Module Specification

Module Title	Essential Skills for Biochemists	Module Code	BIO101

Credit Value	10	Level	4	Mode of Delivery	On Campus	Semester A & B

Pre-requisite modules	Co-requisite modules	Overlapping modules
None	None	None

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 module covers some of the fundamental skills required by biochemists. This QMUL Model module is structured around three main themes:

(1) **Acquiring Essential Skills.** This module will support students in acquiring a variety of key skills such as essay writing, information handling, oral and written communication skills, literature search techniques and appropriate use of referencing and citations.

(2) **Considering the role of biological & biochemical sciences in the "real world".** Through personal investigations, workshops on critical thinking and a series of talks from professionals, students will be encouraged to consider the role of biological & biochemical sciences in an applied context and gain a more global perspective of their discipline.

(3) **Exploring Career Pathways.** Students will be given an opportunity to explore various career choices, to reflect on their own career aspirations and to meet with professional scientists from diverse backgrounds.

2) Module Aims

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

The aim of this module is to provide students with:

(1) The basic skills necessary to underpin a successful degree programme in the biochemistry

(2) An understanding of the career paths available to graduates in biology/biochemistry and an opportunity to reflect on own career aspirations

(3) To consider applications of biochemical sciences in the real world

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	Understand how to read, analyse and extract information from scientific literature
A2	Knowing when and how to cite references and bibliographic information

Disciplinary skills - able to:	
B1	The objective of this module is to provide a sound knowledge of the essential writing, information extraction/analysis of scientific literature and presentation skills that biochemists need, which can form the basis of their respective programme of study

Attributes:	
C1	Engage critically with knowledge - acquire and apply knowledge in a rigorous way
C2	Engage critically with knowledge - connect information and ideas within their field of study
C3	Learn continuously in a changing world - use quantitative data confidently and competently
C4	Research capacity - produce analyses which are grounded in evidence
C5	Rounded intellectual development - transferrable key skills
C6	Overall, the module will improve the students' ability to handle information, to conduct independent study and to extract information from the scientific literature

QM Model Outcomes (available in QMPlus here):	
D1	Identify and discuss their own career aspirations or enterprise skills and knowledge and how they impact on others.
D2	Identify and demonstrate the perspectives or problem solving techniques of different disciplines
D3	Consider the role of their discipline in diverse cultural and global contexts

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.

The reading material associated with this course will be posted on the QMplus home page for this module.

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)
Workshops	Scheduled	12
QM Model Workshops	Scheduled	05
Tutorials	Scheduled	07
	Total	24

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	24	24
Placement	0	0
Independent Study	76	76
Total	100	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
Coursework	Written assignments, inc Essay	Coursework		50	No	
Exam	Written Exam	Exam		50	yes	

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
Standard reassessment will consist of a written examination.	Written Exam	2 hrs