

## Module Specification

Module Title  Module Code   
Credit Value  Level  Mode of Delivery  Semester A

| Pre-requisite modules  | Co-requisite modules | Overlapping modules |
|------------------------|----------------------|---------------------|
| BMD115, BMD181, BMD219 |                      |                     |

### 1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This is a taught module and will be delivered through lectures and self-directed learning. The module will provide an in-depth knowledge of cell biology of oral tissues in health and diseases. Areas to be covered will include cell adhesion, apoptosis, cell cycle, angiogenesis, tissue engineering, oral implications of HIV and AIDS etc. Most of the content of these lectures given by staff members will be drawn from their current research interests.

### 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module aims to provide in-depth knowledge of cell and molecular biology with special reference to oral cavity of humans and other mammals. It will also enable the students to know the oral biology research areas currently studied in this Institution and worldwide

### 3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:

|    |   |
|----|---|
| A1 | Describe various aspects of keratinocyte biology including cell adhesion to extracellular matrix.             |
| A2 | Describe the structure of different components of cytoskeleton, cell-cell junction, cell cycle and apoptosis. |
| A3 | Explain the mechanism of cancer development and spread in oral cavity.  |
| A4 | Describe features of various oral diseases.   |
| A5 | Describe the composition and functions of saliva, and the mechanism of saliva secretion.                      |

|                                |  |
|--------------------------------|--|
| Disciplinary skills - able to: |  |
| B1                             | Critically appraise and interpret scientific findings from the literature.                       |
| B2                             | Know how a knowledge of biological sciences can be used to plan and test a research hypothesis   |
| B3                             | Identify and define analytic and statistical approaches required to conduct research experiments |
| B4                             | Engage effectively in debate and construct a coherent argument.                                  |

|             |   |
|-------------|---|
| Attributes: |   |
| C1          | Acquire and apply knowledge of oral biology in rigorous way.                            |
| C2          | Adapt their understanding of principles of oral biology to new and unfamiliar settings. |
| C3          | To learn continuously in a changing world   |
| C4          | Apply different forms of communication skills in different professional settings.       |
| C5          | Apply their analytical skills to investigate and test new hypotheses.                   |
| C6          | Critically evaluate the reliability of different sources of published information.      |
| C7          | Work individually and in collaboration with others.                                     |
| C8          | To develop information expertise.   |

#### 4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Essential Cell Biology

Biochemistry by Lippincott.

Cell Adhesion by Mary Meckerle

## 5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

| Activity Type | KIS Category | Time Spent (in hours) |
|---------------|--------------|-----------------------|
| Lecture       | Scheduled    | 22                    |
| Seminar       | Scheduled    | 4                     |
| Total         |              | 26                    |

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| Activity Type                   | Total Time Spent (in hours) | Percentage of Time Spent |
|---------------------------------|-----------------------------|--------------------------|
| Scheduled learning and teaching | 26                          | 17                       |
| Placement                       |                             |                          |
| Independent Study               | 124                         | 83                       |
| Total                           | 150                         | 100                      |

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

## 6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

| Description of Assessment | Assessment Type         | KIS Category | Duration/Length                            | Percentage Weighting | Final element of assessment | Qualifying Mark |
|---------------------------|-------------------------|--------------|--|----------------------|-----------------------------|-----------------|
| Written Exam              | Written Exam            | Written      | 3 Hours                                    | 80                   | Yes                         |                 |
| In Course assessment      | Powerpoint presentation | Coursework   | 30 min for the group, 5min for individuals | 20                   | No                          |                 |

**Final element of assessment:** The assessment that takes place last. **There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.**

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. **This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.**

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
  Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

| Brief Description of Assessment | Assessment Type | Duration/Length of Examination/<br>Coursework |
|---------------------------------|-----------------|---|
| Written Examination             | Written Exam    | 3 Hours                                       |