

## Module Specification

Module Title  Module Code   
Credit Value  Level  Mode of Delivery  Semester

Pre-requisite modules	Co-requisite modules	Overlapping modules
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### 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 provides an introduction to physiology. The structure and function of major systems including the nervous, digestive, respiratory and circulatory systems are surveyed in a variety of different taxa and physiological functioning including homeostasis, temperature regulation, gas exchange, digestion and the endocrine systems are all reviewed.

### 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 an introduction to the principles and concepts of physiology, enabling psychology students who wish to study neurobiology and physiology as part of their degree to do so.

### 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	Know the basic structure and function of the main physiological systems
A2	Understand how some of the main physiological systems differ between animal taxa
A3	Understand how physiological processes such as homeostasis are regulated

Disciplinary skills - able to:	
B1	Use light and electron micrographs to understand and interpret the structure of cells and tissues
B2	Use data from procedures such as respirometry and ECG to measure physiological processes and to assess differences between individuals

B3	Present data and communicate ideas effectively
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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	Research capacity - work individually and in collaboration with others

#### 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.

Principles of Animal Physiology by Moyes and Schulte (Pearson)
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#### 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
Fieldwork	Scheduled	6
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	18.6
Placement	0	0
Independent Study	122	81.4
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
Coursework	Report	Coursework		25%	No	
Examination	Written Exam	Written	1 Hour 30 minutes	75%	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
Resit Examination	Written Exam	1 Hours and 30 Minutes