Module Descriptor

Title	Paramedic Palcements 1		
Session	2026/27	**Status**	Published
Code	PARA07008	**SCQF Level**	7
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Jennifer Croft		

Summary of Module

This paramedic learner module continues the development of the student in practice education in a variety of clinical settings. Learners will work alongside experienced practice educators and will be actively involved in a variety of aspects of patient care, demonstrating their knowledge and experience as they work towards achieving the standards of proficiency for paramedics. Learners will have the opportunity to demonstrate their communication, decision making and leadership abilities whilst refining their patient assessment and clinical skills in a supportive environment.

In these practice based education experiences, learners will work under direction to demonstrate the beginning of their learning towards becoming a responsible, independently registered healthcare professional, delivering safe, effective patient-centered care.

This module includes up to 400 hours ambulance and cross-sector based education experiences and supports the student to develop the knowledge, skills and understanding required of a paramedic. practise based educational experiences would not be within the Scottish ambulance service, NHS Lanarkshire, NHS Ayrshire & Arran and NHS Dumfries & Galloway.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☐	☐	☒
Campuses for Module Delivery	☐ Ayr	☒ Lanarkshire	☐ Online / Distance Learning	

[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

	☐ Dumfries		☐ London ☐ Paisley		☐ Other (specify)	
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	Understand the rules and responsibilities of multidisciplinary team and 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 for paramedics.
L4	Understand the importance of reflective practice in personal and professional development.
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** 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 7** Apply in the practice education setting basic clinical observations and history taking. Apply the principles and practice of manual handling in routine and emergency clinical care.
Generic Cognitive skills	**SCQF 7** Reflect upon experiences in the clinical environment for personal and professional growth.
Communication, ICT and Numeracy Skills	**SCQF 7** Verbal and written communication with the multidisciplinary team, service users and their carers.
Autonomy, Accountability and Working with Others	**SCQF 7** Participate in clinical care carrying out tasks under the direction of assigned practice educators or clinical leaders. Work within the assigned scope of practice, recognising own limits and the need to act ethically and responsibly. Apply the principles of patient centred care.

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. This is a practice education module. Throughout their placements in the Scottish Ambulance Service, NHS Lanarkshire, NHS Dumfries and Galloway, and NHS Ayrshire and Arran, students will be supported in practice by a range of health and social care professionals. Students will be involved in the evaluation of placements and case-based reflection upon their practise through the development of their learning contracts and practice educators and in a supported tutorial activity upon return from placement.	
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)
Laboratory / Practical Demonstration / Workshop	3
Work-based Learning	500
Independent Study	10
n/a	
n/a	
n/a	
TOTAL	513

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
Practice Assessment Document. 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 (2023) Standards of Proficiency - Paramedics. This is assessed in the Practice Based Education Experience setting by an approved Practice Educator and signed off by the Programme Leader. A minimum of 80% attendance in each practice based education experience is required to meet the threshold for assessment. A minimum of 75% Elements of Practice must be successfully demonstrated at dependent level. 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.
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**
Portfolio of practical work	☒	☒	☒	☒	☐	100	0

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%	0 hours

Change Control

What	When	Who