Module Descriptor

Title	Pathophysiology		
Session	2026/27	**Status**	Published
Code	NURS08066	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Kirsty Ferrie		

Summary of Module

This theory-based module aims to develop the student's knowledge of pathophysiology and ill health. There will be a focus on the applied pathophysiology and pharmacology to develop an understanding of clinical management of the perioperative patient. The theoretical knowledge gained in this module can be used in partnership with clinical skills gained in parallel practice modules, to underpin clinical assessment and decision making with a solid evidence base.

Students will explore theory topics such as pathophysiology, disease and trauma processes, patient deterioration, shock and sepsis, relating these topics to clinical practice to consolidate learning.

The graduate attributes gained in this module include becoming resilient, research-minded and inquiring.

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	Recall and expand on knowledge of normal physiology.
L2	Demonstrate an understanding of pathophysiological processes.
L3	Apply understanding of pathophysiology to the assessment and management of patients in the perioperative setting.
L4	Evaluate the pharmacological and non-pharmacological interventions used to treat disease.
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 8** Develop knowledge of pathophysiology, disease and ill health. Gain knowledge of a range of the pharmacological and non-pharmacological approaches to managing disease and ill health. Further enhance knowledge of the values-based, person-centred care required for people experiencing ill health.
Practice: Applied Knowledge and Understanding	**SCQF 8** Application of pharmacology to safe medicines management. Application of knowledge and understanding to clinical care of the perioperative patient. Utilising a range of interpersonal skills.
Generic Cognitive skills	**SCQF 8** Interpretation of clinical data. Utilising a range of approaches to formulate and critically evaluate evidence-based responses to common pathophysiological processes.
Communication, ICT and Numeracy Skills	**SCQF 8** Utilising a range of verbal, non-verbal and written communication skills. Demonstrating effective listening skills, empathy and respect for service users and colleagues. Utilising and evaluating numerical and graphical data in the context of clinical assessment, investigations, and management. Comprehending the information and ideas discussed within the module in a logical form. Utilise a range of digital technologies and systems to achieve your study, work, and life goals.

Autonomy, Accountability and Working with Others	**SCQF 8** Working within the professional, ethical and legal frameworks underpinning operating department practice. Demonstrating initiative in the application of person-centred assessment and care. Developing autonomous practice in the role of the Operating Department Practitioner while acknowledging limitations of knowledge and competence.

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: Abbott, H. and Booth, H. (2024) Foundations for Operating Department Practice: Essential Theory for Practice. 2nd edn. Berkshire, England: Open University Press. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149790003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).

Health and Care Professions Council (2023) Standards of Proficiency for Operating Department Practitioners. Available at: https://www.hcpc-uk.org/standards/standards-of-proficiency/operating-department-practitioners/ (Accessed: 05 February 2024).

Hammer, G., D. and McPhee, S.J. (eds) (2018) Pathophysiology of Disease: An Introduction to Clinical Medicine. 9th edition. McGraw Hill: London. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149580003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).

Hughes, S.J. (2023) Oxford Handbook of Perioperative Practice. 2nd edition. Oxford: Oxford University Press.

Peat, I. (2021) Fundamentals of Applied Pathophysiology: An Essential Guide for Nursing and Healthcare Students. 4th edition. John Wiley & Sons. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149550003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).

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: 3 April 2024).

Peat, I. and Hill, B. (2021) Fundamentals of Pharmacology for Nursing and Healthcare Students. John Wiley & 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 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	Kelly McCourtney
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 Pathophysiology and Pharmacology Workbook Students will be required to submit a workbook which focuses on pathophysiology and pharmacology. Minimum pass mark: 40%. 100% weighting.
Assessment 2
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	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who