COURSE OUTLINE

HLT109 Anatomy & Physiology I

School: School of Health - Biomedicine

2027 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course will introduce students to the structural and functional foundations of the human body. The course explores body organisation from the cellular level through to body systems, including the nervous, musculoskeletal, and endocrine systems, integrating anatomy and physiology to explain how structure supports function. Core topics include cell metabolism, neural control and communication, sensory and autonomic pathways, skeletal and muscular systems, and hormonal regulation. Laboratory classes reinforce learning through histology, gross models, and hands-on practical activities such as using physiology equipment and animal organs. This course provides a critical platform for students in health, biomedical, and science programs to understand normal human structure and function before progressing to visceral systems.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Weekly online asynchronous learning materials, including eModules and associated revision activities and questions.	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Weekly synchronous online workshop that will cover anatomy and physiology concepts.	2hrs	Week 1	12 times
Tutorial/Workshop 2 – Weekly synchronous in-person workshops which cover the major macroscopic anatomical structures. Workshops will incorporate progressive assessments.	2hrs	Week 1	10 times
Laboratory 1 – Fortnightly on campus laboratory classes. Lab classes will incorporate progressive assessments.	2hrs	Week 2	6 times

1.3. Course Topics

- Central, peripheral and autonomic nervous system
- Musculoskeletal system
- Endocrine system

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute of Medical and Clinical Scientists
1 Identify and describe the macroscopic and microscopic organisation and relationships between structure and function across cellular, nervous, musculoskeletal, and endocrine systems using appropriate anatomical terminology.	Knowledgeable Communication	6.2
2 Demonstrate understanding of muscle location, general attachment sites, and actions, integrating physiological processes.	Knowledgeable Communication	6.2
3 Explain fundamental physiological mechanisms, such as neural and hormonal communications that support homeostasis.	Knowledgeable Communication	3.3.2, 6.2
4 Demonstrate effective collaboration and reflective practice to support clear communication of integrated anatomy and physiology responses.	Engaged Communication	10.4.1, 10.4.2

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE OF MEDICAL AND CLINICAL SCIENTISTS	
3.3.2	Ensure that results with important diagnostic or treatment implications are communicated as per established protocols: Results are interpreted in the light of clinical information provided and knowledge of the test(s) and limitations.
6.2	Professional accountability and participation in continuing professional development: Maintain and update scientific/technical knowledge and skills
10.4.1	Prepare and deliver report: Contributions are made regarding the format and presentation of outcomes.
10.4.2	Prepare and deliver report: Preparation of verbal and/or written reports or article (including for publication) is undertaken.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Online and in person practical formative anatomy and physiology tasks are be provided for students throughout the Trimester. Completion of these tasks provides immediate feedback.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Portfolio	Individual	30%	Along with task 1b, up to three hours across the trimester	Throughout teaching period (refer to Format)	In Class
All	1b	Portfolio	Group	30%	Along with task 1a, up to three hours across the trimester	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	2	Examination - Centrally Scheduled	Individual	40%	120 minutes	Exam Period	Exam Venue

All - Assessment Task 1a: Theory and practical portfolio - Individual contribution

GOAL:	Across three practical portfolios, you will demonstrate your developing understanding of structure–function relationships and your ability to observe, identify, explain, interpret and apply anatomical and physiological knowledge through individual and collaborative practical activities.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	Yes: A3 - Direct / V3 - Supervised
FORMAT:	This assessment consists of three supervised, in-class practical portfolios completed in Weeks 4, 7 and 10, each comprising individual and group components. Activities assess the identification, interpretation and application of structure-function relationships through practical and integrated tasks. Out of the 60% weighting, 30% will be awarded for individual contribution, and 30% for collaborative contribution across the three portfolio assessments.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 — Understanding of relationships between structure and function across cellular, nervous, musculoskeletal, and endocrine systems via active engagement with learning materials and correct responses to questions — 1 2 3 2 — Development of communication and collaboration skills within a practical setting to support the identification, interpretation and application of integrated anatomical and physiological concepts. — 4
GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 1b: Theory and practical portfolio- collaborative contribution

GOAL:	Across three practical portfolios, you will demonstrate your developing understanding of structure–function relationships and your ability to observe, identify, explain, interpret and apply anatomical and physiological knowledge through individual and collaborative practical activities
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	No
FORMAT:	This assessment consists of three supervised, in-class practical portfolios completed in Weeks 4, 7 and 10, each comprising individual and group components. Activities assess the identification, interpretation and application of structure-function relationships through practical and integrated tasks. Out of the 60% weighting, 30% will be awarded for individual contribution, and 30% for collaborative contribution across the three portfolio assessments.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 — Understanding of relationships between structure and function across cellular, nervous, musculoskeletal, and endocrine systems via active engagement with learning materials and correct responses to questions. — 1 2 3 2 — Development of communication and collaboration skills within a practical setting to support the identification, interpretation of integrated anatomical and physiological concepts. — 4
GENERIC SKILLS:	Communication, Collaboration, Information literacy

All - Assessment Task 2: Integrated Practical Paper

GOAL:	To assess students' ability to identify anatomical structures, explain associated structure–function relationships, and integrate and apply anatomical and physiological knowledge within authentic practical contexts.
PRODUCT:	Examination - Centrally Scheduled
AUTHORSHIP STATEMENT:	Yes: A3 - Direct / V3 - Supervised
FORMAT:	The integrated anatomy and physiology practical paper incorporates traditional spotter stations, with objective structured clinical examination (OSCE) and theory style questions. This will be undertaken in-person in the centrally scheduled exam block.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Demonstrate the ability to holistically integrate anatomy, histology, and physiology in a objectively structured practical exam. — 1 2 3
GENERIC SKILLS:	Communication, Problem solving

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	ELAINE. HOEHN MARIEB (KATJA.),Katja Hoehn	2022	Human Anatomy & Physiology [Global Edition] (HB)	12th	Pearson

8.2. Specific requirements

To successfully complete the UB001 Bachelor of Medical Laboratory Science (Pathology) and meet accreditation requirements of AIMS, UB001 students enrolled in HLT109 are expected to attend and participate in laboratory practical classes, and attendance will be recorded.

Students will require the HLT109 course manuals, available for purchase from UniSC MyPrint. Electronic copies are available on Canvas, however it is strongly recommended to have hard copies of these manuals. Students will require personal protective equipment (PPE) for laboratory classes, including a clean lab coat, fully enclosed footwear and safety classes. Students will be required to complete online Laboratory inductions on Canvas prior to gaining entry into the laboratory.

9. How are risks managed in this course?

Risk assessments have been performed for all laboratory classes and a moderate level of health and safety risk exists. Moderate risks are those associated with laboratory work such as working with chemicals and hazardous substances. You will be required to undertake laboratory induction training and it is also your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central