



Module Descriptor

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| Title | PS: Health and Human Development 2 | | |
| Session | 2025/26 | Status | Published |
| Code | PARA08003 | SCQF Level | 8 |
| Credit Points | 30 | ECTS (European Credit Transfer Scheme) | 15 |
| School | Health and Life Sciences | | |
| Module Co-ordinator | William Hendry | | |

Summary of Module

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

The module will focus on the application of the following:

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

The integration of knowledge of pathophysiological processes in clinical decision making, including medicines administration.

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| Module Delivery Method | On-Campus¹ <input type="checkbox"/> | Hybrid² <input checked="" type="checkbox"/> | Online³ <input type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> |
| Campuses for Module Delivery | <input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries | <input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London | <input type="checkbox"/> Online / Distance Learning | |

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

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| | | <input type="checkbox"/> Paisley | <input type="checkbox"/> Other (specify) | | | |
| Terms for Module Delivery | Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <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 disease processes. |
| L4 | Demonstrate understanding of principles that promote decision making, concordance and management of medication. |
| L5 | |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| 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 Developing knowledge and understanding of core anatomy, physiology, pharmacology and pathophysiology processes together with the clinical application of these concepts. |
| Practice: Applied Knowledge and Understanding | SCQF 8 Applying knowledge, skills and understanding to discipline-specific practice e.g. medicines management. Applying understanding of pharmacology to discipline-specific medicines management. |
| Generic Cognitive skills | SCQF 8 Interpreting clinical data. Critically analysing evidence e.g. In relation to assessment, investigation or management. Using a range of approaches to formulate and critically evaluate evidence-based responses to common pathophysiological processes. |
| Communication, ICT and Numeracy Skills | SCQF 8 Using and evaluating numerical and graphical data in the context of clinical assessment, investigations and management. Using numeracy in the context of safe medicines management. Conveying complex information for a range of purposes. |
| Autonomy, Accountability and Working with Others | SCQF 8 Taking 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 | |
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| <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:</p> <p>Universal: Inquiring, analytical</p> <p>Work-ready: Knowledgeable, digitally literate, problem solver</p> <p>Successful: Creative, driven.</p> <p>The integrated model of science and health professional 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 paramedics 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 | 18 |
| Tutorial / Synchronous Support Activity | 18 |
| Laboratory / Practical Demonstration / Workshop | 36 |
| Asynchronous Class Activity | 42 |
| Independent Study | 174 |
| Personal Development Plan | 12 |
| TOTAL | 300 |

| Indicative Resources |
|---|
| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Betts, Desaix, Johnson, Korol, Kruse, Poe, Wise, Womble and Young, (2013) Anatomy and Physiology. Openstax: Texas.</p> <p>Tortora and Derrickson (2017) Tortora's principles of anatomy and physiology. Wiley: New Jersey.</p> <p>Hammer and McPhee (2018) Pathophysiology of Disease: An Introduction to Clinical Medicine. 8th Ed. McGraw Hill: London</p> <p>McFadden (2019) Introducing pharmacology: For nursing and healthcare. Routledge: London.</p> <p>Till (2021) Clinical ECGs in Paramedic Practice. Class Professional Publishing: Bridgwater</p> |

Class Professional Publishing (2024) JRCALC Plus App V2.5.1(2) inc. SAS Guidelines [Mobile Application Software]

Guy, Willis and Ambrose (2021) Pharmacology for Paramedics. Second Edition. Burlington, Ma: Jones & Bartlett Learning

Association of Ambulance Chief Executives; Joint Royal Colleges Ambulance Liaison Committee. (2022) JRCALC Clinical Guidelines 2019. Bridgwater: Class Professional Publishing

(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

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| Divisional Programme Board | Biological Sciences 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 | Health |
| Moderator | Lindsey Stubbs |
| External Examiner | M Willis |

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| Accreditation Details | HPCPC |
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | 1 |

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| Assessment (also refer to Assessment Outcomes Grids below) |
| Assessment 1 |
| Class test (written) An online class test (100%) weighting |
| Assessment 2 |
| Class test (written) Completion of JRCALC 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) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 | 1.5 |

| 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% | 3 hours |

Change Control

| What | When | Who |
|---|-------------|------------|
| Module moderator change from M Polonceaux to L Stubbs | 2024/25 | |

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