

# University of the West of Scotland

## Module Descriptor

Session: 2023/24

Last modified: May 24

Status: Published

**Title of Module: Analysis of Anatomy and Physiology**

<b>Code: MIDW10012</b>	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 30</b>	<b>ECTS: 15</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Lynn McInally		

### Summary of Module

**Module Aim:** To demonstrate detailed knowledge and understanding of the major body systems.

**Module Content:** This module will explore and analyse the anatomy and physiology of the major body systems to give a basis on which to build a detailed knowledge and understanding of the maintenance and homeostasis of these body systems.

Cardiovascular system

Respiratory system

Blood and lymphatic system

Reproductive system including the breast

Musculoskeletal system including the pelvis

Digestion system and nutrition

Nervous system and special senses

Endocrine system

Urinary system

Immune system

Integumentary system

Introduction to genetics

Embryology and development of the fetus

Bacteriology, virology and parasitology

Pharmacokinetics and pharmacodynamics

The holistic promotion, support and maintenance of breastfeeding will be reviewed and assessed in relation to an overall, comprehensive and detailed knowledge and understanding of UNICEF UK Baby Friendly Initiative University Standards (UNICEF, 2019) – Theme 1: Understand breastfeeding; Theme 2: Support infant feeding; Theme 3: Support close and loving relationships; Theme 4: Manage the challenges; Theme 5: Promote positive communication.

- As a result, this module will support students to develop characteristics which can contribute to the UWS graduate attributes, which are Universal (critical thinking and culturally aware); Work ready (knowledgeable and problem solving) and Successful (innovative and transformational) (I am UWS, 2018).
- Module content maps to the Educational Framework for Pre-registration Midwifery adapted from the Framework for Quality Maternal and Newborn Care, Renfrew et al., 2014) to levels: • Educational Content Professional and Personal Development; Midwifery Knowledge and Practice. • Teaching and Learning strategies. • Student Values. • Programme Philosophy. • Students.
- NMC (2019) Proficiencies: 1.23, 3.2, 3.6, 3.10, 3.11, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.13.1, 3.14, 3.18.

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

**Module Delivery Method**

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			x		

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

- L1. Explain in detail the structure of the major body systems
- L2. Explore in detail the associated physiology of the major body systems
- L3. Critically explore the principles of genetics and genomics

**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 Level 10. Demonstrating detailed knowledge and understanding of basic anatomy and physiology of the main body systems.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Applying detailed knowledge and understanding of the body systems to practice.
Generic Cognitive skills	SCQF Level 10.  Evaluating and applying knowledge of underpinning anatomy in relation to physiology

Communication, ICT and Numeracy Skills	<p>SCQF Level 10.</p> <p>Using a range of databases to obtain and analyse evidence to underpin knowledge.</p> <p>Using physiological recording and analysis software to collect graphical data.</p> <p>Working in groups to gather and evaluate relevant material for classwork.</p> <p>Numerical skills related to practice including those relevant to fluid and drug administration.</p>				
Autonomy, Accountability and Working with others	<p>SCQF Level 10.</p> <p>Working with colleagues to produce material for discussion, analysis and evaluation.</p> <p>Identifying own learning needs.</p>				
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:				
	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> <tr> <td><b>Other:</b></td> <td></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>	<b>Other:</b>	
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\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>This module is essentially taught by the specialist Life Scientists. A variety of learning and teaching methods will be utilised including core lectures for key information, via the virtual learning environment. These will be complemented by tutorials and student-led seminar discussions.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	27
Tutorial/Synchronous Support Activity	10
Asynchronous Class Activity	109
Independent Study	154
	300 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Core: Coad, N., Pedley, K. and Dunstall, M. (2020) Anatomy and Physiology for Midwives. 4th edn. Edinburgh: Elsevier.</p> <p>Core: Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier. OR</p>	

McDonald, S. and Johnson, G. (eds.) (2017) Mayes' midwifery. 15th edn. Edinburgh: Bailliere Tindall.

Recommended:

Waugh, A. and Grant, A. (2018) Ross & Wilson Anatomy and Physiology. 13th edn. Edinburgh: Elsevier.

Recommended:

Jordan, S. (2010) Pharmacology for midwives: The evidence for safe practice. 2nd edn. Hampshire: Palgrave MacMillan.

Recommended:

Pollard, M (2017) Evidence-Based Care for Breastfeeding Mothers. A resource for midwives and allied healthcare professionals. 2nd Edition London: Routledge.

Recommended:

Royal Pharmaceutical Society (2018) Professional guidance on the safe and secure handling of medicines. Available at: <https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines> (Accessed: 15 October 2020).

Recommended:

UNICEF (2019) UNICEF UK baby friendly initiative university standards. Available at: <https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-Unicef-UK-BabyFriendly-Initiative-University-Standards.pdf> (Accessed: 12 October 2020).

Recommended:

Tortora, G.J., Derrickson. B.H. (2017) Principles of Anatomy and Physiology, 15th ed. Global edn. Singapore: J John Wiley and 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)

## Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students are academically engaged if they regularly participate in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources and complete assessments which are submitted on time (UWS Academic Engagement Procedure; UWS Regulatory Framework, section 1.64 Academic Engagement and Attendance).

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study.

Within this module, students are expected to attend for at least 75% of the synchronous core teaching activities to be assessed. Please refer to UWS Regulatory Framework Attendance Requirements.

## Supplemental Information

<b>Programme Board</b>	Midwifery & Specialist Nursing
<b>Assessment (Pass/Fail)</b> <b>Results</b>	No
<b>Subject Panel</b>	Midwifery&Specialist Nursing L9-11

<b>Moderator</b>	Beth Peters
<b>External Examiner</b>	S Lewis
<b>Accreditation Details</b>	NMC
<b>Changes/Version Number</b>	1.06 Assessment amendments from written tests to multiple response multiple choice questionnaire. Timing for assessments changed. Removed UWS documentation dates in attendance requirements section and edited narrative.

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>Summative Assessment (Component 1). Class Test 1: The test covers the relevant module content and comprises of multiple response, multiple choice questionnaire. Each of the three tests must be passed, for overall successful outcome of the module. All three tests must be passed at 40% minimum.</p>
<p>Summative Assessment (Component 2) Class Test 2: The test covers the relevant module content and comprises of multiple response, multiple choice questionnaire. Each of the three tests must be passed, for overall successful outcome of the module. All three tests must be passed at 40% minimum.</p>
<p>Summative Assessment (Component 3) Class Test 3: The test covers the relevant module content and comprises of multiple response, multiple choice questionnaire. Each of the three tests must be passed, for overall successful outcome of the module. All three tests must be passed at 40% minimum.</p>
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	30	0.5
<b>Component 2</b>					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	40	0.67
<b>Component 3</b>					

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	30	0.5
<b>Combined Total For All Components</b>				100%	1.67 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### Equality and Diversity

Module content reflects societal diversity and a rights-based approach to midwifery practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School).

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