Module Descriptor

Title	PS: Evidence-Led Enquiry (30)		
Session	2026/27	**Status**	Published
Code	PARA09006	**SCQF Level**	9
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Julie McLaren		

Summary of Module

This module asks the learner to identify, explore and outline an aspect of contemporary practice that requires further investigation. This may be developed from an area of personal interest, or a problem defined in clinical practice. The learner will then undertake independent study in which they investigate and critique the literature on paramedic science, leading to proposed changes in this field of practice.

Learners have the opportunity to be innovative with the chosen area and subsequent change to practice. The theoretical underpinning for this module will enable the learners to develop their skills of critical appraisal and explore the main theoretical research methodologies used in health and social care.

This module enables learners to develop and advance the skills for independent inquiry, critique, appraisal and the ability to synthesise complex information.

The learner will advance their skills of reflection and critically review how evidence links to practise. These skills allow the learner to answer the how, what and why questions that paramedics ask throughout their careers. These skills also encourage the learner to examine practice and develop skills and appreciative inquiry and quality enhancement.

The syllabus includes, not limited to: how to find search and appraise different types of evidence. How to design a project how to critically appraise evidence, research and improvement methods, handling data and complex information, academic writing and supervision.

Graduate attributes that are commonly achieved through the completion of this module include Critical thinker, Analytical, Inquiring, Knowledgeable, Digitally literate, Effective communicator, Imaginative and Research-minded.

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)	

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	Identify, conceptualise and define a contemporary health topic that requires further investigation.
L2	Evaluate and synthesise the research literature, theories and principles on a chosen topic in paramedic practice.
L3	Critically appraise the research or quality improvement methods proposed to investigate this health care topic.
L4	Critically reflect in the additional factors that can influence the success of a project.
L5	Design a project proposal from the synthesis of acquired knowledge from the student's chosen health topic and show its benefits to care delivery and the profession.

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 9** Demonstrate a critical understanding of research and quality improvement methodologies into conceptualise a contemporary topic in paramedic science. Demonstrate a critical understanding of the main theoretical approaches used in research and quality improvement and research paradigms. Critically understand the moral, ethical and professional considerations associated with research and improvement methods.

[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

	Be critically aware of factors that can impact on the success of a research or improvement project. Development in depth knowledge and understanding of the local, national and global political agenda within paramedic science, which impacts upon contemporary health care. Develop an in-depth understanding of the research process and/or improvement process.
Practice: Applied Knowledge and Understanding	**SCQF 9** Utilise literature search strategies and appraisal skills to critically evaluate the evidence base of a chosen topic, including the implications of the findings for practice. Synthesise complex information and communicate this in academic terms. Design an independent study which addresses a recognised need for change or improvement. Apply knowledge from a variety of sources to explore the challenges and complexities linked to a chosen research or improvement project.
Generic Cognitive skills	**SCQF 9** Analyse and synthesise complex concepts. Make decisions and problem solving.
Communication, ICT and Numeracy Skills	**SCQF 9** Demonstrate safe and effective professional communication within an interprofessional multidisciplinary team. Use ICT and digital information technologies to source, extract, describe and analyse health data in multiple contexts.
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrate a critical awareness of personal attitudes, values and beliefs, whilst respecting those of others. Practise responsibly within the professional, legal and ethical frameworks which underpin paramedic practice in relation to working with diverse populations and/or groups. Work independently to meet learning outcomes. Demonstrate critical appraisal and peer review. Respond appropriately to constructive feedback.

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. A variety of learning and teaching methods will be used to facilitate achievement of the learning outcomes.Students are encouraged to work independently under the guidance of an academic supervisor/academic teamto explore key concepts and examine the literature in relation to their chosen area of interest. Learning isenhanced through the use one to one tutorial sessions, peer evaluation and formative exercises to providefeedback and feed-

forward. Structured e-learning activities will enable students to develop their criticalunderstanding. The learning and teaching strategies on this module contribute to the development of UWS graduate attributesas outlined in I am UWS, specifically skills in critical thinking, self- reflection, collaboration, problem-solving, andcommunicating effectively.

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	11
Tutorial / Synchronous Support Activity	17
Laboratory / Practical Demonstration / Workshop	7
Asynchronous Class Activity	19
Independent Study	246
n/a	
TOTAL	300

Indicative Resources

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

Olasussen, A., Bowles, K.A., Lord, B. and Williams, B. (2023) Introducing, Designing and Conducting Research for Paramedics. Chatswood: Elsevier Australia.

Whitley, G. and Siriwardena, A.N. (2022) Prehospital Research Methods and Practice. Bridgwater: Class 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	Laurence Stipetic
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
ESSAY- Literature Review & Research Proposal (100%) The learner will be asked to explore an aspect of contemporary health care relating to Paramedic Science. The subject selected is likely to emerge from personal interest or a problem defined in clinical practice. The learner will then investigate and critique literature on the chosen subject leading to proposed changes in this field of practice. The learner will use systematic principles to create a literature review and design a research project to answer a defined research question.
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**
Essay	☒	☒	☒	☒	☒	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