

Module Specification

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

Pre-requisite modules	Co-requisite modules	Overlapping modules
Module restricted to B990 students		

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 human anatomy from a largely systems-based perspectives, stressing the ways in which different anatomical systems interact. Emphasis is on understanding the integration of human anatomy through function, development, evolutionary history and genetics. Several clinical examples, notably 5-alpha-reductase syndrome, or pseudo hermaphroditism, illustrate how human variation, including congenital defects, emerges from the interaction of development, form, and function.

2) Module Aims

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

The aim of the module is to introduce the beginning level student to the complexities of human anatomy in such a way that it can be intuitively understood from the perspectives of function, development, evolution and genetics. At the end of the module, students should know enough terms and anatomy and have the appropriate conceptual understanding to acquire more specialized anatomical knowledge through self-study or advanced modules.

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 basic anatomical terminology, including anatomical directions, movements, and major organs
A2	Understand the basic layout and organisation of the human body
A3	Appreciate how the organisation of the adult human body relates to developmental events and how major variants on that organisation arise through development
A4	Appreciate how genetics, development, evolutionary history and function contribute to human anatomical form
A5	Understand the ways different anatomical systems work together

Disciplinary skills - able to:	
B1	The student will gain a competent understanding of human anatomy, and the ability to critically interpret anatomical form in terms of function, development and evolution
B2	They will gain a perspective of human anatomy as a dynamic and variable system
B3	They will also appreciate how anatomy and development relate to clinical problems such as congenital abnormalities, genetic diseases, and growth and aging

Attributes:	
C1	The module will stimulate students' interest in human anatomy, encouraging them to think critically and creatively about it
C2	Broad links between anatomy, development, evolution, genetics, and clinical problems are encouraged, providing students with the background required for life-long learning in the subject

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.

Recommended textbook

Human anatomy and physiology by Marieb & Hoehn. Usually bundled with *A brief atlas of the human body*; highly recommended (also useful for Human Physiology). Currently on 10th edition but older editions are just as useful and frequently cheaper.

Other textbooks referred to during the module

An introduction to human evolutionary anatomy by Aiello & Dean. Appears to be available only from Amazon's US site but it might be possible to pick up second-hand copies if you're sufficiently interested. Excellent on comparative anatomy of humans and other hominids.

Before we are born: Essentials of embryology and birth defects by Moore & Persuad.

The evolution of vertebrate design by Leonard Radinsky. Good on mammalian evolution.

Alternative texts (If you are looking in the library)

The library contains a number of useful textbooks on anatomy and development, any of which will be helpful. These include:

Principles of anatomy and physiology by Tortora & Grabowski.

Developmental biology by Gilbert.

Other useful books to supplement your reading/revision

Gray's atlas of anatomy by Drake et al. No explanatory text, but excellent and comprehensive diagrams.

The anatomy coloring book by Kapit & Elson. A surprisingly good way to revise!

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

Practical	Scheduled	12
	Total	34

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	34	22.7
Placement	0	0
Independent Study	116	77.3
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
Examination	Exam	Coursework	1.5 Hours	75%	Yes	
Coursework	Written Assessment	Coursework		25%	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
Examination	Exam	1 Hours and 30 Minutes