

Title of Module: Health & Human Development 1

Code: NURS07040	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of 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

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓	✓	✓	✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- 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)	SCQF Level 7. The nature and purpose of scientific enquiry. Developing foundational knowledge of life sciences and its relevance to healthcare practice. Human development and physiological changes across the lifespan.

Practice: Applied Knowledge and Understanding	SCQF Level 7. Apply knowledge of physiological processes to safe practices.	
Generic Cognitive skills	SCQF Level 7. Developing investigative problem solving and decision making skills.	
Communication, ICT and Numeracy Skills	SCQF Level 7. Engage with a range of technologies to enhance independent learning. Develop a range of communication and interpersonal skills. Use a range of numerical skills in relation to physiological processes Understanding of medical and nursing terminology linked to professional communication.	
Autonomy, Accountability and Working with others	SCQF Level 7. Develop self confidence and self efficacy. Develop professional accountability and an appreciation of their role within the multi-disciplinary team.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes as outlined in "I am UWS" See link: https://www.uws.ac.uk/current-students/your-graduateattributes/ Specifically, completion of the laboratory and workshop activities develop skills in critical thinking, self- reflection, collaboration, problem-solving, and communicating effectively. Completion of the SIPCEP infection control materials contribute to employability.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 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
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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., Shepher, 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., Ryrrie, 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)

Engagement Requirements

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](#)

Supplemental Information

Programme Board	Adult Nursing, Community and Health
Assessment Results (Pass/Fail)	No
Subject Panel	BSc Pre-registration Adult Nursing Programme
Moderator	Petra Gregson
External Examiner	M Carter
Accreditation Details	NMC
Version Number	1.12 Changes Assessment timing updated. 4 resources added to recommended reading list. Equality & diversity information updated. Accreditation details updated.

Assessment: (also refer to Assessment Outcomes Grids below)

Students will complete an online assessment of their knowledge and understanding (100%)

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)**Component 1**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	✓	✓	100	1.5
Combined Total For All Components						100%	1.5 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements. **UWS Equality and Diversity Policy**

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)