



Module Descriptor

Title	Life Sciences		
Session	2025/26	Status	Published
Code	NURS07037	SCQF Level	7
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Laura MacKenzie		
Summary of Module			
<p>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.</p> <p>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).</p> <p>Graduate attributes developed will include becoming knowledgeable and skills in inquiry</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input checked="" type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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
L5	

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 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 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.

¹ 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.

² 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.

³ 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.

⁴ 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

Generic Cognitive skills	SCQF 7 Developing investigative, problem solving and decision making skills.
Communication, ICT and Numeracy Skills	SCQF 7 Engaging with a range of technologies to enhance independent learning. Developing interpretive skills. Using a range of numerical skills in relation to physiological processes within the body.
Autonomy, Accountability and Working with Others	SCQF 7 Developing team working skills when working with peers toward a defined goal. Developing self-confidence and self-awareness.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<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>Students will practice in a variety of perioperative contexts and will be supported by a Registered mentor. Students will gain knowledge from all members of the interprofessional team as well as service users. Student's learning will also be supported with online materials and academic support sessions.</p>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning 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
n/a	
n/a	
n/a	
TOTAL	300

Indicative Resources
<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>

Grant, A. and Waugh, A. (2014) Ross and Wilson Anatomy and Physiology in Health and Illness. (12th Ed.) Churchill Livingstone, Edinburgh.(CORE)

Moini, J. (2015) Anatomy and Physiology for Health Professionals. Jones and Bartlett Publishers.

Moore, K., Dalley, A. and Agur, A. (2013) Clinically Oriented Anatomy. (7th Ed.) Lippincott Williams and Wilkins.

Pears, R. (2019) Cite them right: the essential referencing guide. Available: <https://www.vlebooks.com/Product/Index/2025007?page=0> [Accessed: 10 March 2022].

The Scottish Patient Safety Programme
www.scottishpatientsafetyprogramme.scot.nhs.uk/programme

Tortora, G. and Grabowski, S. (2014) Principals of Anatomy and Physiology (14th Ed.) John Wiley & Sons (inc). New York.

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)

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:

Students will engage with the module by attending all scheduled synchronous tutorials and participating with all delivered elements of their programme of study. Apprentices must also attend their work-based placement, in line with the requirements of their NHS Employer.

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](#).

This module is appropriate for all students. 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. 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 appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.

(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

Divisional Programme Board	Adult Nursing Community Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 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.
School Assessment Board	Community and Health
Moderator	Jana Martin
External Examiner	R Evans
Accreditation Details	HCPC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 – Completion of the online workbook. Minimum pass mark: 40%. 50% weighting.
Assessment 2
Assessment 2 – Class test (written) - Online 2-Hour Multiple-Choice Quiz (MCQ) Students will be required to sit a 2-hour online multiple-choice question exam on anatomy, physiology and infection prevention & control topics. Minimum pass mark: 40%. 50% weighting.
Assessment 3
(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

Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	0
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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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	2

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	2 hours

Change Control

What	When	Who