

# MD1B1-15 Concepts in Health and Medical Sciences.

**21/22**

**Department**

Warwick Medical School

**Level**

Undergraduate Level 1

**Module leader**

Leda Mirbahai

**Credit value**

15

**Module duration**

4 weeks

**Assessment**

70% coursework, 30% exam

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

As this is the core concepts module that starts the course, students will be introduced to a range of topics and concepts spanning health, biomedical and medical sciences.

[Module web page](#)

### Module aims

This module aims to give students a basic grounding in key topics, theories, principles, language, nomenclature and learning activities which will underpin ongoing study in the health and medical sciences. Students will develop knowledge and understanding of the different skills, techniques and perspectives that will frame ongoing study.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Throughout the module students will be introduced to new language and terminologies used by the biomedical, medical and health sciences disciplines, covering key concepts, theories and principles, and will develop the confidence and capability to use their new vocabulary appropriately.

In the medical sciences, students will be introduced to core anatomical concepts including the building blocks of the human body, including genes, cells, and tissues, and how these relate and inter-relate with functional anatomy and physiology, the normal function and regulation of the body.

In the health sciences, core concepts in health and illness including psychological and sociological perspectives will be introduced along with the concept of lifespan and health span. Incidence and prevalence are important concepts in disease and will be introduced alongside an introduction to epidemiological concepts and methods.

The concept of patient safety will be introduced and will be used to frame the introduction of health systems including an overview of the history of NHS and other health system models globally.

Concepts in medical and health sciences will invoke a consideration of the ethical and medical legal dimension of health and how important these fields are when considering equitable human health and wellbeing.

Students will be introduced to effective skills for study and case-based learning including its application as a pedagogical approach and the chief instructional method of this course.

## **Learning outcomes**

By the end of the module, students should be able to:

- 1. Describe the key concepts, theories and principles which will underpin an understanding of health and medical sciences
- 2. Demonstrate appropriate use of standard terminology and nomenclature across a range of health care disciplines and interacting fields of interest, and appreciate the differences and similarities in scope & language through applied examples
- 3. Extract, compile and interrelate relevant information from a variety of resources
- 4. Demonstrate integration of information and concepts across the disciplines of health sciences and medical sciences

## **Indicative reading list**

[View reading list on Talis Aspire](#)

## **Subject specific skills**

Knowledge of health and medical sciences specific language, terms and nomenclature  
Knowledge of the underpinning concepts of health and medical sciences, and their basic interrelationships

## Transferable skills

Self-directed learning, group learning, evidence-based approach to problem solving, time management, integration of information

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## Study

### Study time

| Type                          | Required                    |
|-------------------------------|-----------------------------|
| Lectures                      | 25 sessions of 1 hour (17%) |
| Seminars                      | 15 sessions of 1 hour (10%) |
| Online learning (independent) | 11 sessions of 1 hour (7%)  |
| Private study                 | 39 hours (26%)              |
| Assessment                    | 60 hours (40%)              |
| Total                         | 150 hours                   |

### Private study description

Students will be expected to engage in 99 hours of self-directed learning outside other learning and teaching activities outlined above. We anticipate that 60% of this time (60h) is spend on preparation for assessment and the remaining hours on course work and background reading.

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group D1

|                      | Weighting | Study time | Eligible for self-certification |
|----------------------|-----------|------------|---------------------------------|
| Assessment component |           |            |                                 |
| Assessed Coursework  | 70%       | 40 hours   | Yes (extension)                 |

|                                                                                           | <b>Weighting</b> | <b>Study time</b> | <b>Eligible for self-certification</b> |
|-------------------------------------------------------------------------------------------|------------------|-------------------|----------------------------------------|
| Written report on a case scenario containing glossary of terms and annotated bibliography |                  |                   |                                        |

Reassessment component is the same

#### Assessment component

|                                                 |     |          |    |
|-------------------------------------------------|-----|----------|----|
| Locally Timetabled Examination - Synoptic Paper | 30% | 20 hours | No |
|-------------------------------------------------|-----|----------|----|

Integrates information across four modules (Concepts, systems, illness, wellbeing modules). Questions will be single best answer and short answer questions.

Reassessment component is the same

## Feedback on assessment

Students will receive feedback on case scenario (Word count: 500) as well as undertaking a writing exercise. Both activities will support the students with their summative assessments. Both summative assignments will be marked using standardised rubrics, which will provide constructive feedback to the students (including individualised feedback) in line with WMS assessment criteria (including submission to Plagiarism software). Further verbal feedback will be available to students on request. Every student who fails an element will be offered an appointment for face to face feedback.

[Past exam papers for MD1B1](#)

## Availability

## Courses

This module is Core for:

- Year 1 of UMDA-B990 Undergraduate Health and Medical Sciences