



## Module Descriptor

|  |   |   |    |
|--|---|---|----|
| <b>Title</b>   | Anatomy Physiology & Pathophysiology in Adv. Practice |   |    |
| <b>Session</b>   | 2024/25   | <b>Status</b>                                 |    |
| <b>Code</b>  | NURS11142   | <b>SCQF Level</b>                             | 11 |
| <b>Credit Points</b>   | 20  | <b>ECTS (European Credit Transfer Scheme)</b> | 10 |
| <b>School</b>  | Health and Life Sciences                              |   |    |
| <b>Module Co-ordinator</b>   | E Rooney  |   |    |
| <b>Summary of Module</b>   |   |   |    |
| <p>This module will provide learners with a critical understanding and knowledge of anatomy, physiology and pathophysiology (within the identified field of practice: Adult, Mental Health, Child or Neonate).</p> <p>The module will build on students' previous knowledge and further develop essential skills to explore, analyse and critically evaluate contemporary evidence across the life span in advanced practice.</p> <p>Indicative content:</p> <p>Normal anatomy and physiology of major body systems</p> <p>Concepts of disease processes</p> <p>Physiology and pathophysiology of diseases and systems</p> <p>This module is delivered over one academic term.</p> <p>The above skills acquisition contributes to the development of the UWS Graduate Attributes : Universal - critical thinking, analytical, inquiring, collaborative, research-minded and socially responsible; Work Ready - knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful - autonomous, incisive, creative, resilient and daring.</p> <p>Enhance students understanding of anatomy and physiology of major body systems</p> <p>Enhance students understanding of the pathological processes in common conditions</p> <p>Enhance understanding of the relevance of findings from clinical examination</p> |   |   |    |

|   |   |   |  |   |
|---|---|---|--|---|
| <b>Module Delivery Method</b>                     | <b>On-Campus<sup>1</sup></b><br><input type="checkbox"/>          | <b>Hybrid<sup>2</sup></b><br><input type="checkbox"/>   | <b>Online<sup>3</sup></b><br><input checked="" type="checkbox"/>   | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
| <b>Campuses for Module Delivery</b>               | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input type="checkbox"/> Paisley | <input checked="" type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |   |
| <b>Terms for Module Delivery</b>                  | Term 1<br><input checked="" type="checkbox"/>                     | Term 2<br><input type="checkbox"/>  | Term 3<br><input type="checkbox"/>   |   |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2<br><input type="checkbox"/>                       | Term 2 – Term 3<br><input type="checkbox"/>   | Term 3 – Term 1<br><input type="checkbox"/>  |   |

| <b>Learning Outcomes</b> |   |
|--------------------------|---|
| <b>L1</b>                | Demonstrate extensive, detailed critical knowledge and understanding of the structure and function of the major body systems. |
| <b>L2</b>                | Critically interpret the integration of complex physiological mechanisms.   |
| <b>L3</b>                | Critically interpret the integration of complex pathophysiological mechanisms.  |
| <b>L4</b>                | N/A   |
| <b>L5</b>                | N/A   |

| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |   |
|--|---|
| <b>SCQF Headings</b>   | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>  |
| <b>Knowledge and Understanding (K and U)</b>                               | <b>SCQF 11</b><br>Demonstrating critical knowledge and understanding of the physiology and pathophysiology of the neonate, child or adult appropriate to own discipline                           |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <b>SCQF 11</b><br>Critically reflect on ones own knowledge base and understanding in relation to pathophysiology  |
| <b>Generic Cognitive skills</b>  | <b>SCQF 11</b><br>Critically reviewing, consolidating and extending theoretical knowledge.<br>Utilising critical analysis, evaluation and synthesis in the application of evidence based practice |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

|   |   |
|---|---|
| <b>Communication, ICT and Numeracy Skills</b>           | <p><b>SCQF 11</b></p> <p>Demonstrating critical analysis and judgement in the interpretation, use and evaluation of appropriate pathophysiology.</p> <p>Critically evaluating a wide range of numerical and graphical data obtained from patient monitoring which impacts on physiological conditions.</p>  |
| <b>Autonomy, Accountability and Working with Others</b> | <p><b>SCQF 11</b></p> <p>Demonstrating leadership and initiative through utilisation and application of knowledge within a multidisciplinary context.</p> <p>Critically evaluating the need for interprofessional working to provide holistic care applicable to own discipline.</p> <p>Demonstrating the ability to act as a role model through academic and professional knowledge and skills applied directly at practice level.</p> |

| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|----------------------|--------------------|---------------------|
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

| <b>Learning and Teaching</b>   |   |
|--|---|
| <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>This module will consist of online materials delivered via virtual learning environment (VLE); this includes a variety of teaching materials to support self-directed learning. Opportunities for formative feedback and module materials will be released on a staged basis.</p> |   |
| <b>Learning Activities</b>   | <b>Student Learning Hours</b>   |
| <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>  | <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |
| Tutorial / Synchronous Support Activity  | 10  |
| Asynchronous Class Activity  | 40  |
| Independent Study  | 150   |
| n/a  |   |
| n/a  |   |
| n/a  |   |
| <b>TOTAL</b>   | <b>200</b>  |

| <b>Indicative Resources</b>  |
|--|
| <p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Blows, W.T. (2021). The Biological Basis of Mental Health. 4rd Ed. Abingdon: Routledge</p> |

Rogers, J. (2023) McCance and Huether's Pathophysiology: The Biological Basis for Disease in Adults and Children. 9<sup>th</sup> Ed. Oxford: Elsevier

Tortora, G. and Derrickson, B. (2020). Principles of Anatomy and Physiology. 16th Ed. New York: Wiley.

**(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:**

### 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, and adjustment to assessment practice will be provided in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

**(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

|   |   |
|---|---|
| <b>Divisional Programme Board</b>       | <b>Adult Nursing Community Health</b>   |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded   |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><b>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.</b> |
| <b>School Assessment Board</b>          | ANCH  |
| <b>Moderator</b>                        | K. Moore  |
| <b>External Examiner</b>                | R. Sandhu   |
| <b>Accreditation Details</b>            | NMC, HCPC   |
| <b>Module Appears in CPD catalogue</b>  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |
| <b>Changes / Version Number</b>         | 1   |

|   |
|---|
| <b>Assessment (also refer to Assessment Outcomes Grids below)</b>   |
| <b>Assessment 1</b>   |
| Formative assessments are available throughout the delivery of the module (Exam - seen open book)   |
| <b>Assessment 2</b>   |
| Summative assessment: online class test - written (100% weighting)  |
| <b>Assessment 3</b>   |
| N/A   |
| (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.<br>(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.) |

| <b>Component 1</b>   |                                     |                                     |                                     |                          |                          |                                     |                          |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 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 type="checkbox"/> | <input type="checkbox"/> | 100                                 | 2                        |

| <b>Component 2</b> |                          |                          |                          |                          |                          |                                     |                          |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type    | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| N/A                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |

| <b>Component 3</b>                       |                          |                          |                          |                          |                          |                                     |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type                          | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| N/A                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| <b>Combined total for all components</b> |                          |                          |                          |                          |                          | 100%                                | hours                    |

**Change Control**

| What | When | Who |
|------|------|-----|
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |