Module Descriptor

Title	Fundamentals of Paramedic Practice		
Session	2026/27	**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

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.

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.

Psychological and sociological factors infuencing 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.

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	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.

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. A variety of learning and teaching methods will be used to facilitate achievment 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. In addition, students will be required to carry out independent learning within this module The learning and teaching strategies on this module contribute to the development of UWS Graduate Attributes: Universal – Ethically minded, Research minded, Collaborative Work Ready – Knowledgeable, Motivated Successful – Creative, Driven	
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
Personal Development Plan	10
Asynchronous Class Activity	12
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 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:** 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	Julie McLaren
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
Group presentation on a topic or concept from the module - outlining its relevance to Paramedic Practice.
Assessment 2
Reflective account based upon a pratice based education experience.
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**
Presentation	☒	☒	☒	☐	☐	40	0.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☒	☒	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Combined total for all components	100%	0.5 hours

Change Control

What	When	Who
Module Co-ordinator	August 2023	Julie McLaren