Module Descriptor

Title	Biosciences for Nursing		
Session	2026/27	**Status**	Published
Code	NURS08076	**SCQF Level**	8
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Audrey Murray		

Summary of Module

This shared module aims to deepen knowledge of typical anatomy and physiology in adults as explored within the level 7 Biosciences for Health module. It will address altered human function and disordered physiological processes that cause, or are affected by, these common conditions. This exploration of pathophysiology aims to give students the supporting knowledge of a contemporary evidence base to allow for the application of this to holistic nursing care, while also provinding the rationale for a range of nursing skills and procedures - in line with the Future Nurse Standards (NMC, 2018).

The module will take a whole-person approach to develop understanding of the pathophysiology and associated nursing care of people living with a condition impacting the major body systems.

The module will allow students to demonstrate and apply the knowledge of commonly encountered mental, physical and cognitive health conditions when undertaking assessment within both adult and mental health fields, and when developing, prioritising and adapting person centred care. In addition, students will develop their understanding of pharmacology by exploring common groups of drugs and the role medication has in the management of various commonly encountered conditions, including contributing to additional symptoms. Numeracy skills associated with drug calculations and other nursing skills and procedures will be developed within this module.

This will supply the student with graduate attributes that will enourage them to apply their acquired knowledge from their time at UWS, allowing them to feel work-ready for professional practice within not only a wide range of care environment, but within 21st century society.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

Educate students to understand how anatomy, and physiology including pathophysiology in common conditions including application of evidenced based nursing care for those experiencing common conditions. Underpinning rationale for decisions related to nursing practice including numeracy competence. This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, and SDG - 4 Quality Education, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

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)	

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	Explore typical anatomy and physiology and how pathophysiological processes result in common conditions.
L2	Relate understanding of altered physiology to the signs and symptoms of common conditions.
L3	Apply the evidence-base to explain the nursing care for people experiencing common conditions.
L4	Demonstrate understanding of the underpinning rationale for a range of nursing skills and procedures.
L5	Demonstrate competence in a range of numeracy skills associated with drug calculations and other nursing skills and procedures.

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** Knowledge and understanding of the pathophysiology of common conditions impacting various body systems. Knowledge and understanding of the holistic nursing care for people living with these

[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

	conditions at both acute or chronic stages, and in a variety of clinical settings. Developing knowlegde of pharmacology in relation to condition and sympton management. Knowledge and understanding of the evidence base behind various nursing skills and procedures.
Practice: Applied Knowledge and Understanding	**SCQF 8** Application of knowledge and understanding of nursing skills and procedures commonly encountered in clinical practice and relevant for level 8 nursing students.
Generic Cognitive skills	**SCQF 8** Development of generic cognitive skills such as problem solving and decision making. Interpretation and analysis of evidence and clinical data obtained during clinical skills teaching and scenarios.
Communication, ICT and Numeracy Skills	**SCQF 8** Engage with a range of technologies to enhance independent learning. Develop a range of communication and interpersonal skills, with a variety of stakeholders (eg student peers, lecturers and in simulation, with the patient). Developing a range of numerical skills in relation to measurement and recording of various patient parameters and in relation to the safe administration and management of medications. Developing understanding of medical and nursing terminology linked to professional communication.
Autonomy, Accountability and Working with Others	**SCQF 8** Developing self-confidence, self-efficacy and increasing independence as a level 8 nursing student. Developing professional accountability and an appreciation of their role within the class, group work and when in the clinical skills laboratories.

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. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.	
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)

Lecture / Core Content Delivery	9
Tutorial / Synchronous Support Activity	9
Laboratory / Practical Demonstration / Workshop	6
Personal Development Plan	3
Independent Study	73
n/a	
TOTAL	100

Indicative Resources

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

Peate, I. & Nair, M. (eds) (2011) Fundamentals of Anatomy and Physiology for Student Nurses. Chichester: Wiley-Blackwell

Nursing and Midwifery Council (NMC) (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available at https://www.nmc.org.uk/standards/code/ (Accessed: 07 January 2025).

Delves-Yates, C. (ed.) (2022) Essentials of Nursing Practice. 3rd edn. London: SAGE Publications.

Rowberry, D., Gauntlett, L. & Hurt, L. (eds.) (2023) Essential Clinical Skills in Nursing. London: SAGE Publications.

Cook, N. & Shepherd, A. (eds) (2024) Essentials of Anatomy and Physiology for Nursing Practice. 3rd edn. London: SAGE Publications.

Barber, P. & Robertson, D. (2020) Essentials of Pharmacology for Nurses. 4th edn. Maidenhead: Open University Press.

Boyd, C. (2022) Medicine Management Skills for Nurses. 2nd edn. Hoboken: Wiley-Blackwell.

Nair, M. & Peate, I. (2015) Pathophysiology for Nurses at a glance. Chichester: Wiley-Blackwell.

Cook, N., Shepherd, A., Dunleavy, S. & McCauley, C. (2022) Essentials of Pathophysiology for Nursing Practice. 2nd edn. London: SAGE Publications.

(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:

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous online activities.

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. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/
(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	Pre-registration Adult Nursing
Moderator	Vinodhini Murugavel
External Examiner	D Gallimore
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Class Test - with various question types
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**
Class test (written)	☒	☒	☒	☒	☒	100	1

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**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	**When**	**Who**