



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Healthcare Science in Practice (CPD)				
Module Code	USSKDC-30-2	Level	2	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Biological, Biomedical and Analytical Sciences		
Department	Biological, Biomedical and Analytical Sciences	Module Type	Standard		
Contributes towards	Continuous Professional Development (CPD)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	20/11/2014		Valid from	September 2015	
Revision CAP Approval Date			Revised with effect from		

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to (assessment intended for each learning outcome designated by [*] corresponding to assessment section):</p> <p><b>Blood and Tissue Sciences</b></p> <ul style="list-style-type: none"> <li>Review the mechanisms responsible for disease and disorders in the human body [A1, B2]</li> <li>Demonstrate knowledge of the pathophysiology, investigation and diagnosis of selected diseases [A1, B2]</li> <li>Demonstrate an understanding and experience of the application of clinical biochemistry methods used to investigate acute disorders of major organ function [A1]</li> <li>Demonstrate an understanding and experience of safe handling and preparation of human blood and tissues for microbiology, viability and/or compatibility testing [B2]</li> <li>Demonstrate an understanding and experience of the application of molecular, immunological and serological methods used to assess transfusion and transplantation viability and/or compatibility in common medical disorders [A1]</li> <li>Develop the ability to integrate the specialist areas of biomedical science into the context of a coherent case study approach [A1, B2]</li> </ul> <p><b>Immunology &amp; Disease</b></p> <ul style="list-style-type: none"> <li>Demonstrate basic knowledge of the cellular and molecular aspects of immunology [A2]</li> </ul>


	<ul style="list-style-type: none"> <li>• Distinguish the role of humoral and cellular mechanisms in response to a wide spectrum of pathogens and antigens [A2]</li> <li>• Recognise how antibodies and effector cells cause tissue damage in selected immune mediated diseases [A2]</li> <li>• Demonstrate a basic understanding of the role of the immune system in blood transfusion and transplantation [A2]</li> <li>• Associate particular symptoms with selected diseases of the immune system [A2, B1]</li> <li>• Evaluate important laboratory immunological techniques and their theoretical bases [A2, B1]</li> <li>• Analyse and interpret laboratory data [B1]</li> </ul>
Syllabus Outline	<p><b>Blood and Tissue Sciences</b></p> <p>Students will carry out case studies selected to illustrate the multifactorial and integrated nature of disease and its laboratory investigation. Indicative content includes:</p> <ul style="list-style-type: none"> <li>• <b>Haematology and Transfusion Science:</b> Haematology of normal and disease states, haemoglobinopathies and thalassaemias, anaemias, leukaemias and thrombosis. Laboratory investigation of disease states. The role of the laboratory in monitoring of therapy. Immunohaematology; including identification of blood group antigens, methods for antibody detection and compatibility testing and safety aspects of blood transfusion.</li> <li>• <b>Homeostasis and malignant disease:</b> Central importance of homeostasis, mechanisms of control and the consequences of failure. Concepts of disease and normality, reference ranges, mechanisms of cancer development at a cellular level, haematological disorders and diagnosis and treatment.</li> <li>• <b>Cellular Pathology:</b> Microscopic analysis of cells and tissues. Preparative processes for microscopical analysis of tissues and cells. Cell and tissue stabilisation. Histological and cytological features of the disease state. Clinical laboratory applications of cellular pathology; its role in diagnosis, prognosis and prediction.</li> <li>• <b>Clinical Biochemistry:</b> Diagnosis, screening and monitoring of disease through qualitative and quantitative evaluation. Diagnosis of Liver, Cardiac diseases and endocrine disorders. Drug toxicity and drug monitoring.</li> </ul> <p><b>Immunology and Disease</b></p> <p><b>Core immunology</b></p> <ul style="list-style-type: none"> <li>• The host and environment, antigens, foreignness, innate and acquired immunity</li> <li>• Innate immune mechanisms, the problem of immune recognition, immunogens and antigens</li> <li>• Recognition of self and tolerance</li> <li>• B cells, epitopes, and antibodies</li> <li>• Recognition of antigens by T cells, the major histocompatibility complex, and antigen presentation</li> <li>• Cell-mediated immune reactions</li> <li>• Basic structure of antibodies, antibody classes, isotypes, allotypes and idiotypes, monoclonal antibodies</li> <li>• Biological functions of antibodies and complement</li> <li>• Antigen–antibody interactions; detection and measurement of antibodies</li> <li>• Different types of immune cells and the lymphatic system</li> <li>• The humoral response, T–B cell interactions, cytokines and memory cells</li> </ul> <p><b>Clinical immunology</b></p> <ul style="list-style-type: none"> <li>• Antibody-mediated diseases: hypersensitivity reactions, red cell antigens and transfusion reactions, transplantation</li> <li>• Humoral and cell responses to bacteria, viruses, fungi and parasites</li> <li>• Prophylaxis and vaccines</li> <li>• Rogue T lymphocytes in autoimmunity such as multiple sclerosis, rheumatoid arthritis and diabetes</li> <li>• The immunology of cancer and immunodeficiency diseases, including AIDS</li> <li>• Immunoassay, ELISA, SDS-PAGE and Western blotting</li> </ul>

