

Session: 2022/23

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Title of Module: Anatomy and Physiology			
Code: MIDW07025	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Lynn McNally		
Summary of Module			
<p>Module Aim: To demonstrate knowledge and understanding of the major body systems. Module Content: This module will develop an understanding of the structure and function of the anatomy and physiology of the major body systems. This foundation knowledge will be built upon within other key modules that discuss the adaptations required to meet the demands of pregnancy and childbirth.</p> <ul style="list-style-type: none">• Cardiovascular system• Respiratory system• Blood and lymphatic System• Reproductive system including the breast• Musculoskeletal system including the pelvis• Digestion and nutrition• Nervous system and special senses• Endocrine system• Urinary system• Immune system• Integumentary system• Introduction to genetics• Embryology and development of the fetus• Bacteriology, virology and parasitology• Pharmacokinetics and pharmacodynamics• The holistic promotion, support and maintenance of breastfeeding will be reviewed and assessed in relation to an overall, comprehensive and detailed knowledge and understanding of UNICEF UK Baby Friendly Initiative University Standards (UNICEF,2019):Theme1:Understanding breastfeeding; Theme 2:Support infant feeding; Theme 3 Support close and loving relationships; Theme 4:Manage the challenges; Theme 5; Promote positive communication.• This module will support students to develop characteristics which can contribute to the UWS graduate attributes which are Universal (critical thinking, emotionally intelligent and collaborative); Work ready (knowledgeable, potential leader and problem solving) and Successful (autonomous, innovative, resilient, and transformational) (I am UWS, 2018).• Module content maps to BSc Midwifery Programme Educational Framework (adapted from Framework for Quality Maternal and Newborn Care (Renfrew et al., 2014) to levels: • Educational Content: Professional and Personal Development, Midwifery Knowledge and Practice. • Teaching and Learning Strategies. • Student Values. • Programme Philosophy. • Students.• Mapped to NMC (2019) Proficiencies: 1.23, 3.2, 3.6, 3.10, 3.11, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.13.1, 3.14, 3.18.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2		Term 3		

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Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Describe the structure of the major body systems</p> <p>L2. Outline the function of the major body systems</p> <p>L3. Examine the principles of genetics and genomics</p>	
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 Level 7. Demonstrating knowledge and understanding of anatomy and physiology of the major body systems.

Practice: Applied Knowledge and Understanding	SCQF Level 7. Applying knowledge and understanding of the body systems to practice.	
Generic Cognitive skills	SCQF Level 7. Applying knowledge of underpinning anatomy in relation to physiology.	
Communication, ICT and Numeracy Skills	SCQF Level 7. Using a range of databases to obtain evidence to underpin knowledge. Using physiological recording and analysis software to collect graphical data. Working in groups to gather relevant material for classwork. Numerical skills related to practice including those relevant to fluid and drug administration.	
Autonomy, Accountability and Working with others	SCQF Level 7. Working with colleagues to produce material for discussion in teaching sessions. Identifying own learning needs.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
This module is taught by the specialist Life Scientists. A variety of learning and teaching methods will be utilised including core lectures for key information via the virtual learning environment.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	27
Tutorial/Synchronous Support Activity	5
Asynchronous Class Activity	114
Independent Study	154
	300 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Core:

Coad, N., Pedley, K. and Dunstall, M. (2020) *Anatomy and Physiology for Midwives*. 4th edn. Edinburgh: Elsevier.

Core:

Marshall, J. and Raynor, M. (eds.) (2020) *Myles textbook for midwives*. 17th edn. Edinburgh: Elsevier.

OR

McDonald, S. and Johnson, G. (eds.) (2017) *Mayes' midwifery*. 15th edn. Edinburgh: Bailliere Tindall.

Recommended:

Waugh, A. and Grant, A. (2018) *Ross & Wilson Anatomy and Physiology*. 13th edn. Edinburgh: Elsevier.

Recommended:

Jordan, S. (2010) *Pharmacology for midwives: The evidence for safe practice*. 2nd edn. Hampshire: Palgrave MacMillan.

Recommended:

Pollard, M (2017) *Evidence-Based Care for Breastfeeding Mothers. A resource for midwives and allied healthcare professionals*. 2nd Edition London: Routledge.

Recommended:

Royal Pharmaceutical Society (2018) *Professional guidance on the safe and secure handling of medicines*. Available at: <https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines> (Accessed: 15 October 2020).

Recommended:

UNICEF (2019) *UNICEF UK baby friendly initiative university standards*. Available at: <https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-Unicef-UK-Baby-Friendly-Initiative-University-Standards.pdf> (Accessed: 12 October 2020).

Recommended:

Tortora, G.J., Derrickson, B.H. (2017) *Principles of Anatomy and Physiology*, 15th ed. Global edn. Singapore: J John Wiley and sons.

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at

the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Students are academically engaged if they regularly participate in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources and complete assessments which are submitted on time (UWS Academic Engagement Procedure; UWS Regulatory Framework, section 1.64 Academic Engagement and Attendance).

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study.

Within this module, students are expected to attend for at least 75% of the synchronous core teaching activities to be assessed. Please refer to UWS Regulatory Framework Attendance Requirements.

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Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L7-8
Moderator	Beth Peters
External Examiner	S Lewis
Accreditation Details	NMC
Version Number	1.06

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Assessment: (also refer to Assessment Outcomes Grids below)

Summative Assessments component 1):
Class test 1. The test will cover the relevant module content and is comprised of made multiple choice questions.
Each class test is required to be passed at a minimum of 40%.

Summative Assessments component 2):
Class test 2. The test will cover the relevant module content and is comprised of made multiple choice questions.
Each class test is required to be passed at a minimum of 40%.

Summative Assessments component 3 :
Class test 3. The test will cover the relevant module content and is comprised of made multiple choice questions.
Each class test is required to be passed at a minimum of 40%.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Class test (written)	✓	✓	✓	30	0.5	
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Class test (written)	✓	✓	✓	40	0.6	
Component 3						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Class test (written)	✓	✓	✓	30	0.5	
Combined Total For All Components				100%	1.6 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Module content reflects societal diversity and a rights-based approach to midwifery practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

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