link Tutor) to ensure you achieve your best learning outcomes.

Practice Placements

Practice placements are usually organised on your behalf by your sponsoring organisation, with ORMS actively participating in this progress.

You should have the support of your employer or sponsoring organisation where relevant (usually they will be the sponsoring organisation for your learning). We will work with your organisation to ensure that you can complete the course as the level of student support expected of the employer/sponsoring organisation is considerable.

The employer must be able to provide suitable and sufficient practice placement opportunities, mentorship and support through practice placement educators and enter into a Learning Agreement with ORMS. Therefore, it is essential that you have the full support of your employer/sponsoring organisation and that they

agree to satisfy the “employer responsibilities” contained within the “Learning Agreement”, available for download or on request from ORMS.

ORMS uses a Hub and Spoke arrangement for practice placements. The hub is defined as the primary workplace for the sponsor. The Spokes are defined as the other relevant areas for Paramedic development where learning objectives can be better supported, allowing for a broader scope of experiences within the programme.

The placement organisation may discontinue or defer placement for an individual due to acts of misconduct or operational pressures at any time but will communicate such decisions with the ORMS Placement Link to discuss remedial action

Should any DBS/PVG disclosure become apparent then ORMS will share this information with the Hub/Spoke Organisation so that all parties are given the opportunity to raise concern if necessary.

Practice Placement Educators (PPEd)

A Practice Placement Educator (PPEd) is a person from the relevant part of the HCPC Register (Paramedic) who is appointed by the Sponsor, with ORMS' approval, to supervise and guide the Student and to carry out the Practice Placement Assessments. The PPEd must be suitably qualified/experienced in teaching, coaching and mentoring. The PPEd will be required to register with ORMS, and will receive additional training from ORMS to ensure that the student's learning and assessment meets the course and HCPC's expectations.

Practice Placement Support

Support is primarily undertaken by the Practice Placement Educator and the Practice Placement Link Tutor. All the practice placement staff are aware of the learning outcomes required and often will have significant experience in facilitation and will support you as a student. In addition, ORMS will appoint a moderator who will be involved in triangulation of some practice placement assessments and discussions.

Hub - Prehospital Practice Placements provide the opportunity to develop skills and competencies in clinical practice, under the direct range of emergency and urgent calls and consolidation of theoretical knowledge into practice.

Some students may be sponsored by a Search and Rescue Organisation. It is recognised that the traditional environment for placements is on an emergency ambulance. However, it is also recognised that the range of cases attended to by Paramedics on Search and Rescue (SAR) aircraft reflects those of an emergency ambulance, though there is a variation in frequency.

It must be stressed that the duration of practice placement stated for the programme, is the minimum required to achieve the learning objectives.

Students utilising SAR as their Hub will be monitored through scheduled practice support meetings to ensure they are gaining appropriate experience. If it is found that the student is not gaining sufficient exposure to certain areas of practice, then a remedial action plan is developed, requiring the student to spend more time in an emergency ambulance setting.

Competencies are assessed by a Practice Placement Educator (PPEd) and are an essential component of the programme. It is a programme requirement that the student is directly supervised by their PPEd for a minimum of 25% of the time in practice and that the student does not carry out interventions that they are still learning without direct supervision.

Spoke - Other Practice Placements are required following specific points in the programme and are designed to ensure the student embeds theory and skills learned during the attendance portion of a module into practice. The placement requires the student to achieve certain competencies that are assessed by suitably qualified senior clinicians (e.g. Anaesthetist for intubation). Commonly these competencies are achieved in the hospital environment or areas such as control rooms, non-urgent ambulance operations, community clinics, etc

Placements may be conducted at different locations around the UK, but they are most commonly conducted at an NHS Hospital, Ambulance Services or your own organisation if they deliver paramedic care to patients. Students require supervised attendance at a variety of placement areas to complete the learning objectives of the course. These placements may include:

- Emergency care setting – (e.g. Ambulance Emergency Unit, Dedicated Helicopter Unit)
- Single Response Vehicles
- Operating Theatres/Day Procedure Units
- Emergency Department
- Obstetric/Midwifery Units
- Paediatric Department/Wards
- Cardiac Care/Cardiac Catheterisation Units
- Out-of-Hours (OoH) Unscheduled Care
- Minor Injuries/Illness Unit
- Medical Assessment Unit
- Surgical Assessment Unit
- Mental Health Unit
- Supportive Operational Units
- Non-Emergency Services
- Intensive Care Unit (ICU) or High Dependency Unit (HDU)
- Emergency Operation Control Centres
- Allied Health Teams
- Allied Emergency Services

