



Module Descriptor

Title	Health and Human Development 1		
Session	2024/25	Status	
Code	NURS07040	SCQF Level	Level 7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Ariane McInnes		
Summary of Module			
This module reflects the “Biosciences in Nurse Education Framework” but the material covered will be useful to a range of disciplines requiring knowledge of life sciences. The module provides students with foundational knowledge in anatomy and physiology as it relates to human development across the lifespan. Students will be provided with a foundational knowledge of life sciences to enable them to practice safely and effectively. Students will study the following: levels of organisation, the human cell, body systems, pharmacology, genomics, blood groupings, infections and vaccinations. There will also be inputs on nutrition and hydration, osmosis and pH. Empirical knowledge will be linked to influences on healthcare. Skills will be developed through simulation and practice. A detailed mapping tool provides information for nursing students on the NMC annexes to be covered in this module. Students will continue to engage with the Scottish Infection Prevention Control Education Pathway (SIPCEP). Students will also be introduced to the concept of sepsis assessment in this module. Students will gain familiarity with pharmacological terminology relevant to their practice (BiNE LO9). Students will have opportunities to undertake formative assessment of numeracy and should evidence achievement of 100% in at least one assessment. Programme Threads of Learning Disability, Dementia, Trauma and Palliative and End of Life Care will inform module content. Specifically, the concept of ‘learning disability’ and ‘autism spectrum’ and awareness of learning disability assessment, awareness of the common signs and symptoms of dementia, effects of trauma on brain development and physiological responses and physiology of dying, intro to principles of palliative and end of life care. Specific Annexe A & B skills for this module are detailed in the programme skills schedule and preload is related to assessment - technical skills and history taking communication skills such as questioning, summarising, clarification and reframing.			

Module Delivery Method	On-Campus¹ ☐	Hybrid² ☒	Online³ ☐	Work -Based Learning⁴ ☐
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	Demonstrate foundational knowledge of anatomy, physiology and human development.
L2	Recognise key physiological processes and demonstrate their relevance to safe practice.
L3	Apply the principles of microbiology and the prevention of infection to healthcare environments.
L4	Describe the principles of pharmacology.
L5	Demonstrate application of bioscience knowledge to person-centred health care.

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)	Please select SCQF Level 7
Practice: Applied Knowledge and Understanding	Please select SCQF Level 7
Generic Cognitive skills	Please select SCQF Level 7

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

Communication, ICT and Numeracy Skills	Please select SCQF Level 7
Autonomy, Accountability and Working with Others	Please select SCQF Level 7

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. 200	
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	15
Tutorial / Synchronous Support Activity	15
Laboratory / Practical Demonstration / Workshop	18
Independent Study	100
Asynchronous Class Activity	52
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Blaber, A. & Harris, G. (2016) Assessment Skills for Paramedics 2nd Edition. Open University Press. Class Professional Publishing (2021) JRCALC Plus App inc. SAS Guidelines v1.2.17 [Mobile Application Software] Cook, N., Shepherd, A., Boore, J., Dunleavy, S. (2019) Essentials of Pathophysiology for Nursing Practice. London: SAGE Elcock, K., Wright, W., Newcombe, P., Everett, F. (Eds). (2019) Essentials of Nursing Adults. London: SAGE

[Core text]

Norman, I., Ryrie, I. (2018) The Art and Science of Mental Health Nursing: Principles and Practice. 4th ed.

Open University Press. [Core text]

Pears, R. (2019) Cite them right: the essential referencing guide. Available: <https://www.vlebooks.com/Product/Index/2025007?page=0> [Accessed: 10 March 2022].

Tortora, G.J., Derrickson, B. (2017) Tortora's principles of anatomy & physiology. New Jersey: Wiley [Core text]. Online interactive version recommended.

University of the West of Scotland (2022) Cite Them Right Harvard Referencing Examples. Available:

<https://uws-uk.libguides.com/referencing/examples> [Accessed: 10 March 2022]

(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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](#).

(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	Adult Nursing Community 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	BSc Pre-registration Adult Nursing Programme
Moderator	Petra Gregson
External Examiner	M Carter

Accreditation Details	NMC
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1.12

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
MCQ
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
MCQ	☒	☒	☒	☒	☒	100	1.5

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%	hours

Change Control

What	When	Who

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