

Module Specification

Module Title	Molecular Basis of Disease	Module Code	BIO363			
Credit Value	15	Level	6	Mode of Delivery	On Campus	Semester A

Pre-requisite modules	Co-requisite modules	Overlapping modules
Some Biochem egSBC920		

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).

An introduction to a number of human diseases, with an emphasis on how these diseases are characterised at the molecular level. The module will include a study of the processes associated with the following: Amyloid formation in Mad Cow and Alzheimer's diseases, Influenza, Bacterial infection, protein clearance, and the role of metals in disease.

2) Module Aims

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

The module aims to provide final year Biochemistry students with an advanced level understanding the role of proteins in health and disease at the molecular level. It is a core module for final year Biochemistry students, but may also be suitable for other final year students with an interest in human disease and biomolecular form and function.

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	Evaluate and compare the results on the structure and function of a protein to propose relationships between structural features and to relate these to disease phenotype
A2	Demonstrate by example that a number of approaches i.e. spectroscopy techniques and structure determination can be used to study the role of proteins in disease
A3	Demonstrate by example that a number of approaches i.e. spectroscopic techniques and structure determination can be used to study the role of proteins in disease.
A4	To utilise the understanding gained in lectures to write coursework assignments on the structure and function of a named protein, utilising primary references on that protein.

Disciplinary skills - able to:	
B1	

Attributes:	
C1	

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.

There is no single recommended module textbook, but up-to-date reviews of the specific diseases studied will be given at the start of each topic.

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	27
Workshop	Scheduled	1
Total		28

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	28	18.7
Placement	0	0
Independent Study	122	81.3
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 Examination	Examination	Written Exam	3 Hours	80%	Yes	
Coursework	Written assignment	Coursework		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/ Coursework
Resit Examination	Written Exam	3 Hours