COURSE OUTLINE

LFS122 Human Anatomy

School: School of Health - Biomedicine

2026 | Trimester 2

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

LFS122 (Human Anatomy) is an introductory course designed to provide foundational anatomical knowledge for students enrolled in allied health and science programs. The course adopts a systemic and regional approach, exploring the macroscopic (gross) anatomy of the eleven organ systems, with an emphasis on organs and their associated tissues. This unit serves as a critical stepping stone for further study involving anatomical sciences.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Pre-recorded Learning Materials pertaining to weekly topics to be uploaded to Canvas and released weekly to students.	2hrs	Week 1	12 times
Laboratory 1 – Delivered face to face on campus.	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Tutorial/Workshops. Delivered face to face on campus and online.	2hrs	Week 1	12 times

1.3. Course Topics

Anatomical Terminology, Bones, and Joints
Learn key anatomical language and foundational concepts used to describe the human body, bones, and joints.

The Pelvic Girdle and Lower Limb (Hip to Knee)
Explore the bones, joints, and muscles of the pelvis and thigh, including key motor nerves.

The Lower Limb (Knee to Foot)
Examine the structures of the leg, ankle, and foot, focusing on musculoskeletal anatomy, nerve supply, and the integumentary system.

The Trunk
Study the musculoskeletal anatomy of the trunk, the gross anatomy of the spinal cord and spinal nerves.

The Head and Neck
Understand the musculoskeletal structures of the head and neck, the gross anatomy of the brain, and the cranial nerves.

The Pectoral Girdle and Upper Limb
Investigate the bones, muscles, and joints of the shoulder, arm, and hand, including motor nerves.

The Thoracic Cavity and Mediastinum
Focus on the respiratory and cardiac systems and the major blood vessels above the heart.

The Circulatory System
Explore circulation through the limbs and abdominopelvic cavity, and examine the lymphatic and endocrine systems.

The Urogenital System
Learn the anatomy of the urinary and reproductive organs and their structural relationships.

The Digestive System
Study the major organs and supporting structures involved in digestion and nutrient absorption.

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 Completing these tasks successfully will contribute to you becoming...
1	Identify and describe the spatial relationships of gross anatomical structures using models, diagrams, and medical images.	Knowledgeable
2	Apply a systematic approach to observe, investigate, and identify gross anatomical structures in regional and systemic contexts.	Knowledgeable Creative and critical thinker
3	Integrate anatomical theory and knowledge to explain, interpret, and predict the functional relationships between gross anatomical structures.	Knowledgeable Creative and critical thinker

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 anatomical tasks will be provided for students during the trimester. Completion of the tasks will provide 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	1	Quiz/zes	Individual	15%	Less than 40 minutes per week	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Portfolio	Individual and Group	45%	Per task: approximately 30 minutes.	Throughout teaching period (refer to Format)	In Class
All	3	Examination - Centrally Scheduled	Individual	40%	approximately 2 hours	Exam Period	In Class

All - Assessment Task 1: Online Quizzes

GOAL:	To support your understanding of the theoretical concepts in this course, you will complete a series of weekly online quizzes. These quizzes serve as checkpoints in your learning, enabling you to assess your grasp of key concepts and identify areas that may require further review. Regular engagement with these summative self-assessments is intended to reinforce your knowledge and promote ongoing academic development.
PRODUCT:	Quiz/zes
FORMAT:	Weekly online quizzes, refer to course Canvas site for further details.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Accurate identification and recall of foundational anatomical terminology, movements and identification/naming of anatomical features, parts, regions, organs, and associated relationships for the eleven body systems. — 1 2 3
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 2: Anatomy Case Portfolio

GOAL:	The goal of this assessment is to support the development of key professional skills, including group collaboration, effective communication, problem solving, and critical reflection. Through each task, students will be expected to demonstrate their understanding of anatomical concepts across both theoretical and practical domains.
PRODUCT:	Portfolio
FORMAT:	Across the trimester (Weeks 4, 8, and 12), students will undertake a series of applied anatomy case studies. The format of each case study may vary and may include individual or collaborative components, delivered through either practical or theoretical activities under supervised conditions. Full details, including specific instructions and submission requirements, will be provided on the course Canvas site.
CRITERIA:	

No.		Learning Outcome assessed
1	Apply anatomical theory and practical applications using active recall covered throughout the trimester.	2
2	Develop communication and collaboration skills within a practical setting to interpret case studies.	1 2 3

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy

All - Assessment Task 3: End of Trimester Practical Exam

GOAL:	To provide the opportunity for students to demonstrate their ability to identify and name anatomical features, parts, regions, organs, and associated relationships for the eleven body systems. This centrally scheduled practical/spotter exam will have questions covering content from the entire trimester.
PRODUCT:	Examination - Centrally Scheduled
FORMAT:	This is an invigilated in-class practical/spotter examination conducted in the centrally scheduled exam period. This practical/spotter examination is closed book, timed, and to be completed independently. This exam questions will cover content covered throughout the entire trimester.
CRITERIA:	

No.		Learning Outcome assessed
1	To assess your ability to correctly identify and name anatomical practical content taught throughout the trimester.	1 2
2	To correctly demonstrate anatomical movements.	3

GENERIC SKILLS:	Problem solving, Organisation

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 N. Marieb,Patricia M. Brady,Jon B. Mallatt	2019	Human Anatomy	9th	Pearson
Required	Mellifont R, Daffin L & Cash-Deans S. UniSC	2025	LFS122 Human Anatomy Laboratory Workbook	n/a	UniSC

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the 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