



## Module Descriptor

Title	Anatomy and Physiology		
Session	2025/26	Status	Published
Code	MIDW07025	SCQF Level	7
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Lynn McNally		
<b>Summary of Module</b>			
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.			
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).

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.

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

Learning Outcomes	
<b>L1</b>	Describe the structure of the major body systems
<b>L2</b>	Outline the function of the major body systems
<b>L3</b>	Examine the principles of genetics and genomics
<b>L4</b>	
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>

<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>Knowledge and Understanding (K and U)</b>	<b>SCQF 7</b> Demonstrating knowledge and understanding of anatomy and physiology of the major body systems.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> Applying knowledge and understanding of the body systems to practice.
<b>Generic Cognitive skills</b>	<b>SCQF 7</b> Applying knowledge of underpinning anatomy in relation to physiology.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 7</b> 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.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 7</b> Working with colleagues to produce material for discussion in teaching sessions. Identifying own learning needs.

<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 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.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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
n/a	
n/a	

**Indicative Resources**

**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)**

**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:**

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.

## 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](#).**

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.

**(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>Mental Health Nursing Midwifery 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 <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>	MHMH L7-8
<b>Moderator</b>	Beth Peters
<b>External Examiner</b>	C Kenyon
<b>Accreditation Details</b>	NMC
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	2

## Assessment (also refer to Assessment Outcomes Grids below)

### Assessment 1

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%.

### Assessment 2

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%.

### Assessment 3

**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 Module Handbook.)

**Component 1**

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"/>	30	0.5

**Component 2**

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"/>	40	0.6

**Component 3**

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"/>	30	0.5
<b>Combined total for all components</b>						100%	1.6 hours

**Change Control**

What	When	Who