

Session: 2022/23

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Title of Module: Paramedic Science: Principles & Practice			
Code: PARA07001	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Kristopher McLean		
Summary of Module			
<p>This Paramedic learner specific module combines interactive clinical skills, lectures, tutorials and workshops.</p> <p>It will provide learners with an understanding of the profession, its regulatory and professional bodies, relevant contemporary legislation and policies, as well as knowledge of the key principles that underpin paramedic practice. It will also provide an opportunity to be introduced to a range of communication and clinical skills relevant to the profession.</p> <p>Skills development will focus on those required to deliver fundamental care (including health and safety; infection, prevention and control; basic life support; manual handling; communication; pharmacological intervention and administration) and support patient assessment (structured physical examination; appropriate diagnostic testing; clinical history taking.) The teaching and learning associated with this will be encompassed across a range of settings, including classroom, clinical simulation and practice settings.</p> <p>The module includes up to 560 hours ambulance and non-ambulance practice based education experiences, and supports the student to continue development of the knowledge, skills and understanding required of a Paramedic, and to demonstrate ongoing achievement of standards of proficiency. Practice Based Education experiences will be within Lanarkshire, Ayrshire & Arran or Dumfries & Galloway.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3	✓	

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Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Describe the theory and science that underpins Paramedic practice.</p> <p>L2. Recognise the legal, ethical, professional and personal frameworks which are relevant to contemporary Paramedic practice, including confidentiality.</p> <p>L3. Understand relevant health and safety legislation and protocols to ensure the safety of service users, colleagues, carers and the public.</p> <p>L4. Demonstrate a range of clinical skills and interventions, appropriate to the level of Dependent practice with peers, colleagues, service users, carers and the public to promote safe and effective practice.</p> <p>L5. Demonstrate evidence of ongoing achievement of professional standards and proficiencies.</p>	
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 Level 7. A range of strategies and approaches that facilitate learning, including an understanding of the concept of critical thinking. Understanding the theory and practice which underpins Paramedic practice.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Reflecting on personal experience and identifying learning needs within the context of given situations. Implementing strategies designed to address the demands of the modules in the programme and meet their learning needs Understanding how knowledge from evidence links to practice development. Understanding the link between professionalism and graduateness.
Generic Cognitive skills	SCQF Level 7. Beginning to develop a problem-solving approach to learning. Developing a questioning approach to the appraisal of evidence.
Communication, ICT and Numeracy Skills	SCQF Level 7. Communicating effectively and appropriately in speech and writing, including electronic reports. Demonstrating key skills in numeracy and literacy.

	Developing digital literacy and IT skills to support learning and professional practice.	
Autonomy, Accountability and Working with others	SCQF Level 7. Taking responsibility for identifying and addressing personal learning goals using available resources. Recognising the importance of, responsibility, and accountability, associated with being an effective team member. Accepting and providing constructive feedback to promote learning in self and others.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
<p>Teaching on this module combines interactive clinical skills, lectures, tutorial and workshops, to support students to develop knowledge skills and understanding of the fundamental skills associated with paramedic practice across a range of settings, including classroom, clinical simulation and practice settings.</p> <p>The module will adopt a small group/ tutorial based approach whereby students are encouraged to work in small groups to develop their skills facilitated by the use of self, peer and professional review. Students will be encouraged to identify and address their own learning needs, appropriate to that of the level of dependent practice, making use of the range of supports that are available, both within the programme and in the wider University.</p> <p>The learning and teaching strategies on this module contribute to the development of UWS graduate attributes:</p> <ul style="list-style-type: none"> • Universal: Inquiring, ethically minded, research-minded • Work-ready: Knowledgeable, motivated, Problem-Solver • Successful: Creative, driven, Resilient <p>Module hours exceed the normal as the module includes a practice based education component. Placement hours indicated are a maximum</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	10
Laboratory/Practical Demonstration/Workshop	40
Asynchronous Class Activity	40
Independent Study	110

Work Based Learning/Placement	560
	760 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Blaber, A.; Harris, G. (2016) Assessment Skills for Paramedics. 2nd Edition. Milton Keynes: Open University Press.</p> <p>Gregory, P.; Mursell, I. (2010) Manual of Clinical Paramedic Procedures. Oxford: Wiley-Blackwell</p> <p>Association of Ambulance Chief Executives; Joint Royal Colleges Ambulance Liaison Committee. (2019) JRCALC Clinical Guidelines 2019. Bridgewater: Class Professional Publishing.</p> <p>Class Professional Publishing (2021) JRCALC Plus App inc. SAS Guidelines v1.2.17 [Mobile Application Software]</p> <p>Till, C.(2021) Clinical ECGs in Paramedic Practice. Bridgewater: Class Professional Publishing</p> <p>Rutherford, G. (2020) Human factors in Paramedic Practice. Bridgewater: Class professional Publishing</p>	
(**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)	
Engagement Requirements	
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>Attendance at synchronous sessions (skills sessions, module tutorials and supervisor meetings/tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module. This module requires you to attend the placement provider 560 hours which normally equates to 5 working day/week for 14 weeks</p>	

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Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Nicola Love

External Examiner	M Willis
Accreditation Details	HCPC
Version Number	2.02

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Assessment: (also refer to Assessment Outcomes Grids below)
<p>Observed Structured Clinical Examination (100%) Application of Technical and Non-Technical skills and Demonstration of Knowledge and Understanding of the theoretical principles underpinning Paramedic practice.</p> <p>The OSCE comprises of multiple stations where the learner is required to demonstrate skills and/or undertake an appropriate assessment and management of a simulated patient to the level of DEPENDANT. An examiner will question the learner on the skills demonstrated or the scenario encountered to assess the learners underpinning knowledge and understanding of the theory and science related to Paramedic Practice.</p>
<p>Practice Assessment Document (0%) Satisfactory completion of the Elements of Practice, Learning Contracts, and Reflections on Practice within the Practice Assessment Document (PAD) demonstrate an ongoing achievement of knowledge and skills contributing to the HCPC (2014) Standards of Proficiency for Paramedics.</p> <p>This is assessed in the Practice Based Education Experience setting by an approved Practice Educator and signed off by the Programme Leader.</p> <p>This is a PASS/FAIL component that must be passed. In this Level 7 module 75% of the Elements of Practice must be successfully demonstrated at DEPENDANT level in order to PASS. Where the learner fails to achieve this, a Development Action Plan will be co-developed with the learner to support the development of their knowledge and skills to meet the required standard.</p>
<p>(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 Handbook.)</p>

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Objective Structured Clinical Examinations (OSCEs)	✓	✓	✓	✓	✓	100	1.5
Component 2							

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	✓	✓	0	0
Combined Total For All Components						100%	1.5 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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. Completion of this module requires the student to participate in an extended placement with a placement provider which will include physical and clinical activities in order to demonstrate ongoing development to meet the HCPC (2014) Standards of Proficiency. This requires Occupational Health assessment prior to entry to the programme and regular self-declaration of fitness to practice. Placements on this module will require the student to obtain a satisfactory Disclosure Scotland report before they can be assigned a placement.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)