Module Descriptor

Title	Life Science		
Session	2026/27	**Status**	Published
Code	NURS07049	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Laura MacKenzie		

Summary of Module

This theory-based module aims to provide students with a foundation in anatomy and physiological parameters of vital systems. Students will learn the key body systems and the dynamic relationship between them, learning how this contributes to the maintenance of homeostasis. The module will require students to apply aspects of anatomy and physiological parameters to safe perioperative practice.

Students will gain knowledge in life sciences and normal physiological parameters of vital signs to enable them to practice safely within the perioperative environment and ensure patient safety, and commensurate with the HCPC (2023) Standards of Proficiency.

This module aims to contribute to the following I am UWS graduate attributes: enquiring, knowledgeable, imaginative and creative.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☐	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

[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

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Explain normal anatomy of the body systems.
L2	Describe physiological parameters of vital systems.
L3	Discuss aspects of anatomy and physiological parameters in relation to perioperative practice.
L4	
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** Knowledge and understanding of life science, normal anatomy of body systems and physiological parameters of vital signs.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply knowledge and understanding of life science, normal anatomy of body systems and physiological parameters of vital signs to safe perioperative practice.
Generic Cognitive skills	**SCQF 7** Application of knowledge of life science, normal anatomy of body systems and physiological parameters of vital signs to safe perioperative practice.
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 parameters of vital signs.
Autonomy, Accountability and Working with Others	**SCQF 7** Developing team working skills when working online with peers. Identify and develop their own learning needs for future professional practice. Recognise professional and ethical issues arising from module content.

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

Learning and Teaching

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.

Students will practice in a variety of perioperative contexts and will be supported by a Practice Educator. 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.

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	10
Personal Development Plan	6
Asynchronous Class Activity	20
Independent Study	164
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Grant, A. and Waugh, A. (2018) Ross and Wilson Anatomy and Physiology in Health and Illness. (13th edn.) Churchill Livingstone, Edinburgh. Available: https://www.vlebooks.com/Product/Index/1315615 (Accessed: 27 January 2026).

Marieb, E. and Keller, S. (2021) Essentials of Human Anatomy & Physiology. (13th edn). Pearson, Harlow. Available: https://www.vlebooks.com/Product/Index/2503098 (Accessed: 27 January 2026).

Pears, R. and Shields, G. (2019) Cite them right: The essential referencing guide. 11th edn. London, England: Red Globe Press. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149770003931&institutionId=3931&customerId=3930 (Accessed: 27 January 2026).

Peate, I. (2021) Fundamentals of applied pathophysiology: an essential guide for nursing and healthcare students. Wiley-Blackwell. Oxford. Available: https://www.vlebooks.com/Product/Index/793373?page=0&startBookmarkId=-1 (Accessed: 27 January 2026).

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous

online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Apprentices's 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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code (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 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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	Gregor Heron
External Examiner	R Evans
Accreditation Details	HCPC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 – Class test (written) - Online Test One-hour online test of anatomy of the body systems and physiological parameters. Minimum pass mark: 40%. 50% weighting.
Assessment 2
Assessment 2 – Review/article/critique/paper - Online Discussion Online discussion applying aspects of anatomy and/or physiological parameters to safe perioperative practice. Minimum pass mark: 40%. 50% weighting.
Assessment 3
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. (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)	☒	☒	☐	☐	☐	50	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☐	☐	☒	☐	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	**When**	**Who**
