

## MODULE DESCRIPTOR

### Module Title

Health Through The Lifespan			
Reference	HS1130	Version	3
Created	January 2022	SCQF Level	SCQF 7
Approved	August 2019	SCQF Points	30
Amended	April 2022	ECTS Points	15

### Aims of Module

To develop the student's understanding of basic anatomy and physiology throughout the lifespan and in relation to common health conditions

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Describe the structure and function of the major systems in the body.
- 2 Describe normal function throughout the lifespan.
- 3 Explain the impact of typical health conditions throughout the lifespan.
- 4 Identify the influence of social determinants of health and health inequalities on health through the lifespan.

### Indicative Module Content

Anatomy and physiology; cardiovascular system; nervous system; respiratory system; musculoskeletal system; bones and joints; Normal function, physical, psychological and social development; understanding of key health conditions; mental health; co-morbidities; social determinants of health, health inequalities, impact on human performance and function.

### Module Delivery

Blended delivery comprising on campus and online learning and engagement. This will include ? Workshops, Tutorials, Seminars and Digital Learning Resources.

### Indicative Student Workload

	Full Time	Part Time
Contact Hours	N/A	24
Non-Contact Hours	N/A	276
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	N/A	300
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

**ASSESSMENT PLAN**

If a major/minor model is used and box is ticked, % weightings below are indicative only.

**Component 1**

Type: Practical Exam Weighting: 50% Outcomes Assessed: 1, 2  
 Description: Continuous Practice Education Assessment

**Component 2**

Type: Coursework Weighting: 50% Outcomes Assessed: 3  
 Description: Written

**MODULE PERFORMANCE DESCRIPTOR****Explanatory Text**

Placement and coursework are assessed by criterion referenced assessment. Students are provided with formative feedback throughout with weekly feedback forms and a midway assessment and are then summative assessed at the end of the placement. Both elements are assessed on a pass/fail basis.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>Pass</b>	Students must pass all elements
<b>Fail</b>	A fail in any one element. This may include professionalism or non submission.
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

**Module Requirements**

Prerequisites for Module	None.
Corequisites for module	None.
Precluded Modules	None.

**INDICATIVE BIBLIOGRAPHY**

- 1 SIGELMAN, C.K. and RIDER, E.A., 2016. Life-span human development. 9th ed. Belmont, CA: Wadsworth Cengage Learning.
- 2 VANMETER, K., HUBERT, R.J. and GOULD, B.E., 2014. Gould's pathophysiology for the health professions. St. Louis, Missouri: Elsevier.
- 3 WAUGH, A. and GRANT, A., 2014. Ross and Wilson: Anatomy and physiology in illness and health. 12th ed. Edinburgh: Churchill Livingstone.