

## Section 2 - Module Specification

Functional Neuroanatomy

Module Code BMD163

Credit Value

15

Level

4

Mode of Delivery

On Campus

Semester

Semester B

Pre-requisite modules	Co-requisite modules	Overlapping modules

### 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 will introduce students to the development and anatomy of the nervous system. Topics will include the principles of nervous system development, axonal and dendritic growth. The anatomical organisation of the central and peripheral nervous systems, including blood supply and functionally important neural circuits will also be covered. Lectures will be accompanied by practical workshops designed to encourage accurate observation and annotation skills and mastery of functional neuroanatomy.

### 2) Module Aims

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

The aims of this module are to introduce the first year student to the structure and function of the nervous system and gain awareness of the development of the nervous system. The students will have an opportunity to gain practical experience observing photographic, cross sectional specimens and magnetic resonance images. At the end of the module students should have acquired a basic knowledge in the development and anatomy of the nervous system allowing them to further their understanding in advanced modules and self-directed learning.

### 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:	
A 1	Describe approaches used to study neuroanatomical structures
A 2	Demonstrate understanding of the basic cellular organisation of the nervous system
A 3	Show appreciation of how the organisation of the adult nervous system relates to its early development
A 4	Display understanding of the structure and function of different components of the central nervous system (CNS)
A 5	Identify the organisation and functions of the peripheral nervous system (PNS) and its relationship to the CNS

Disciplinary Skills - able to:	
B 1	Identify major subdivisions of the brain and spinal cord
B 2	Interpret the neuroanatomical organisation the nervous system in relation to its functions
B 3	Make accurate observations and annotations of cross sectional specimens
B 4	Demonstrate an awareness of approaches used to study neuroanatomical structures

Attributes:	
C 1	Participate constructively as a member of a group/team
C 2	Plan and manage time effectively and begin to be independent learners
C 3	Communicate effectively by written and verbal means

### 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.

#### Main Book

Fitzgerald's Clinical Neuroanatomy and Neuroscience" (Elsevier, Seventh edition / Estomih Mtui, Gregory Gruener, Peter Dockery 2012)

#### Further Reading

Neuroscience (5th ed) 2012. Purves, D., Augustine, G. J., Fitzpatrick, D., Hall, W. C., LaMantia, A.-S., McNamara, J. O. and White, L. E, Sinauer Associates, Inc., Sunderland, Massachusetts

Neuroanatomy Text and Atlas (4<sup>th</sup> ed) 2012 Martin, J.H., McGraw-Hill Companies Inc., New York



## 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 Classes and workshops	Scheduled	15
Guided independent study	Independent	113
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	37	25
Placement		
Independent Study	113	75
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	% Weighting	Final element of assessment?	Qualifying Mark
In class test	Exam	Written		50	Yes	
Poster presentation	Practical	Practical	1h	25		
Essay	Coursework	Written	1000 words	25		

**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