Module Descriptor

Title	IBMS Clinical Immunology		
Session	2026/27	**Status**	Published
Code	BIOL10032	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stuart Woods		

Summary of Module

This module discusses in detail current issues and in-depth analysis of how the immune system is involved in disease mechanisms, including microbial infection (bacteria, viruses, fungi, protists and helminths), hypersensitivity, autoimmune disease, immunodeficiencies, cancer immunology, transplantation and immunology of pregnancy. We cover up to date technologies in Clinical Immunology including immune assay-based point of care testing (PoCT); their principles and applications in relation to detection of immune biomarkers in health and disease.

During this module the student will also gain valuable insight into scientific investigation, from hypothesis, through collection of evidence to conclusive outcomes and how this shapes the next cycle of investigation. Experts will be invited to give seminars about their research in the clinical immunology field and working in a clinical immunology laboratory.

This module will work to develop a number of the key 'I am UWS' Graduate Attributes to make those who complete this module well-rounded, ethically-driven critical thinkers, who are research-oriented, communicative, resilient, and ready to succeed independently in a professional environment.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr	☒ Lanarkshire	☐ Online / Distance Learning	

[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

	☐ Dumfries		☐ London ☐ Paisley		☐ 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	Demonstrate a critical understanding of molecular and cellular mechanisms of the immune response to pathogens.
L2	Detail the main mechanisms of the immune function in specific conditions (eg transplantation, pregnancy and cancer).
L3	Demonstrate a critical understanding of adverse reactions of the immune system: autoimmune disease, hypersensitivity, Severe Combined Immunodeficiencies and Acquired Immunodeficiencies.
L4	Demonstrate critical analysis of case studies, published research works and evidence reported there in.
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 10** Demonstrate a critical understanding of how the immune system responds to infection and tumour growth and what are the consequences of an adverse immune reaction and deficiencies of the immune system.
Practice: Applied Knowledge and Understanding	**SCQF 10** Integrate research into specific topics and apply a range of standard investigative research techniques to analyse single immunology case studies.
Generic Cognitive skills	**SCQF 10** Demonstrate originality and creativity in dealing with different challenges encountered in each research and/or case study.
Communication, ICT and Numeracy Skills	**SCQF 10** Presentation and critical evaluation and review of the literature and immunological research and/or case studies by using appropriate software and statistical analysis.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise a high level of autonomy and initiative undertaking the integration of research and scholarship and critical reflection into their study.

Prerequisites	**Module Code**	**Module Title**

	BIOL09041	IBMS Infection & Immunity
	Other Only Available for students on the Programmes BSc (Hons) Applied Biomedical Science and BSc (Hons) Biomedical Science	
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. During completion of this module, the learning activities undertaken to achieve the module learning outcomes will include formal lectures, structured tutorials, research seminars and independent study. VLE-based support materials will be available to support the module. There is also opportunity to further contribute to PDP with the assessments and tutorials, including a case study analysis.	
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	21
Tutorial / Synchronous Support Activity	15
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Abbas, A.K., Lichtman, A.H., Pillai, S. Cellular and Molecular Immunology (10th Edition) Elsevier Publishers (2022) Hall, Scott and Buckland. Clinical Immunology (Fundamentals of Biomedical Science) 2nd Edition, OUP (2016) Punt, J., Stranford, S.A., Jones, P.P., Owen, J.A. Kuby Immunology (8th Edition) MacMillan Education (2019) Research articles including original peer-reviewed articles and reviews
(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 university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing 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. 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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	**Biological Sciences 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	Biology
Moderator	Robin Freeburn
External Examiner	S Haliti
Accreditation Details	IBMS/ HCPC

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
In order to meet IBMS accreditation requirements, to pass students must achieve an aggregate mark of at least 40%, with no component of assessment lower than 40%. Interpretation exercise constituting 40% of the module mark. This will challenge and enhance critical analytical skills. Students will be given either a scientific research paper or a clinical case study and asked to answer a series of questions. There will be tutorials supporting this activity and informal presentations will constitute formative assessments. This work will be submitted via the VLE.
Assessment 2
Class Test - Constituting 60% of the module mark. Learning of material will be supported through tutorials, including formative assessment exercises throughout. Questions will assess knowledge of key concepts, critical analysis skills and application of techniques.
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**
Coursework	☒	☒	☒	☒	☐	40	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (Written)	☒	☒	☒	☒	☐	60	4

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	6 hours

Change Control

What	When	Who
Summary of Module updated Pre-requisite modules Indicative resource list	July 2025	F Menzies