

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Proposal

Title of Module: Introduction to Practice Education

Code:	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Jennifer Croft		

Summary of Module

This Paramedic learner module introduces the student to practice education in a variety of clinical settings. This is achieved through a series of introductory lectures, tutorials and workshops and through interaction with guest speakers and service users. This module lays the foundation for the development of a professional identity as a Paramedic Learner and reinforces the value of reflection and experiential learning.

The module includes up to 160 hours ambulance and non-ambulance practice based education experiences, and supports the student to develop the knowledge, skills and understanding required of a Paramedic, and begin their development towards achieving the HCPC Standards of Proficiency. Practice Based Education experiences will be within the Scottish Ambulance Service, Lanarkshire, Ayrshire & Arran or Dumfries & Galloway.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		

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.

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

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.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)

On successful completion of this module the student will be able to:

- L1. Understand the roles and responsibilities of multidisciplinary team in patient centred care.
- L2. Apply in practice a range of technical and non-technical skills in line with a defined scope of practice.
- L3. Demonstrate ongoing development towards achievement of the Standards of Proficiency in paramedic practice.
- L4. Understand the importance of reflective practice in personal and professional development.

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. Develop a knowledge and understanding of reflective practice and its application in continual professional development. Understand the variety of roles and responsibilities within the multidisciplinary team, seeking advice and support where appropriate.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Apply in the practice education setting basic clinical observations and history taking. The principles and practice of manual handling in routine and emergency clinical care.
Generic Cognitive skills	SCQF Level 7. Reflect upon experiences in the clinical environment and reflect upon them for personal and professional growth.
Communication, ICT and Numeracy Skills	SCQF Level 7. Verbal and written communication with the multi-disciplinary team, service users and carers. Confidentiality and data protection of written and electronic records.
Autonomy, Accountability and Working with others	SCQF Level 7. Participate in clinical care, carrying out tasks under direction from assigned Practice educators or clinical leaders. Working within the assigned scope of practice, recognising own limits and the need

to act ethically and responsibly.
Apply the principles of patient centred care.

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.

Learning and Teaching

This is a practice education module. Throughout their placements in the Scottish Ambulance Service, Lanarkshire, Dumfries & Galloway, and Ayrshire & Arran, students will be supported in practice by a range of health and social care professionals.

They will be involved in all aspects of patient care to understand the patient journey through health care and the multi-professional team involved in providing patient centred care.

Students will be involved in the evaluation of placements and case based reflection upon their practice through the development of their learning contracts with practice Educators.

Learning Activities	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Practice Based Learning	160
Lecture/Core Content Delivery	8
Tutorial/Synchronous Support Activity	8
Independent Study	24
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

(**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

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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
A minimum of 80% attendance in each practice based education experience is required to meet the threshold for assessment.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	Yes
Subject Panel	Health L7-9
Moderator	Maddy Polonceaux
External Examiner	M Willis.
Accreditation Details	Health & Care Professions Council
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Practice Assessment Document (100%)

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 (2022) Standards of Proficiency for Paramedics.

This is assessed in the Practice Based Education Experience setting by an approved Practice Educator and signed off by the Module Coordinator.

A minimum of 80% attendance in each practice based education experience is required to meet the threshold for assessment.

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

This is a PASS/FAIL assessment.

(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.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	✓	✓	✓	✓	100	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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

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)