<p>Contact Hours</p>	<p>There will be 2 weeks of contact time at UWE in 2 x 1 week blocks. Included in each block week are laboratory workshops, lectures and tutorials. The contact time will equate to approximately 12 hours per block (a total of 24 hours).</p> <p>In addition to the allocated hours on campus learning, students will engage in synchronous and asynchronous online learning. This will comprise a total of approximately 48 hours of online engagement through a combination of lectures, synchronous online tutorials, synchronous and asynchronous discussions, online quizzes, and collaborative group work.</p>
<p>Teaching and Learning Methods</p>	<p>Students are expected to spend 72 hours on scheduled learning and 228 hours on independent learning. Theoretical material within the module will be presented to the students in the form of regular lectures throughout each of the semesters in the academic year. During those times of work based learning, these lectures will be delivered online and involve a number of technological enhancements. The learning of lecture content will be reinforced through time spent in independent learning by the directed reading of recommended texts and through the use of technology enhanced learning resources that will be provided online. This online learning and engagement will be delivered through several avenues:</p> <ul style="list-style-type: none"> <li>• Synchronous online tutorials in protected learning time where the student will contribute/attend an online activity appropriate to the content at the time at which the academic will be present online to facilitate and lead this scheduled/timetabled session. This tutorial will be themed/planned.</li> <li>• Asynchronous discussions in the student's own time (or during protected time where permitted and appropriate) where they will engage/collaborate with other students on the course or in specified groups, and in which the academic is permitted to moderate where necessary, but is not expected to contribute.</li> <li>• Synchronous surgery sessions timetabled for a specific time in which the academic will be available online to answer live questions via discussion boards/blogs/collaborate or to respond to questions posted/asked prior to the session.</li> <li>• Interactive, online formative quizzes made available either following a particular package of knowledge exchange/learning, or in specified sessions/time periods.</li> <li>• Lectures delivered online through a combination of one or more of the following: visual/audio/interactivity/personal formative assessment</li> </ul> <p>Practical classes will include simulated case-study based investigations which will allow students to develop their analytical, interpretive and data handling skills.</p> <p>The remainder of the independent learning time allocated to the module should be spent preparing written assessments for submission [B1, B2], and undertaking revision for the controlled component [A1, A2].</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

**Key Information Set - Module data**

Number of credits for this module

30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

**Reading Strategy**

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.

**Indicative Reading List**

**Blood & Tissue Sciences**

Ahmed, N., Dawson, M., Smith, C. and Wood, E. (2007) *Biology of Disease*. Abingdon:

Taylor & Francis Gp.

The following text is highly recommended for professional aspects:

Pitt, S.J. and Cunningham, J.M. (2009) *An Introduction to Biomedical Science in Professional and Clinical Practice*. Oxford: Blackwell Publishers.

### **Immunology and Disease**

Male, D., Bronstoff, J., Roth, D.B. and Roitt, I. (2012) *Immunology*. 8th ed. London: Elsevier.

Owen, J. Punt, J. and Stranford, S. (2012) *Kuby: Immunology*. 7th ed. New York: WH Freeman and Co.

## **Part 3: Assessment**

### **Assessment Strategy**

The Assessment Strategy has been designed to support and enhance the development of both subject-based and more general skills, whilst ensuring that the modules learning outcomes are attained, as described below.

#### **Component A**

The written exam will provide students with an opportunity to demonstrate both their knowledge on a broad range of topics through a series of short essay questions.

Continuous assessment will be provided by the use of 3 x 30 minute online activities embedded in the module. These activities will require UWE login. The module leader will have full access to up-to-date data to monitor progress and marks obtained by students. Feedback at this level will also be provided online and will be by review of the tests after they have been completed and will include the correct answers (after the relevant assessment period has concluded).

The design of these online assessed activities will be varied, for example:

- Timed essay questions
- MCQ
- Label the structure
- Prioritisation structure
- Scenario based questions

#### **Component B**

The first element will capture the content of online learning and practical workshops delivered in the block weeks. This summative assessment will take the form of a poster presentation.

The second element will be an independent case study of direct relevance to the student's employment, which is to be prepared and presented for assessment as an oral presentation during a block attendance at university.

Formative feedback is available to students throughout the module through group discussions, and in workshops. Students are provided with formative feed-forward for their exam through a revision and exam preparation session prior to the exam and through the extensive support materials supplied through Blackboard.

All work is marked in line with the Department's Generic Assessment Criteria and conforms to university policies for the setting, collection, marking and return of student work. Where an individual piece of work has specific assessment criteria, this is supplied to the students when the work is set.

This assessment strategy has been designed following best practice on effective

	<p>assessment from JISC (<a href="http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx">http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx</a>) and The Open University's Centre for Excellence in Teaching and Learning (<a href="http://www.open.ac.uk/opencetl/centre-open-learning-mathematics-science-computing-and-technology/activities-projects/e-assessment-learning-the-interactive-comp">http://www.open.ac.uk/opencetl/centre-open-learning-mathematics-science-computing-and-technology/activities-projects/e-assessment-learning-the-interactive-comp</a>).</p> <p>Technical design and deployment of the activities will also follow best practice developed at UWE by the Education Innovation Centre in collaboration with academic colleagues across the university. Staff guidance and support are already in place (<a href="http://info.uwe.ac.uk/online/Blackboard/staff/guides/summative-assessments.asp">http://info.uwe.ac.uk/online/Blackboard/staff/guides/summative-assessments.asp</a>).</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50</b>	<b>50</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Examination (1.5 hours)	50%	
2. 3 x 30 minute online activities embedded in the learning process	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Case study poster presentation	50%	
2. Case study oral presentation	50%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Examination (3 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Case study poster and oral presentation	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		