

## Module Specification

Module Title

Module Code

Credit Value

Level

Mode of Delivery

Pre-requisite modules	Co-requisite modules	Overlapping modules
Restricted to Level 6 students and Level 5 on the 2 <sup>nd</sup> year of B990		

### 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 is delivered in the classical PBL setup for year 2 (BMD201) and year 3 (BMD301) group meetings and assessment: 2 group meetings per case: the first meeting to establish the learning objectives through group discussions, the second meeting to exchange information gathered through self-directed learning. The module also offers opportunity to allow writing skills and peer marking skills to be practiced. The clinical case histories studied will be chosen from a bank of histories and will embrace, over the entirety of both modules (BMD201 and BMD301), the disciplines of human physiology, anatomy & development, metabolism, molecular biology & genetics and pharmacology.

Over the two years there will be 5 cases (assessments in total). The modules BMD201 and BMD301 together comprise the following assessments:

Coursework I – Y2 – 10%

Coursework II – Y2 – 20%

Coursework III – Y3 – 20%

Coursework IV – Y3 – 20%

Coursework V – Y3 – 30%

### 2) Module Aims

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

The case history session is designed to prepare students for the PBL-based medical degrees currently delivered in many UK medical schools. The aim of the course is to provide students with experience in the problem based learning (PBL) (self-directed learning) methodology of curriculum delivery and hence develop problem-solving skills. Students will be encouraged to work both independently and in teams to develop thinking and research skills through analysis of authentic clinical case histories. The assessment sessions will prepare students for medical school style examinations

### 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	At the end of this module students will have knowledge of clinically important diseases and conditions caused by dysfunctional physiological, anatomical, developmental, metabolic, molecular biological & genetic processes

Disciplinary skills - able to:	
B1	At the end of the module the students will have broadened their basic human bioscience knowledge in the disciplines of physiology, anatomy & development, metabolism, molecular biology & genetics and pharmacology

Attributes:	
C1	At the end of the module the student will have improved biological knowledge acquisition and dissemination skills, team-working skills and enhanced critical reading, comprehension, and report writing skills

#### 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.

##### Physiology Reading:

Sherwood, Lauralee. (2013). Human Physiology: from cells to systems. 8<sup>th</sup> Ed.  
 Bruce M. Koeppen, Bruce A. Stanton. (2010). Berne & Levy Physiology. 6<sup>th</sup> Ed.  
 Elaine Marieb, Katja Hoehn. (2013). Human Anatomy & Physiology. 9<sup>th</sup> Ed.  
 Eric Widmaier, Hershel Raff, Kevin Strang. (2013). Vander's Human Physiology: The Mechanisms of Body Function. 12<sup>th</sup> Ed.  
 Cindy L. Stanfield. (2012). Principles of Human Physiology. 4<sup>th</sup> Ed.  
 Neil R. Carlson. (2010). Physiology of Behaviour. 10<sup>th</sup> Ed.  
 William D. McArdle, Franck I. Katch, Victor L. Katch. (2010). Exercise Physiology: Energy, Nutrition, and Human Performance. 7<sup>th</sup> Ed.  
 Bolsover, Steve. (2011). Cell biology: a short course.

##### Clinical Reading:

Fox, Stuart Ira. (2008). Human physiology. 10<sup>th</sup> Ed.  
 Pocock, Gillian, Richards, Christopher D. (2006). Human Physiology: the basis of medicine. 3<sup>rd</sup> Ed  
 Ganong, W.F. (2005). Review of Medical Physiology. 22<sup>nd</sup> Ed.  
 Guyton, A.C. and Hall, J.E. (2006). Guyton and Hall Textbook of Medical Physiology. 11<sup>th</sup> Ed.

#### 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)
Tutorial	Scheduled	10

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	10	6.7
Placement	0	0
Independent Study	140	93.3
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
(1 <sup>st</sup> Coursework Year 2	Coursework	Coursework		10%)		
(2 <sup>nd</sup> Coursework Year 2	Coursework	Coursework		20%)		
1 <sup>st</sup> Coursework Year 3	Coursework	Coursework		20%		
2 <sup>nd</sup> Coursework Year 3	Coursework	Coursework		20%		
Final Coursework Year 3	Coursework	Coursework		30%		

**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.

- Synoptic Reassessment
  Standard 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