Module Descriptor

Title	Analysis of Anatomy and Physiology		
Session	2024/25	**Status**	
Code	MIDW10012	**SCQF Level**	10
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	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 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):Theme1:Understanding breastfeeding; Theme 2:Support infant feeding; Theme 3 Support close and loving relationships; Theme 4:Manage the challenges; Theme 5; Promote positive communication.

- This module will support students to develop characteristics which can contribute to the UWS graduate attributes which are Universal (critical thinking, emotionally intelligent and collaborative); Work ready (knowledgeable, potential leader and problem solving) and Successful (autonomous, innovative, resilient, and transformational).

- Module content maps to BSc Midwifery Programme Educational Framework (adapted from 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.

- Mapped to 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.

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	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
L4	
L5	

[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

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** Demonstrating detailed knowledge and understanding of anatomy and physiology of the major body systems.
Practice: Applied Knowledge and Understanding	**SCQF 10** Applying detailed knowledge and understanding of the body systems to practice.
Generic Cognitive skills	**SCQF 10** Applying detailed knowledge of underpinning anatomy in relation to physiology.
Communication, ICT and Numeracy Skills	**SCQF 10** Using a range of databases to obtain evidence to underpin knowledge. Using physiological recording and analysis software to collect graphical data. Working in groups to gather relevant material for classwork. Numerical skills related to practice including those relevant to fluid and drug administration.
Autonomy, Accountability and Working with Others	**SCQF 7** Working with colleagues to produce material for discussion, analysis and evaluation in teaching sessions. Identifying own learning needs.

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.	
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	27

Tutorial / Synchronous Support Activity	10
Asynchronous Class Activity	109
Independent Study	154
Please select	
Please select	
TOTAL	300

Indicative Resources

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

Core:

Coad, N., Pedley, K. and Dunstall, M. (2020) Anatomy and Physiology for Midwives. 4th edn. Edinburgh: Elsevier.

Core:

Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives.17th edn. Edinburgh: Elsevier.

OR

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-Baby-Friendly-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)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** 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.

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. 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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Supplemental Information

Divisional Programme Board	**Mental Health Nursing Midwifery 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	Mental Health Nursing Midwifery Health

Moderator	Beth Peters
External Examiner	S Lewis
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessments component 1): Class test 1. The test will cover the relevant module content and is comprised of made multiple response multiple choice questions. Each class test is required to be passed at a minimum of 40%.
Assessment 2
Summative Assessments component 2): Class test 2. The test will cover the relevant module content and is comprised of made multiple response multiple choice questions. Each class test is required to be passed at a minimum of 40%.
Assessment 3
Summative Assessments component 3 : Class test 3. The test will cover the relevant module content and is comprised of made multiple response multiple choice questions. Each class test is required to be passed at a minimum of 40%.
(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**
Written	☒	☒	☒	☐	☐	30	0.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written	☒	☒	☒	☐	☐	40	0.6

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written	☒	☒	☒	☐	☐	30	0.5
Combined total for all components						100%	1.6 hours

Change Control

What	When	Who