Module Descriptor

Title	Scotstar - Major Incident Management		
Session	2026/27	**Status**	Published
Code	PARA11001	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Scott MacKenzie		

Summary of Module

This CPD module aims to provide training in the basic framework, language, organisation and structure for management of prehospital major incidents to develop, clinicians who would undertake the role of Tactical Medical Advisor.

This module provides opportunities for continuous professional development and revalidation as part of a 5 year cycle for a range of healthcare professionals; including Doctors, Nurses, Paramedics, Advanced Practitioners, Critical Care Practitioners, and others in related fields.

Through the use of taught theory, immersive simulation, tabletop and a simulated large scale exercise, participants will learn how to perform as part of medical teams in the advisory / officer roles within prehospital major incident - namely, Medical Incident Officer, managing the triage and treatment of patients in Casualty Clearing Stations, and additional training and considerations in operating in forward areas in major incidents.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically apply the specialist knowledge of framework, language, organisation and structure for management of prehospital major incidents.
L2	Understand the role of the Tactical Medical Advisor and other specialist Officer roles in Major Incident management.
L3	Demonstrate a critical understanding of the principles of professional autonomy, JESIP, communication, teamworking, and delegation within the context of major incidents.
L4	Apply the principles of Major Incident Management in simulated and tabletop Major Incident excercises.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** A critical understanding of the principal theories, concepts and principles of Major Incident Management. A critical understanding of a range of specialised theories, concepts and principles within the context of Major Incident Management and Multi-agency working. Extensive, detailed and critical knowledge and understanding of the role of specialist Officers within the context of Major Incidents based upon latest evidence-based practice. A critical awareness of current issues in Major Incident Management including learning from real-life incident response, FAIs, and debriefs.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply a significant range of specialist technical and non-technical skills, techniques, practices within the context of major incident management. Utilise a range of specialised skills, techniques, practices and/or materials that are informed by latest evidence-based practice. Creatively apply problem-solving and decision-making techniques within complex and complicated incident management scenarios. Demonstrate a wide range of technical and non-technical skills within the unpredicatable context of Major Incident Management.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to contemporary issues, in the international landscape of Major Incident management. Identify, conceptualise and define new and abstract problems and issues.

	Develop original and creative responses to problems and issues encountered within clinical practice. Critically review, consolidate and extend knowledge, skills, practices and thinking in Major Incident Management. Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate, using appropriate methods such as JESIP priniples to a range of multiprofessional partners with different levels of knowledge/expertise. Communicate with peers, more senior colleagues and specialists within unpredicatable environments. Use a wide range of ICT technologies to support intra-professional communication, decsion-making, discharge, and transfer of patients. Critically evaluate a wide range of numerical and graphical clinical data, making appropriate decisions.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial autonomy and initiative in the professional management of a Major Incident. Take responsibility for own work and responsibility for the delegated work of others. Take significant responsibility for a range of resources. Work in a collaborative relationship with a range specialist practitioners across multiple disciplines. Demonstrate leadership and/or initiative and make an identifiable contribution to the management of Major Incidents. Critically reflect upon on own and others' roles and contributions within the context of Major Incidents. Manage complex ethical and professional issues and make informed judgements on issues related to Major Incident Management including resource allocation, triage priorites, and dealing with expected death.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Through the use of taught theory, immersive simulation, tabletop and a simulated large scale exercise, participants will learn how to perform as part of medical teams in the advisory / officer roles within prehospital major incident - namely, Medical Incident Officer, managing the triage and treatment of patients in Casualty Clearing Stations, and additional training and considerations in operating in forward areas in major incidents.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Laboratory / Practical Demonstration / Workshop	6
Asynchronous Class Activity	24
Independent Study	158
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

ALSG (2022) Major Incident Medical Management and Support: The practical appraoch at the scene, 4th Edition. John Wiley & Sons (Wiley-Blackwell)

Seligman, W., Ganatre, S., Parker, T., Masud, S., (2017) Pre-hospital Emergency Medicine at a Glance, Wiley-Blackwell

UKHSA (2025) Guidance: Emergency preparedness, resilience and response cocept of operations. UK Health Security Agency. https://www.gov.uk/government/publications/emergency-preparedness-resilience-and-response-concept-of-operations/emergency-preparedness-resilience-and-response-concept-of-operations

JESIP (2024) Joint Doctrine: The Interoperability Framework. Version 3.1. https://www.jesip.org.uk/downloads/joint-doctrine-guide/

World Health Organization (2007). Mass casualty management systems : strategies and guidelines for building health sector capacity. World Health Organization. https://iris.who.int/items/2281c19a-731c-4dad-997c-f90ad79c81e2

FPHC (2019) Foundation Material for Immediate Care. Faculty of Prehospital Care: Royal College of Surgeons of Edinburgh

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, *Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.*

For the purposes of this module, academic engagement equates to the following:

Students are expected to attend 100% of taught and online sessions completing all assigned asynchronous content and coursework. Students who fail to achieve a minimum of 80% attendance will not be eligible for assessment.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Health
Moderator	William Hendry
External Examiner	P Burke
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A portfolio of short reflections on previous experiences or a reflection upon the role within tabletop/practical exercise.
Assessment 2
A practical assessment of the students clinical, leadership, and management skills during a mass casualty incident. Students will be assessed again a recognised Clinical Human Factors and Leadership framework.
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☒	☐	☐	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Objective Structured Clinical Examinations (OSCEs)	☐	☐	☐	☒	☐	40	2

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	**When**	**Who**