Duration and Timing of Placements

The Hub Placement is carried out throughout the programme and is a consistent area of practice that is completed concurrently with the spoke placements. The Spoke placements are timed to maximise their benefit based upon the theoretical knowledge gained in the modules. 40 hours of attendance in spoke placements is required after each module except modules:

- NU1999
- NU2993
- NU2996
- NU3992
- NU3995

ORMS doesn't stipulate a particular spoke placement setting, it provides guidance on the most appropriate setting to achieve the learning objectives. These are highlighted in the Practice Placement Handbook and are as follows:

Stage 1

NU1995 – Working in Healthcare

- Hub Placement
- Mental Health Unit
- Non-Emergency Services

NU1996 – Preparing for Emergency Care

- Hub Placement
- Emergency Operation Control Centres
- Non-Emergency Services, i.e. Patient Care Services

NU1997 – First Response in Pre-hospital care

- Single Response Vehicles
- Emergency Department

NU1998 - Human Factors and Decision Making in Hazardous Environments

- Single Response Vehicles
- Supportive Operational Units
- Emergency Operation Control Centres

Stage 2

NU2990 - Public Health in Paramedic Practice

- Mental Health Unit
- Out-of-Hours (OoH) Unscheduled Care
- Minor Injuries/Illness Unit

NU2991 - Paramedic Patient Assessment and Interventions

- Operating Theatres/Day Procedure Units

NU2992 - Medical and Surgical Emergencies

- Cardiac Care/Cardiac Catheterisation Units
- Medical Assessment Unit
- Surgical Assessment Unit

NU2994 - Trauma Emergencies in Hazardous Environments

- Emergency Department
- Minor Injuries/Illness Unit

NU2995 - Obstetrics, Gynaecological and Paediatric Emergencies

- Obstetric/Midwifery Units
- Paediatric Department/Wards

Stage 3

NU3990 - Leadership and Evidence Informed Decision Making in Hazardous Environments

- Supportive Operational Units
- Emergency Operation Control Centres
- Allied Health Teams
- Allied Emergency Services

NU3991 - Disasters and Environmental Emergencies

- Supportive Operational Units
- Emergency Operation Control Centres
- Allied Health Teams
- Allied Emergency Services

NU3993 - Research, Quality and Audit

- Supportive Operational Units
- Emergency Operation Control Centres
- Allied Health Teams
- Allied Emergency Services

NU3994 - Practice Project

- Supportive Operational Units
- Emergency Operation Control Centres
- Allied Health Teams
- Allied Emergency Services

Cause for Concern Process

A robust Cause for Concern process is available to students. Raising communications about a "Cause for Concern" is to be viewed as a **positive and supportive** procedure for both the Practice Placement Educator and the student in an area where the primary focus of support will be by members of the Practice Team. These processes provide a useful mechanism for:

- the Practice Placement Educator to raise concern(s) about the student, and
- the student to raise concern(s) about any aspect of their placement learning.

Examples of concerns raised by Practice Placement Educators about students include issues relating to care management, e.g. difficulty in prioritising work load, poor delegation skills and issues relating to professional and ethical practice, e.g. poor attitude, lack of attention to detail, lack of interest and motivation, poor attendance, etc.

Examples of concerns raised by students about their placement include issues relating to mentorship, e.g. difficulties in Practice Placement Educator/student relationship, lack of time spent being supervised by Practice Placement Educator,

deficiencies in the application of the clinical assessment process and issues relating to practice, e.g. witnessing examples of poor practice, lack of learning opportunities.

Please refer to the Cause for Concern flow chart for a step by step guide through these processes. The flow chart can be accessed on the practice education web pages:  <https://www.rgu.ac.uk/file/cause-for-concern-flowchart-pdf-49kb>

Reasonable Adjustments

If a student requires additional support in the form of reasonable adjustments for practice, RGU and ORMS have strong support mechanisms to support such a student. All staff have a responsibility to ensure that they fulfil their duty to make anticipatory adjustments to teaching, learning and assessment practices and promote positive attitudes towards students with a disability, both in theory and in practice.

If you have any form of disability, e.g. dyslexia, sight or hearing difficulties, please discuss this with your module leader to ensure all necessary measures are taken to accommodate you in completing your coursework.

