**Module Descriptor**

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| **Title** | Paramedic Placements 2 | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | PARA08005 | **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**

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 patient care demonstrating their knowledge and experiences as they work towards achieving the Standards of Proficiency (2022) 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. This module reinforces the knowledge and skills gained in their clinical skills and pathophysiology modules.

In these practice based education experiences, learners will demonstrate the progression of their learning towards becoming responsible, independently registered healthcare professionals delivering safe, effective patient-centered care.

The module includes up to 640 hours of ambulance and Cross-Sector practice based learning experiences and supports the learner to develop the knowledge, skills and understanding of a Paramedic, and further their development towards achieving the HCPC Standards of Proficiency. Practice based education experiences will 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]** |
|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☒ |

[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

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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | | ☒ Lanarkshire<br>☐ London<br>☐ Paisley | | ☐ Online / Distance Learning<br>☐ 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** | |
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| **L1** | Participate in multi-disciplinary teams involved in patient-centred care. |
| **L2** | Apply in practice a range of evidence-based technical and non-technical skills in line with a defined scope of practice. |
| **L3** | Demonstrate ongoing development towards achievement of the HCPC Standards of Proficiency for Paramedics in practice. |
| **L4** | Utilise reflective practice to define goals and evaluate progress for personal and professional development. |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **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**<br>Demonstrate a knowledge of the role of the paramedic in multi-disciplinary teams.<br>Understand the importance of accurate assessment and documentation in patient-centred care.<br>Understand the need for referral pathways, admission and discharge of patients from care.<br>Critically reflect upon the role of the paramedic as a patient advocate in care and their role in safeguarding. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Demonstrate a range of advanced paramedic skills, defined by a scope of practice within the clinical setting.<br>Utilise personal protective equipment and risk assessment as appropriate to diverse settings encountered in emergency practice.<br>Take steps to ensure own resilience and wellbeing seeking help and support as required.<br>Under direct supervision, assist with the delivery of paramedic medications and interventions in prehospital care. |
| **Generic Cognitive skills** | **SCQF 8**<br>Critically evaluate patient presenting complaints, formulating effective care and management plans in coordination with the patient and practice educators. |

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| | Apply the concepts of ethics, confidentiality, data protection, and safeguarding in practice. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Utilise a range of communication methods, verbal, written, graphical, and electronic to accurately record and convey confidential patient information to a range of healthcare professionals.<br>Use in-vehicle technology and telemetry systems to make appropriate referrals and handovers.<br>Calculate drug dosages, weights, and ratios using digital technology. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Develop patient-centred treatment and management plans in coordination with patients, relatives, and carers whilst supported by practice educators.<br>Work within a defined scope of practice and adhere to the HCPC Code of Conduct, Performance and Ethics.<br>Undertake dynamic risk assessment, highlighting hazards and implementing plans to mitigate. |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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.<br>This is a practice education module. Throughout their practice based education experiences, in the Scottish Ambulance Service, NHS Lanarkshire, NHS Ayrshire & Arran, NHS Dumfries & Galloway, learners will be supported in practice by a range of health and social care professionals.<br>Learners 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.<br>Learners 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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 2 |
| Laboratory / Practical Demonstration / Workshop | 3 |
| Work-based Learning | 640 |
| Independent Study | 10 |

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| n/a | |
| n/a | |
| **TOTAL** | 655 |

**Indicative Resources**

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

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]

**(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.

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| **(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**

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| **Divisional Programme Board** | **Biological Sciences Health** |
| **Overall Assessment Results** | ☒ **Pass / Fail** ☐ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | Laurence Stipetic |
| **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)** |
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| **Assessment 1** |
| Practice Assessment Document<br>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 for Paramedics<br>This is assessed in the Practice Based Education Experience setting by an approved Practice Educator and signed off by the module coordinator.<br>A minimum of 80% attendance in each Practice Based Education Experience setting is required to meet the minimum threshold for assessment.<br>Within each setting the codeveloped learning contract must be achieved.<br>In this Level 8 module 80% of the Elements of Practice must be successfully demonstrated at DEVELOPING level in order to PASS. Where a 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 at a subsequent attempt. |
| **Assessment 2** |
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| **Assessment 3** |
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| (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.<br>(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** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | 0 |

| 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 |
|---|---|---|
| New module | 2024/25 | Programme Board |
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