Module Descriptor

Title	Advanced Clinical Skills		
Session	2026/27	**Status**	Published
Code	PARA08004	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Lindsey Stubbs		

Summary of Module

Throughout this module, paramedic learners will develop a range of advanced clinical skills related to paramedic practice and explore the underpinning evidence base. It will provide learners with a greater understanding of the profession, its regulatory and professional bodies, and relevant contemporary legislation and polices.

Learners will be continually assessed throughout their group work activities as they demonstrate their competence of the clinical skills, to be evidenced in digital skills workbooks.

Learners will also explore the importance of patient-centred care and consider how to adapt when working with vulnerable patients and those experiencing health inequalities.

Together these elements will provide the paramedic learner with the technical and non-technical knowledge and skills required to deliver safe, effective, person-centred care across the life span and in a range of 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	Demonstrate safe and effective application of clinical skills in paramedic practice.
L2	Demonstrate a critical understanding of the rationale for life saving interventions in paramedic practice.
L3	Utilise a range of evidence-based skills and knowledge to manage medical and traumatic incidents across the lifespan.
L4	
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 8** Knowledge of the rationale and evidence base for advanced clinical interventions in paramedic practice. Understand concepts and terminology related to health inequalities and vulnerable patient groups including those with cognitive impairment, addiction and mental health conditions. Awareness and understanding of research underpinning major trauma care and immediately life-saving interventions.
Practice: Applied Knowledge and Understanding	**SCQF 8** Demonstrate a range of technical and non-technical skills including decision making in the context of providing advanced immediately life-saving interventions in paramedic practice. Demonstrate an application of aseptic technique in the context of prehospital care. Apply the knowledge of health inequalities and vulnerable groups in providing patient centred care. Relate knowledge of anatomy and physiology to the application of advanced clinical skills.
Generic Cognitive skills	**SCQF 8** Perform a critical analysis of patient presentations to inform the decision-making process. Calculate patient trends and assessment scores utilising a range of assessment tools and models.
Communication, ICT and Numeracy Skills	**SCQF 8** Interpret numerical and graphical data to identify patient response to interventions and/or deterioration.

	Understand the utilisation of telemetry systems and remote consultation in the implementation of patient care pathways. Use written and electronic methods to record, store and communicate patient information with consideration to legal and ethical aspects of clinical care.
Autonomy, Accountability and Working with Others	**SCQF 8** Manage resources to deliver safe and effective advanced clinical interventions. Work under supervision and within scope of practice. Lead and manage simulated prehospital advanced life support. Work with others to improve patient outcomes through health promotion and 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. Teaching on this module combines interactive clinical skills, lectures, tutorial and workshops to support learners to develop knowledge and understanding of advanced skills associated with paramedic practice across the lifespan. The module will adopt a small group/tutorial-based approach whereby learners are encouraged to work together to develop their skills, facilitated using self, peer and professional review. Learners will be encouraged to identify and address their own learning needs, appropriate to that of the level of Minimally Supervised 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: Critical thinker, collaborative, socially responsible Work-ready: Knowledgeable, problem-solver, confident Successful: resilient, driven, adaptable.	
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	28
Tutorial / Synchronous Support Activity	15
Laboratory / Practical Demonstration / Workshop	5
Independent Study	152
n/a	

n/a	
TOTAL	200

Indicative Resources

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

Rutherford (2022) Human factors in paramedic practice. Class Professional Publishing. Bridgewater

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

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

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

Pilbery and Lethbridge (2022) Ambulance Care Clinical Skills. Class Professional Publishing: Bridgewater

National Association of Emergency Medical Technicians (2019) PHTLS: Prehospital Trauma Life Support. Ninth Edition. Burlington, Ma: Jones & Bartlett Learning

Gregory and Mursell (2009) Manual of Clinical Paramedic Procedures. Wiley-Blackwell

Class Professional Publishing (2024) JRCALC Plus App V2.5.1(2) inc. SAS Guidelines [Mobile Application Software]

Moini (2019) Anatomy and Physiology for Health Professions. Third Edition. Burlington, Ma: Jones & Bartlett Learning

JESIP (ND) JESIP Working Together – Saving Lives. Joint Emergency Services Interoperability Principles [Mobile Application Software]

National Association of Emergency Medical Technicians (2020) AMLS: Advanced Medical Life Support. Third Edition. Burlington, Ma: Jones & Bartlett Learning

Guy, Willis and Ambrose (2021) Pharmacology for Paramedics. Second Edition. Burlington, Ma: Jones & Bartlett Learning

Story (2020) Pathophysiology: A Practical Approach. Fourth Edition. Burlington, Ma: Jones & Bartlett Learning

Association of Ambulance Chief Executives; Joint Royal Colleges Ambulance Liaison Committee. (2022) JRCALC Clinical Guidelines 2019. Bridgwater: Class Professional Publishing

(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	William Hendry
External Examiner	P Burke
Accreditation Details	HCPC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Workbook (100%) Continuous assessment through a knowledge and skills workbook. Students must demonstrate competence at a series of defined clinical skills and scenarios whilst under observation from the academic team throughout the workshop laboratory sessions. This is a PASS/FAIL assessment requiring 100% of competencies signed off.
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**
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	☒	☒	☒	☐	☐	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**
New module	2024/25	Programme board