Module Descriptor

Title	PS: Health and Human Development 2		
Session	2026/27	**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 clinial 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.

Module Delivery Method	**On-Campus[1]** ☐	**Hybrid[2]** ☒	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☐ 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

			☐ Paisley		☐ 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 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	
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
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. The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes: Universal: Inquiring, analytical Work-ready: Knowledgeable, digitally literate, problem solver Successful: Creative, driven. 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 contripbute to the co-production of paramedics who will be fit for practice, work-ready and successful in any context.

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	18
Tutorial / Synchronous Support Activity	18
Laboratory / Practical Demonstration / Workshop	36
Personal Development Plan	12
Asynchronous Class Activity	42
Independent Study	174
TOTAL	300

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

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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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	Lindsey Stubbs

External Examiner	P Burke
Accreditation Details	HCPC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

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)	☒	☒	☒	☒	☐	100	1.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☐	☐	☐	☒	☐	0	1.5

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

Change Control

What	**When**	**Who**

Module moderator change from M Polonceaux to L Stubbs	2024/25	