Module Descriptor

Title	PS: Health & Human Development 1		
Session	2025/26	**Status**	Published
Code	PARA07003	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Jennifer Croft		

Summary of Module

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:

Body Systems: Cells & Structure, Respiratory, Cardiovasular, Nervous, Reproductive, Endocrine

Poisoning, Infection & Overdose

Embryogenesis, Child Development & Adolescence

Learning disability & cognition

Dementia

Introduction to the pathophysiology of trauma

Introduction to maternity and normal delivery

Pharmacology, pharmacokinetics, pharmacodynamics.

Microbiology, parasites, and infection

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	☐

[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

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 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 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 7** Apply knowledge of physiological processes to safe practices.
Generic Cognitive skills	**SCQF 7** Developing investigative problem solving and decision making skills.
Communication, ICT and Numeracy Skills	**SCQF 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 7** Developing self-confidence and self-efficacy. Developing professional accountability and an appreciation of their role within the multi-disciplinary team

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. 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: Universal: Inquiring, analytical, collaborative Work-ready: Knowledgeable, digitally literate, problem solver Successful: Creative, driven	
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	29
Tutorial / Synchronous Support Activity	20
Laboratory / Practical Demonstration / Workshop	21
Independent Study	118
Asynchronous Class Activity	12
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Elling, B.; Elling, KM. (2006) Paramedic: Pathophysiology (MOS Paramedic). 1st Edition. Jones and Bartlett Publishers. 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]
(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:** 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	Julie McLaren
External Examiner	M Willis
Accreditation Details	HCPC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will complete an online assessment of their knowledge and understanding
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**
Class test (written)	☒	☒	☒	☒	☒	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%	1.5 hours

Change Control

What	**When**	**Who**