Assessment submission

The purpose of this information is to offer guidelines on the submission process for any coursework which you are required to complete for your course. Within the course you will undertake a variety of theoretical written assessments, practical assessments and assessment of performance within the clinical practice.

Each module will have a module lead and a deputy who will guide you on the specifics relating to your module.

All resubmissions need to be approved by the Assessment Board. Therefore, normally dates for any resubmissions will be given to you following the relevant Boards.

At the start of each module you will be informed of your submission date/s. The process for this should be clarified with your Academic Tutor/Module Lead. Please ensure that you make a note of the submission dates as it is advisable that you contact your specified Academic Tutor for assistance with your assignment work.

Coursework should be submitted by 12 noon on the date stated by the Module Lead, either as a hard copy to the relevant administrator or online, using a drop box in CampusMoodle or through Turnitin UK. You will be informed of which submission format you are required to use for each module within the relevant module handbook.

You are required to keep a copy of your assignment as you may be asked to produce this at a later date. The coursework must include a cover page that includes a signed declaration of your own work. A template for this will be included on CampusMoodle. In identified modules you will also be requested to submit your work through Turnitin, a tool to prevent the occurrence of plagiarism.

It is recommended that your coursework is word processed and double spaced, using either Arial or Verdana script in font size 12, and should be printed single sided.

Postal Submission

Should you require to submit your coursework by post, it must be posted **no later than the specified date of submission**. It is your responsibility to ensure your coursework reaches the recipient. **You are therefore strongly advised to keep a copy of the work AND to ensure that you receive proof of postage as you may be asked to produce this at a later date.**

Return of Coursework

To ensure consistency of practice, all written summative assessment materials will be retained for a minimum of 20 working days from the date of the relevant Assessment Board. After this date the assessment materials will be disposed of.

Should you wish to receive your assessment materials back, you must notify your Module Lead and arrange for collection of the material. Your work may be submitted and marked electronically through *Grademark*, a facility of *Turnitin*.

Examination scripts and dissertations must be kept within the School and will not be returned. Practice based modules will automatically be returned to you after the 20 working day period.

Resubmission

You will normally be expected to successfully complete each module before progressing to the next. For each module there may be further opportunities for resubmission.

Extenuating Circumstances

Extenuating circumstances are **exceptional, serious, acute and unforeseen problems or events** which genuinely affect your performance in your assessments or your ability to complete coursework on time, and which are outwith your control. Undertaking more than one module at the same time is NOT considered as extenuating circumstances.

In the normal course of life you may occasionally experience minor illness, unexpected or adverse events which coincide with the preparation of coursework assignments or examinations. It is essential to recognise that these are part of normal life experience and that it is expected that some difficult circumstances have to be managed in addition to your studies. Such circumstances do not in themselves excuse failure or a poor performance.

You are expected to manage and organise your learning, coursework assignments and revision in a way that anticipates that events will not always run smoothly.

However, it is important that you keep an academic member of staff fully informed of any difficulties **at the time at which they occur**. With early warning of a problem, it may be possible for your School or Department to provide support, which will make a claim of extenuating circumstances unnecessary.

The two relevant forms are as follows:

- Coursework Extension Form, which is used to request an extension to a coursework submission date.
- Extenuating Circumstances Claim Form, which is used to inform the Assessment Board about any matter that has affected your assessment performance.

These forms are accessible from:

 www.rgu.ac.uk/academicregulationsstudentforms

How am I doing?

Regular practice based reviews take place between you and your PPEd. These will look at your progress based on portfolio evidence. There is also a regular consolidation between you, link tutor and/or the PPEd, and the ORMS tutor.

During the taught (attendance) aspects of the course, portfolio reviews are undertaken along with a tutorial to discuss progress, portfolios and the content of assessed work. During these meetings, you will be able to consolidate your learning, raise any issues, learn about your progress to date and your expected outcomes based on your performance on the course so far. Students are also able to schedule face to face or online video meetings with tutors by arrangement.

Aegrotat, Posthumous and Honorary Awards

This course does not allow the presenting of Aegrotat, Posthumous or Honorary Awards.

Assessment Boards

Assessment Boards (sometimes referred to as Examination Boards) are an important part of the University Administration and Quality Assurance system. An Assessment Board is required for every credit-bearing course and must meet at least once annually; the Professional Development Assessment Board meets three times a year.

