

Session: 2022/23

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Title of Module: PS: Health & Human Development 1			
Code: PARA07003	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:	Kirsty Ferrie		
Summary of Module			
<p>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:</p> <ul style="list-style-type: none"> • Levels of organisation, the human cell, body systems, pharmacology, genetics, 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 such as basic life support, respiratory care and drug administration. • Students will be introduced to the Scottish Infection Prevention Control Education Pathway (SIPCEP). • Students will gain familiarity with pharmacological terminology relevant to their practice • Programme themes 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. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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		

[\[Top of Page\]](#)

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 assessment	
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. Engaging with a range of technologies to enhance independent learning. Developing a range of communication and interpersonal skills. Using a range of numerical skills in relation to physiological processes Understanding of medical, nursing, and paramedic terminology linked to professional communication.
Autonomy, Accountability and Working with others	SCQF Level 7. Developing self-confidence and self-efficacy. Developing 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.

[\[Top of Page\]](#)

Learning and Teaching	
<p>Foundational knowledge will be delivered as a combination of lectures and tutorials supported by online material. Knowledge will be applied to Paramedic practice through practical skills sessions. The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes:</p> <ul style="list-style-type: none"> • Universal: Inquiring, analytical, collaborative • Work-ready: Knowledgeable, digitally literate, problem solver • Successful: Creative, driven <p>Completion of the SIPCEP infection control materials contribute to employability.</p>	
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	16
Tutorial/Synchronous Support Activity	16
Laboratory/Practical Demonstration/Workshop	16
Independent Study	100
Asynchronous Class Activity	52
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cook, N., Shepher, A., Boore, J., Dunleavy, S. (2019) Essentials of Pathophysiology for Nursing Practice. London: SAGE</p> <p>Elcock, K., Wright, W., Newcombe, P., Everett, F. (Eds). (2019) Essentials of Nursing Adults. London: SAGE [Core text]</p> <p>Norman, I., Ryrie, I. (2018) The Art and Science of Mental Health Nursing: Principles and Practice. 4th ed. Open University Press. [Core text]</p> <p>Elling, B.; Elling, KM. (2006) Paramedic: Pathophysiology (AAOS Paramedic). 1st Edition. Jones and Bartlett Publishers.</p>	

Blaber, A. & Harris, G. (2016) Assessment Skills for Paramedics 2nd Edition. Open University Press.

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

Class Professional Publishing (2021) JRCALC Plus App inc. SAS Guidelines v1.2.17 [Mobile Application Software]

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(**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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Attendance at synchronous sessions (lectures, workshops, practical, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

[\[Top of Page\]](#)

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Kristopher McLean
External Examiner	M Willis
Accreditation Details	HCPC
Version Number	2.02

[\[Top of Page\]](#)

Assessment: (also refer to Assessment Outcomes Grids below)

Students will complete an online assessment of their knowledge and understanding

(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

[\[Top of Page\]](#)

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

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. Please refer to the UWS Equality and Diversity Policy at the following link: [UWS Equality and Diversity Policy](#)

[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)