Module Descriptor

Title	Paramedic Science: Principles & Practice		
Session	2026/27	**Status**	Published
Code	PARA07001	**SCQF Level**	7
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Health and Life Sciences**		
Module Co-ordinator	Jennifer Croft		

Summary of Module

This Paramedic learner specific module combines interactive clinical skills, lectures, tutorials and workshops.

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.

Skills development will focus on those required to deliver fundamental care (including health and safety; inflection, 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 workshop settings.

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	Describe the theory and science that underpins Paramedic practice.
L2	Recognise the legal, ethical, professional and personal frameworks which are relevant to contemporary Paramedic practice, including confidentiality.
L3	Understand relevant health and safety legislation and protocols to ensure the safety of service users, colleagues, carers and the public.
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.
L5	Demonstrate evidence of ongoing development of professional standards and proficiencies.

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 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 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 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 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	**SCQF 7**

and Working with Others	Taking responsibility for identifying and addressing personal learning goals using available resources.

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.

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 workshop settings.

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.

The learning and teaching strategies on this module contribute to the development of UWS graduate attributes:

Universal: Inquiring, ethically minded, research-minded

Work-ready: Knowledgeable, motivated, Problem-Solver

Successful: Creative, driven, Resilient

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	7
Laboratory / Practical Demonstration / Workshop	62
Asynchronous Class Activity	27
Independent Study	304
n/a	
n/a	
TOTAL	400

Indicative Resources

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

Cobb, H. (2022) Study Skills for Paramedics. Elsevier: Amsterdam

Association of Ambulance Chief Executives (2022) JRCALC Plus [Digital App]. Online.

Pilbery (2019) Ambulance Care Practice. Class Professional Publishing: Bridgwater

Pilbery & Lethbridge (2022) Ambulance Care Clinical Skills. Class Professional Publishing: Bridgwater

NAEMT (2020) PHTLS: Prehospital trauma life support. Jones & Bartlett Learning: Burlington

Till (2021) Clinical ECGs in Paramedic Practice. Class Professional Publishing: Bridgwater

Mansfield (2018) Emergency Birth in the Community. Class Professional Publishing: Bridgwater

Rutherford (2022) Human factors in paramedic Practice. Class Professional Publishing. Bridgwater

Scottish ambulance Service (2021) Clinical Decision Making Framework 2022. Scottish Ambulance Service.

(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 module sessions and complete all assigned asynchronous content. 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	Scott MacKenzie
External Examiner	P Burke
Accreditation Details	HCPC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Objective Structured Clinical Examination (100%) Application of Technical and Non-Technical skills and Demonstration of Knowledge and Understanding of the theoretical principles underpinning Paramedic practice. 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.
Assessment 2
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**
Objective Structured Clinical Examinations (OSCEs)	☒	☒	☒	☒	☒	100	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

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