Assessment Boards are normally composed of members of academic or clinical staff who are involved in delivering and assessing the course and external examiners, who are appointed for a fixed term to review assessed work and other aspects of the course, as well as other Board members with a responsibility or interest in the course.

At meetings of Assessment Boards students' work and progress are reviewed and ratified, i.e. confirmed. Examples are:

- If a piece of work has been submitted by you and marked by the internal assessor(s), you may initially be given a provisional grade which will be confirmed (or may be changed) at the Assessment Board.
- You may have completed (and passed) all the required work for the course, and the Assessment Board will confirm this and recommend that you be granted the award associated with the course (e.g. certificate, diploma or degree). Your overall performance will also be scrutinised and, if applicable, the level of the award will be determined. Full details of this can be found within Academic Regulations.

- All resubmissions are approved by the Assessment Board. Therefore, normally dates for any resubmissions will be given to you following the relevant boards.

Assessment Boards are important, and your Module Lead should inform you when they are taking place.

Students will normally be able to access their Assessment Board e-transcript via RGyoU (Student Portal - <https://you.rgu.ac.uk/>) 3 working days following the date of the Assessment Board.

External Examiners

External Examiners are appointed for a fixed term to impartially and independently review assessed work and other aspects of the course/module. Their role is crucial for the assurance of quality and academic standards in all assessments that contribute to the award of academic credit.

External examiners must be appropriately experienced and qualified and registered with the HCPC as a Paramedic.

External Examiner's details (name, position, institution/organisation) to be inserted here.

It should be noted that students **must not** make direct contact with External Examiners. External Examiners are required to inform the University of any contact made by a student; this will be dealt with as misconduct.

All students can request to see a full *External Examiner Annual Report* (with the exception of confidential reports) for their course of study. Students are required to give prior notice to the School to enable access – with supervision – to be arranged at a mutually agreeable time and place.

Academic Regulations

The University's Academic Regulations apply to all educational provision offered by the University which bears academic credit and detail procedures covering aspects of your experience such as student conduct, appeals and assessment.

Your attention is drawn to the following page:  [Academic Honesty @ RGU](#) which provides guidance on completing your work with honesty and integrity.

The Regulations are available in full via RGyoU under the 'My Results' tab or the following link:  www.rgu.ac.uk/academicregulations

Complaints Handling Procedure

ORMS has a complaints procedure which can be accessed at:

 <http://orms247.co.uk/policies>

Confidentiality

It is expected that students will draw upon their clinical experiences whilst participating in academic and practice learning discussions; practice based assessments and formative and summative academic assignment work. This enables clear links to be made between theory and practice.

Direction and guidance on the confidentiality and appropriate use of data in National Health (NHS) settings, including rationale for access to patient data, is offered by the Caldicott Committee (1997), the Data Protection Act (1998), the

Nursing and Midwifery Council (2008), the Health Care Professions Council (2014) and other professional bodies.

Students must be aware of their responsibility and demonstrate their ability to hold in confidence any personal information that becomes known during any aspect of a course of study provided by ORMS. This right to confidentiality extends to clients, peers, colleagues and employers. Where any personal information is disclosed for professional, academic or other purposes, the anonymity of the individual client; peer, colleague or employing organisation should be ensured. This may be achieved through the use of pseudonyms or codes.

Students must be aware that their clinical practice should ensure the highest standards of ethical practice. Essentially, this means not involving patients or clients in any way other than to provide their identified health care needs. Any data or records submitted as part of academic work or utilised during written, electronic or verbal discussions or presentations in health care learning environments and/or classroom settings must ensure anonymity.

Confidentiality and anonymity in the content of any assignment must be demonstrated at all times in accordance with the HCPC; therefore, the following points should be taken into account:

- Actual names of patients/clients or staff cannot be included in the text. Names can be changed, but a statement to that effect must appear in the introduction to the work.
- Actual clinical areas cannot be identifiable from the description given. Terms which could be used for example are, 'a medical ward' or 'unit for the elderly'.

Students are reminded that activities that involve conducting research will require prior approval by RGU/ORMS, through the School (of Nursing and Midwifery) Ethics Review Committee (SERC). Research and activities that may be construed as research that involve NHS patients, data relating to patients and the use of NHS resources including staff require approval by the NHS Trust through their Local Research Ethics Committee.

