Module Descriptor

Title	Health and Human Development 2		
Session	2024/25	**Status**	
Code	NURS08057	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	N. 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-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
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	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

[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

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 bases applied discussion.

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.	
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	4
Tutorial / Synchronous Support Activity	30
Laboratory / Practical Demonstration / Workshop	15
Asynchronous Class Activity	23
Independent Study	228
Please select	
TOTAL	300

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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

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:

Students will engage with the module by attending all scheduled synchronous tutorials and clinical skills sessions as well as attending scheduled online Life Science lectures. Students are required to engage with and complete mandatory components of the module including Safe Medicate, Basic Life Support and Blood transfusion modules in alignment with the NMC Standards for pre-registration Nursing programmes and NMC Standards Framework for Nursing and Midwifery Education.

In alignment with the Attendance and Engagement procedure 24/25, 100% attendance is expected and attendance will be monitored through scanning while on campus as well as use of QR codes in class to capture attendance.

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 Assessments (where appropriate). In line with the Equality Act 2010 and UWS Equality Outcomes 2021-2025, Public Sector Equality Mainstreaming and Equality Outcomes Report (pp. 37-39) the School of Health and Life Sciences encourages disclosure of support requirements including disability, at the recruitment stage and throughout the duration of the module.

Emphasis is placed on the confidentiality of this 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 periods of placement, where a student has disclosed specific requirements. 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	☐ **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	Pre-Registration Adult Nursing
Moderator	K.Limond
External Examiner	G.Cox
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **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
(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**
Safe Medicate Assessment	☐	☐	☐	☒	☐	0	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2.5 hours

Change Control

What	**When**	**Who**