Section 2 - Module Specification

Module Title	Module Title Receptors and Mechanisms of Cell Signalling				Module (Code BMD373		
Credit Value	15	Level	6	Mode of De	elivery	On Campus	Semester	Semester A
Dua na minita			0	delte es el de		0		7
Pre-requisite	modules		Co-requ	uisite module	S	Overlapping m		
1) Content D Provide a de System (app	scription (of the mo		it will appear	r in the Mo	dule Directory a	and on the Stude	ent Information
						sduction pathway inases and nuclea	r, and the regulation ar receptors.	noftheir activity.
addition to form	Introductory lectures will be followed by interactive sessions in specialised areas of the subject given by experts in their field. In addition to formal lectures, the course will provide tutorials and seminars with opportunities to critically-evaluate research papers and reinforce the lectures.							
2) Module A Specify the a		e module	, i.e. the	broad educa	itional purp	oses for offerin	ng this module.	
				text of their mole ion as targets fo			cellphysiology, life	ecycle, signal
Reviewthe current knowledge on the classification of membrane receptors in mammalian cells with particular emphasis on receptors as the rapeutic targets for the treatment of common human diseases.								
Opportunity to gain practical experience of methods used to study G protein coupled receptors								

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.

Add Learning Outcome

	Aca	demic Content:
X	A 1	Critique of the diverse classes of receptors and how drugs interact with and regulate membrane receptors
X	A 2	Application of current methods for experimental study of receptors
X	A 3	Analysis of how abnormal receptor function can lead to clinical consequences
X	A 4	Critique of post-translational modifications of receptors, receptor expression, dimerization, accessory proteins, trafficking to the cell surface, ligand binding, cell signaling, receptor internalization, degradation and recycling

Add Learning Outcome

	Disciplinary Skills - able to:					
X	B 1	Critically evaluate published research studies				
X	B 2	Apply knowledge of receptor mechanisms to interpret the effects of drug treatment				
X	В3	Write scientific reports and present scientific data				

Add Learning Outcome

	Attrik	outes:
X	C 1	Have the intellectual curiosity to learn continuously from diverse sources of information
X	C 2	Be able to explain complex scientific concepts clearly and logically
X	C 3	Make judgements based on evidence
X	C 4	Effective time management and independent learning

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.

- * Textbook of receptor pharmacology, 3rd Edition, John C. Foreman, Torben Johansen, Alasdair J. Gibb,
- * G protein coupled receptors, from structure to function, Jesus Giraldo, Jean-Philippe Pin, Royal Society of Chemistry, 2011
- * Signal transduction, 2nd Edition, Bastien D. Gomperts (Author), Ijsbrand M. Kramer (Author), Peter E.R. Tatham

British Journal of Clinical Pharmacology

New England Journal of Medicine

Lancet
Current Opinions in Pharmacology

Doloto Bow

5) Teaching and Learning Profile

Add Daw

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.

Add Row	Delete Row			
Activity Type		KIS Category	Time Spent (in hours)	
Lecture		Scheduled	20	
Tutorial		Scheduled	4	
Seminar		Scheduled	8	
Guided independent study		Independent	118	
	·	Total	150	

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	32	21	
Placement			
Independent Study	118	79	
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.

Add Row	Delete Row					
Description of Assessment	Assessment Type	KIS Category	Duration / Length	% Weighting		Qualifying Mark
Examination	Written Exam	Written	3 h	80%	Yes	

Coursework	In-course MCQ test	Coursework	10%	No	
Coursework	Integrative assignment	Coursework	10%	No	

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.

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

Section 3 - Alternative Assessment Arrangements for Associate Students

This section <u>must only</u> be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Add Alternative Assessment

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in <u>Semester A.</u> Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Add Half Module (Semester A)

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in <u>Semester B.</u> Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Add Half Module (Semester B)