



Module Descriptor

Title	Fundamentals of Paramedic Practice		
Session	2025/26	Status	Published
Code	PARA07006	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Laurence Stipetic		
Summary of Module			
<p>This module introduces the Paramedic Learner to the concept of developing their professional identity as a Paramedic, reflecting upon their role and the concept of professional practice.</p> <p>Key concepts of Law, Ethics and professional regulation are explored in the context of providing person-centred, holistic care and self-aware reflective practice. Biological, behavioural, cognitive, humanistic and socio-cultural models of mental health will be examined.</p> <p>Psychological and sociological factors influencing the development of self and society and its impact upon physical and mental health are explored encouraging the learner to study the individual and communities both subjectively through reflection and narrative as well as objectively through examination of data.</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> 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	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Outline the main sociological and psychological theories in relation to the understanding of human development and mental well being
L2	Demonstrate foundational knowledge of mental health and illness based on relevant theories
L3	Demonstrate a knowledge and understanding of the law, ethics and professional regulation as applied to Paramedic Practice
L4	Demonstrate understanding of the demands and impacts of professional practice on self and sources of support to manage development and resilience
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 7 Understanding the development of psychology and sociology as disciplines Understand different models and approaches used to explore human behaviour (behavioural, cognitive, psychodynamic, humanistic models) Developing psychology including social, emotional and personality development Understanding sociological concepts including social stratification, role theory, deviance and stigma
Practice: Applied Knowledge and Understanding	SCQF 7 Applying key sociological and psychological theories to an understanding of one's own identity and personality development Developing self-awareness and reflective skills to enhance personal development Demonstrating empathic responses to promote therapeutic relationships and the therapeutic use of self
Generic Cognitive skills	SCQF 7 Developing skills of self-awareness and reflection to clarify personal values and beliefs that may affect care Developing self-confidence and self-awareness of strengths to be able to enhance the therapeutic relationship
Communication, ICT and Numeracy Skills	SCQF 7 Presenting and evaluating the information and ideas discussed within the module to a variety of audiences and in a range of settings

Autonomy, Accountability and Working with Others	SCQF 7 Exercising autonomy, initiative and accountability in relation to personal and professional development Take responsibility for the evaluation of the work of self and others in defined areas of work and provide constructive feedback to colleagues Demonstrating knowledge of a range of professional, ethical and legal considerations which inform professional practice Work collaboratively and co-operatively with a range of people to examine self and others.
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>A variety of learning and teaching methods will be used to facilitate achievement of the learning outcomes. Recorded lectures introduce students to key concepts and open up key areas for further exploration and development. Learning is enhanced through the use of self-reflection, peer evaluation and role rehearsal supported by simulation technology where appropriate. Extensive and structured e-learning activities will enable students to prepare for practice and develop their critical understanding. Group work will be an important aspect of the workshops where paramedic students will work together in a safe and supported environment to rehearse the skills required of this specific professional group.</p> <p>In addition, students will be required to carry out independent learning within this module</p> <p>The learning and teaching strategies on this module contribute to the development of UWS Graduate Attributes:</p> <p>Universal – Ethically minded, Research minded, Collaborative</p> <p>Work Ready – Knowledgeable, Motivated</p> <p>Successful – Creative, Driven</p>	
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	8
Tutorial / Synchronous Support Activity	16
Asynchronous Class Activity	12
Personal Development Plan	10
Independent Study	154
n/a	
TOTAL	200

Indicative Resources

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

Blaber, A., 2018. Blaber's Foundations for Paramedic Practice: a Theoretical Perspective: A theoretical perspective. McGraw-Hill Education (UK).

Eaton, G. ed., 2023. Law and Ethics for Paramedics: An Essential Guide. Class Professional Publishing.

McCormack, B., McCance, T., Bulley, C., Brown, D., McMillan, A. and Martin, S. eds., 2021. Fundamentals of person-centred healthcare practice. John Wiley & Sons.

HCPC (2018) Standards of Conduct, Performance and Ethics [ONLINE]
<https://www.hcpcuk.org/standards/standards-of-conduct-performance-and-ethics/>

(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

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

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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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded

Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Julie McLaren
External Examiner	M Willis
Accreditation Details	HCPC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.03

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group presentation on a topic or concept from the module - outlining its relevance to Paramedic Practice
Assessment 2
Reflective account based upon a practice based education experience
Assessment 3
<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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	0.5

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Combined total for all components	100%	0.5 hours
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Change Control

What	When	Who
Module Co-ordinator	August 2023	Julie McLaren