Module Descriptor

Title	Patient Assessment & Clinical Decision Making (20)		
Session	2026/27	**Status**	Published
Code	PARA08006	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	William Hendry		

Summary of Module

This Paramedic learner specific module combines interactive clinical skills, lectures, tutorials and workshops. It will provide learners with a more detailed understanding of the profession, its regulatory and professional bodies, relevant contemporary legislation and policies, as well as enhanced knowledge of key principles and concepts that underpin Paramedic practice.

It will also provide an opportunity to further develop patient assessment skills which support the provision of emergency and/or first responder care to a range of medical and trauma conditions, including respiratory and cardiac emergencies in pre-hospital and out-of-hospital settings. This also includes the principles of triage and management of major incidents.

Skill development will focus on assessment, diagnosis and differential diagnosis to support the management of out-of-hospital emergencies, and also teamwork with a range of services. The teaching and learning associated with this will be encompassed across a range of settings, including classroom workshops and clinical simulation.

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	Apply knowledge and understanding of the pathophysiology and pharmacological interventions relevant to medical and trauma emergencies across the human lifespan.
L2	Demonstrate clinical assessment and reasoning to formulate diagnosis, differential diagnosis and emergency pre-hospital and out of hospital care requirement, to meet the needs of service users and carers.
L3	Understand how inter-professional, intra-agency teams work when responding to out-of-hospital emergencies including major incidents.
L4	Maintain the legal and professional standards regarding, confidentiality, data protection, safeguarding, record keeping and auditing.
L5	Demonstrate evidence of ongoing development of professional standards and proficiencies.

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** Demonstrate an understanding of the body of knowledge that underpins the science of paramedic practice. Awareness of the paramedic practice skills associated with immediate life-saving interventions. Understanding of how clinical assessment and reasoning skills influence the outcomes of care delivery. Awareness of their own values and beliefs and understanding of how they influence delivery of paramedic practice. Understanding of the impact of health inequalities around some clinical presentations. Understanding the principles and implications of the relevant professional regulatory codes of practice Understanding of the values underpinning the delivery of safe and effective practice.
Practice: Applied Knowledge and Understanding	**SCQF 8** Appreciate the need for delivery of compassionate, evidence based care with people from diverse population including vulnerable groups. Engagement in the delivery of compassionate care involving the practical application of knowledge, skills and professional values. Delivering compassionate, values and evidence based paramedic practice within care delivery situations that are planned and unplanned.
Generic Cognitive skills	**SCQF 8**

	Present and evaluate arguments, information and ideas that are routine to the delivery of values based paramedic practice Apply values based clinical decision making to address defined and/or routine problems and issues within routine paramedic practice. Use appropriate search strategies to review literature that explores the influences, nature and impact of values based care delivery in paramedic practice.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a wide range of routine skills and some advanced skills associated with the delivery of safe and effective care. Understand the requirement for compassion when delivering, or preparing to deliver common healthcare techniques. Sensitively record the assessment, planning and evaluation of care using the placement providers, frameworks, processes, equipment and programmes. Use a range of methods to communicate health related concepts effectively to people, their families, carers and professionals. Use a range of digital resources to enhance learning.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise some initiative and independence in carrying out essential care tasks and do this through values based compassionate care delivery. Use equipment and resources in a respectful and considerate manner. Take the lead in implementing agreed plans in familiar or defined contexts. Take account of own and others' roles and responsibilities when carrying out and evaluating tasks. Demonstrate the ability to work within professional, legal and ethical frameworks underpinning paramedic practice. Demonstrate in simulation the ability to show initiative in specific areas of care whilst recognising their limitations.

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 skills and understanding of the fundamental skills associated with Paramedic practice across a range of settings, including classroom, online and clinical simulation. The module will adopt a small group/ tutorial based approach whereby learners are encouraged to work in small groups to develop their skills facilitated by the use of 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, ambitious

Successful: Resilient, driven, daring

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	33
Laboratory / Practical Demonstration / Workshop	2
Independent Study	157
n/a	
n/a	
TOTAL	200

Indicative Resources

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

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

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

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

Till, C (2021) Clinical ECGs in Paramedic Practice. First Edition. Bridgwater: Class Professional Publishing

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

Mansfield, A., MCE and JRCALC (2018) Emergency Birth in the Community. Bridgwater: Class Professional Publishing

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

Class Professional Publishing (2023) JRCALC Plus App V2.0 inc. SAS Guidelines [Mobile Application Software]

Association of Ambulance Chief Executives; Joint Royal Colleges Ambulance Liaison Committee. (2022)

JRCALC Clinical Guidelines 2019. Bridgwater: Class Professional Publishing

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

Rutherford, G. (2020) Human Factors in Paramedic Practice. Bridgewater: Class Publishing

Pilbery, R & Lethbridge, K. (2022) Ambulance Care Clinical Skills. First Edition. Bridgewater: 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	Scott MacKenzie
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
Observed Structured Clinical Examination (100%) Application of Technical and Non-Technical skills and Demonstration of Knowledge and Understanding of the theoretical principles underpinning Paramedic practice. The OSCE comprises of multiple stations where the learner is required to demonstrate skills and/or undertake an appropriate assessment and management of a simulated patient to the level of DEVELOPING. An examiner will question the learner on the skills demonstrated or the scenario encountered to assess the learners underpinning knowledge and understanding of the theory and science related to Paramedic Practice.
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**
Objective Structured Clinical Examinations (OSCEs)	☒	☒	☒	☒	☒	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