



Module Descriptor

Title	Health & Human Development 2		
Session	2025/26	Status	Published
Code	NURS08057	SCQF Level	8
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Nicole Clocherty		

Summary of Module

This module will deepen the student's knowledge of anatomy physiology and health. There will be a focus on the applied pathophysiology and pharmacology to develop an understanding of clinical management relevant to the student's field of practice. The partnership between biosciences and nursing in this module will develop the skills of the student, in using bioscience to underpin clinical assessment and decision making.

In line with the BiNE framework, Health and Human Development 2 will focus on the application of following in the student's field of practice: Anatomy, physiology, and homeostatic mechanisms; pathophysiology, pharmacology and genomics.

The module will take a whole person approach to the understanding of: The physiological basis for assessment and investigation and the integration of knowledge of pathophysiological processes in clinical decision making, including medicines administration.

Specific annex A & B skills for the module are detailed in the programme skills schedule and preload is related application of principles of assessment with comorbidities, whole system thinking and clinical decision making in care scenarios utilising communication and nursing process to support simulation.

Programme threads of learning disability, dementia, trauma, and the law, inform module content.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
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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

	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input checked="" type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>

Learning Outcomes	
L1	Apply understanding of pathophysiological processes to the assessment and management of people's health.
L2	Relate key concepts from the biosciences to a specific field of practice.
L3	Explain the principles of pharmacology in relation to the disease process.
L4	Demonstrate understanding of principles that promote decision making, concordance and management of medication.
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 8 All students will develop knowledge and understanding of core anatomy, physiology, pharmacology, and pathophysiologic processes together with the clinical application of these concepts. Concepts common to both adult and mental health fields include pathophysiological processes caused by altered circulation and genetics. Examples of field specific, concepts may include knowledge and understanding pathophysiological processes relating to: The stress response; mental health. Carcinogenesis; adult health
Practice: Applied Knowledge and Understanding	SCQF 8 Application of knowledge, skills and understanding to field specific practice e.g. medicines management. Application of pharmacology to field specific medicines management.
Generic Cognitive skills	SCQF 8 Interpretation of clinical data. Critical analysis of evidence, e.g. in relation to assessment, investigation, or management Uses a range of approaches to formulate and critical evaluate evidence-based responses to common pathophysiological processes.

Communication, ICT and Numeracy Skills	SCQF 8 Use and evaluate numerical and graphical data in the context of clinical assessment, investigations, and management. Use numeracy in the context of safe medicines management. Convey complex information for a range of purposes.
Autonomy, Accountability and Working with Others	SCQF 8 Take the lead on planning and prioritisation in simulation and class based applied discussion.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching		
<p>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.</p> <p>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-graduate-attributes/. Specifically, Health and Human Development 2 will build knowledgeable, ambitious, and driven student nurses. The integrated model of sciences and nursing within the module will build skills in inquiry, analysis, and critical thinking. Ultimately, Health and Human Development 2 will contribute to the co-production of nurses who will be fit for practice, work ready and successful in any context.</p>		
Learning Activities	Student Learning Hours	
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)	
Lecture / Core Content Delivery	4	
Tutorial / Synchronous Support Activity	30	
Laboratory / Practical Demonstration / Workshop	15	
Asynchronous Class Activity	23	
Independent Study	228	
n/a		
TOTAL	300	

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Betts, J.G., Desaix, P., Johnstone, J.E., Korol, O., Kruse, D., Poe, B., Wise, J., Womble, M.D., and Young, K.A. (2013) Anatomy and Physiology. Openstax: Texas</p>

Elcock, K., Wright, W., Newcombe, P., Everett, F. (eds) (2019) Essentials of Nursing Adults. London: Sage

Hammer, G., D., and McPhee, S.J. (eds) (2018) Pathophysiology of Disease: An Introduction to Clinical Medicine. 9th Ed. McGraw Hill: London

McFadden, R. (2019) Introducing Pharmacology: for nursing and healthcare. Routledge: London

(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:

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

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](#).

This module is appropriate for all students. 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. 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 appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Pre-Registration Adult Nursing
Moderator	Kath Limond
External Examiner	G Cox
Accreditation Details	NMC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Online Multiple Choice Assessment (100% weighting)
Assessment 2
Completion of Safe Medicate Numeracy Assessment passed at 100% (0% weighting)
Assessment 3
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class test (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	1.5

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class test (written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	1

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	2.5 hours

Change Control

What	When	Who