Module Descriptor

Title	Paramedic Professional Practice (30)		
Session	2026/27	**Status**	Published
Code	PARA09007	**SCQF Level**	9
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Scott MacKenzie		

Summary of Module

This module develops the Paramedic Learner's knowledge, understanding and application of non-technical skills in pre-hospital care. With a focus on leadership, teamworking and communication the aim is to prepare the learner for post-registration clinical practice.

Decision making and factors affecting patient safety are examined with a view to enhancing effective patient-centred care.

Quality improvement and theories of change are critiqued in the context of developing organisational learning and safety cultures within pre-hospital care. Preparation for supervision and mentoring of others is developed through peer learning exercises and developing an understanding of adult learning theory.

Learners are challenged to critically reflect upon their experiences and professional development across the programme with an emphasis placed upon preparation for graduate employment.

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 of effective health leadership and its impact at organisational, local, and national levels.
L2	Critically appraise approaches to lead person-centred health and social care for adults who have a variety of healthcare needs.
L3	Critically reflect upon and evaluate the support and supervision of others delivering care.
L4	Appraise models and theories of personal, professional and organisational change in improving patient outcomes and safe, effective delivery of care.
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 9** Developing a broad knowledge and understanding of leadership strategies/theories. Demonstrating a critical awareness of their own leadership style and an understanding of how they influence delivery of healthcare. Critically appraising leadership in paramedic science within the boundaries of the module, including: leadership skills, decision making, delegation and prioritisation of care. Understand the importance of safe and ethical decision making in contemporary paramedic practice.
Practice: Applied Knowledge and Understanding	**SCQF 9** Applying knowledge from a variety of sources to explore the complexities of leadership within a healthcare environment. Applying relevant theories to the supervision, education and development of junior staff, carers and other stakeholders in health and social care. Critically reflect upon own clinical practice to inform personal and professional development.
Generic Cognitive skills	**SCQF 9** Using appropriate search strategies to review literature that explores the impact of leadership in the delivery of healthcare. Undertaking critical analysis, evaluation and synthesis of principles of professional practice, leadership,development of self and others. Using a range of resources to reflect on the complexities of leadership and evaluate responses to make ethical, informed, evidence-based patient centred decisions.

Communication, ICT and Numeracy Skills	**SCQF 9** Demonstrating a range of methods to communicate health related concepts effectively to people, their families, and carers. Demonstrate confidence and competence in communicating own needs for personal and professional development.
Autonomy, Accountability and Working with Others	**SCQF 9** Using a range of digital resources to enhance learning. Demonstrating the ability to work within professional, legal and ethical frameworks underpinning professional practice. Critically appraising one's own and others' roles and responsibilities when carrying out and evaluating tasks. Taking the lead and responsibility for aspects of own practice and exercise autonomy of current professional practice. Collaborating with a variety of healthcare professionals, families and carers in accordance with professional frameworks to inform clinical practice.

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. Through the use of lectures, tutorials and groupwork the key concepts of the module are critically explored. This is reinforced through workshops focusing on leadership and decision making, professional development and mentoring, organisational change & quality improvement, and reflective practice. The learning and teaching strategies applied to this module contribute towards the development of the UWS graduate attributes: Universal: Analytical, collaborative, research-minded Work-ready: Problem solver, motivated, enterprising Successful: Autonomous, Creative, Transformational	
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	12
Tutorial / Synchronous Support Activity	6
Laboratory / Practical Demonstration / Workshop	14
Asynchronous Class Activity	22

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: Collen, A. (2017) Decision Making in Paramedic Practice 1st Edition. Class Professional Publishing Blaber, A. (2014) Clinical Leadership For Paramedics. Open University Press Rutherford, G. (2020) Human Factors in Paramedic Practice. Class Professional Publishing NHS Education for Scotland AHP Practice Education https://learn.nes.nhs.scot/29104/allied-health-professionsahp-learning-site Gopee, N. & Galloway, J. (2017) Leadership and Management in Healthcare. Sage publications
(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
This will be a 30-minute oral examination, learners MAY bring a single-sided A4 page of typed notes to assist with talking points or references. This must be submitted via TurnItIn in advance. This assessment tests the learner's knowledge and understanding of the paramedic's role, values and behaviours. This will be delivered as a panel-type interview with external stakeholders acting as the interview panel to replicate the job application process. Learners will be provided with a list of topics in advance of the assessment. Questions will be based upon any of the topics given and will be marked using a standardised marking template. Panel members will compare marks awarded, then the learner will receive the aggregate of these marks as their final grade available on TurnItIn.
Assessment 2
This is a 3000-word written assessment, submitted via TurnItIn. There is a +/- 10% allowance with the word count. Learners outside of this range will receive a 10% deduction for each 10% extra/shortfall. Late submissions without an approved extension will NOT be accepted. Learners failing to submit on time will receive an award of 0%. Learners are provided with a template with suggested word counts for each section which should be followed. This assignment should be cited and referenced throughout using the Cite Them Right method. Reference lists, title pages, coversheets, appendices and tables of contents DO NOT contribute to the total word count.
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**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☒	☒	☒	☒	☐	40	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	When	Who