

Module Specification

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

| Pre-requisite modules | Co-requisite modules | Overlapping modules |
|-----------------------|----------------------|---------------------|
| | | BMD325 |

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 reviews the Endocrine system and discusses both the physiological role of hormones and the underlying biochemical mechanisms involved in their synthesis and actions.

2) Module Aims

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

To develop an understanding of the integrative function of the endocrine system, in relation to homeostatic and reproductive demands, and regulation of metabolism

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 | The significance of endocrine systems, and how they are assessed |
| A 2 | The chemical nature of hormones |
| A 3 | How hormones exert their actions, and cell signaling |
| A 4 | What the specific roles of hormonal systems are in homeostasis, reproduction, metabolism and behaviour |
| A 5 | The significance of local hormonal, or paracrine, systems, pharmacological uses of hormones |
| A 6 | How hormonal systems are involved in disease |

| Disciplinary skills - able to: | |
|--------------------------------|---|
| B1 | The module aims to enhance the students understanding of the physiological role of hormones and how the endocrine system is involved in disease |

| | |
|-------------|---|
| Attributes: | |
| C1 | This module will provide students with a good general knowledge of endocrinology through the lecture material |
| C2 | The students will have a clear understanding of the impact of this discipline in medicine and will have a good understanding of the biochemical processes underlying normal and pathological endocrine physiology |

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.

| |
|-----|
| N/A |
|-----|

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 |
| Workshops | Scheduled | 3 |
| Total | | 25 |

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 | 25 | 16.7 |
| Placement | 0 | 0 |
| Independent Study | 125 | 83.3 |
| 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 | 3 Hours | 80% | Yes | |
| Coursework | Coursework | Coursework | 1,000 words | 10% | No | |
| In Class test | In Class test | Coursework | 1 Hour | 10% | No | |

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 | 3 Hours |