RGU/ORMS has a responsibility to ensure that the demands of the Caldicott Committee (1997), the Data Protection Act (1998) and other professional guidelines are met. Therefore, work that does not observe the requirement to maintain confidentiality, anonymity and obtain ethical approval, where necessary, will not be supported. If work that is submitted does not meet these criteria, the markers will be unable to continue to scrutinise it and a mark of 1% will be awarded.

Students who wish to raise concerns about ethical issues and confidentiality in practice learning environments are advised to refer to the documents identified in the references and raise any concerns with a member of the ORMS staff or instructing staff.

Data Protection Act (1998)

Students are reminded that they have a responsibility and liability if they process personal data. Therefore, all students must abide by the eight principles of the Data Protection Act (1998), and ensure that all personal data, whether it be on paper or computerised material, is used only for the purposes for which it was collated, kept in a confidential manner and disclosed only to those who have a

right to access such information. It should also be securely destroyed when it is no longer required.

The eight principles of data protection are:

1. Personal data shall be processed fairly and lawfully.
2. Personal data shall be obtained only for one or more specified and lawful purposes and shall not be further processed in any manner incompatible with that purpose or those purposes.
3. Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are purposes.
4. Personal data shall be accurate and where necessary kept up to date.
5. Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or purposes.
6. Personal data shall be processed in accordance with the rights of data subject to the Data Protection Act.
7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
8. Data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

Please note that there are additional demands for students using personal data for research purposes. These will need to be adhered if writing research proposals.

Plagiarism

Plagiarism is the practice of presenting the thoughts, writings or work of others as original, without acknowledgement of their source(s). All material used to support a piece of work, whether a printed publication or from electronic media, should be appropriately identified and referenced and should not normally be copied directly unless as an acknowledged quote. Text translated into the words of an individual student should in all cases acknowledge the source.

If you are new to studying and the completion of assignment work, please ensure you seek academic guidance to ensure you fully understand what is required.

For assistance with citing and referencing literature, please access the library guidelines which are available at:

💻 <http://www.rgu.ac.uk/current-students/library/library-home>

To support you in avoiding plagiarism, you will be requested to generate an 'originality' report in all theoretical modules that do not involve an invigilated exam. Turnitin will be used for this process. If your work is not processed through Turnitin, it **will be classed as a non-submission**.

Specific details will be provided to you in the relevant modules.

ⓘ Additional information

Guidance about TurnitinUK: Plagiarism Detection Service can be accessed at:

💻 <http://campusmoodle.rgu.ac.uk/course/view.php?id=151>

OR CampusMoodle, click Student Links, click Turnitin Plagiarism Service.

Standards of Conduct, Performance and Ethics

As successful completion of Stage 2 of the course allows you to apply for registration as a paramedic with the HCPC, and Stage 3 will be undertaken as a registrant paramedic, your attention is also drawn to the following documents;

HCPC Guidance on conduct and ethics for students:

<http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

HCPC Standards of conduct, performance and ethics:

<http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/index.asp>

ORMS and RGU acknowledge the personal and professional standards espoused within these documents and will consider taking appropriate action against a student who is suspected of acting in contravention to the standards laid out in these documents, even if the act falls outside of stated ORMS or University policy specifications. This measure is to protect the professional reputation of ORMS the University and of the profession and, ultimately, to protect the public.

Course and Module Evaluation

Every course and each of its modules have mechanisms for both formal and informal feedback from students. This is an important means of allowing the University/ORMS and the practice placement areas to maintain and develop the educational experience of students. To do this, you will be asked to complete evaluation forms, and it is important that you try and give as objective a view as possible about the strengths and weaknesses of your learning experience.

For further details, please access the Student Representation and Partnership page:

 <http://www.rgu.ac.uk/staff-and-current-students/student-representation-and-partnership>

Staff/Student Liaison Meetings

Another means of student representation is through the Staff/Student Liaison Committee. The discussions of the Staff/Student Liaison Committee must be considered and acted upon by the Course/Programme Management team. Any further action requiring a higher authority is considered by the School Academic Board. Staff/Student liaison for your course will be held on any attendance days at the University or via CampusMoodle. There will also be the opportunity to elect class representatives to collate the views of your cohort and feed into the relevant forums. This allows for all students, regardless of stage or location, to participate in these meetings.

Further details about student involvement can be found at:

 <http://www.rgu.ac.uk/staff-and-current-students/student-representation-and-partnership>

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