

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Title of Module: Life Sciences

Code: NURS07037	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:	Laura MacKenzie		

Summary of Module

The aim of this module is to provide students with a broad foundation in anatomy, physiology and infection prevention and control. They will learn the key body systems and the dynamic relationship between them, learning how this contributes to the maintenance of homeostasis. The module includes an introduction to microbiology and the principles of clinical specimen collection and investigations. This is closely linked to modular content designed to enable students develop understanding of infection prevention and control. The module will require students to link aspects of anatomy, physiology and infection control to their perioperative practice.

Content will include: Principles of normal anatomy and physiology of systems; normal physiological parameters for all vital systems, across the lifespan; recognising patient deterioration; disease and trauma processes; sources, transmission routes and methods of destruction of pathological organisms; infection prevention and control; healthcare associated infection, management of clinical and non-clinical waste in accordance with local and national guidelines; clinical specimen collection and management; principles of asepsis and aseptic technique; decontamination, tracking and traceability of medical devices; sepsis recognition and management; patient assessment; human tissue care and handling.

- Students will gain knowledge in life sciences and infection control and management to enable them to practice safely within the perioperative context and ensure patient safety, and commensurate with the HCPC Standards of Proficiency (2014) and the College of Operating Department Practice Proficiencies (2018).
- Graduate attributes developed will include becoming knowledgeable and skills in inquiry.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			

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.

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

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.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module DeliveryThe 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
	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Evidence a sound knowledge of normal anatomy and physiology and vital system parameters.
- L2. Demonstrate understanding of infection transmission, prevention and control.
- L3. Demonstrate knowledge and understanding of clinical investigations, specimen collection and management.
- L4. Evidence recognition of the deteriorating patient.

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. Introducing the nature and purpose of scientific enquiry. Developing a foundational knowledge of the life sciences and infection transmission, prevention and control and its relevance to perioperative practice.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Applying knowledge of physiological and infection control processes to safe ODP practice. Applying knowledge of normal anatomy, physiology and vital parameters to patient safety and effective reporting.
Generic Cognitive skills	SCQF Level 7. Developing investigative, problem solving and decision making skills.
Communication, ICT and Numeracy Skills	SCQF Level 7.

	<p>Engaging with a range of technologies to enhance independent learning.</p> <p>Developing interpretive skills.</p> <p>Using a range of numerical skills in relation to physiological processes within the body.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 7.</p> <p>Developing team working skills when working with peers toward a defined goal.</p> <p>Developing self-confidence and self-awareness.</p>

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.

Learning and Teaching	
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)
Tutorial/Synchronous Support Activity	36
Independent Study	240
Personal Development Plan	24
	300 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Garner, D. (2014) Microbiology Nuts & Bolts: Key Concepts of Microbiology & Infection. (2nd Ed.) Create Space Independent Publishing Platform.</p> <p>Grant, A. and Waugh, A. (2014) Ross and Wilson Anatomy and Physiology in Health and Illness. (12th Ed.) Churchill Livingstone, Edinburgh.(CORE)</p> <p>Moini, J. (2015) Anatomy and Physiology for Health Professionals. Jones and Bartlett Publishers.</p> <p>Moore, K., Dalley, A. and Agur, A. (2013) Clinically Oriented Anatomy. (7th Ed.) Lippincott Williams and Wilkins.</p> <p>Pears, R. (2019) Cite them right: the essential referencing guide. Available: https://www.vlebooks.com/Product/Index/2025007?page=0 [Accessed: 10 March 2022].</p> <p>The Scottish Patient Safety Programme www.scottishpatientsafetyprogramme.scot.nhs.uk/programme</p> <p>Tortora, G. and Grabowski, S. (2014) Principals of Anatomy and Physiology (14th Ed.) John Wiley & Sons (inc). New York.</p>

University of the West of Scotland (2022) Cite Them Right Harvard Referencing Examples. Available: <https://uws-uk.libguides.com/referencing/examples> [Accessed: 10 March 2022]

Weston, D. (2013) Fundamentals of Infection Prevention and Control: Theory and Practice. Wiley Blackwell.

(**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: 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, in line with the requirements of the UWS Student Success Policy, and UWS Academic Attendance and Engagement Procedure.

Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	Nursing & ODP Programmes
Moderator	Jana Martin
External Examiner	R Evans
Accreditation Details	HPCPC
Changes/Version Number	1.06 EE Updated

Assessment: (also refer to Assessment Outcomes Grids below)

Completion of the online workbook. Weighting - 50%.

A two-hour online class-test designed to assess student's understanding of anatomy, physiology and infection prevention and control. Weighting - 50%.

(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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Workbook/			✓	✓	50	0

Laboratory notebook/ Diary/ Training log/ Learning log						
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Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓			50	2
Combined Total For All Components					100%	2 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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

This module is appropriate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.

[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)