

Module Specification

Module Title Module Code
Credit Value Level Mode of Delivery Semester

Pre-requisite modules	Co-requisite modules	Overlapping modules
<input type="text"/>	<input type="text"/>	<input type="text"/>
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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).

In this module students will analyse and discuss cases in small groups using the Problem Based Learning (PBL) process, which resembles the PBL structure used in the medical curriculum. There will be two 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.

Students will work both independently and in teams to develop thinking, communication and research skills through analysis of the clinical case histories.

The cases studied will be chosen from a bank of cases and may embrace the disciplines of human physiology, anatomy & development, metabolism, molecular biology & genetics and pharmacology.

2) Module Aims

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

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, self-directed learning and critical analysis skills. This will encourage independent research, deeper understanding and lifelong learning.

Students will be encouraged to work both independently and in teams to develop thinking, communication and research skills through analysis of the clinical case histories.

The case history session is also designed to prepare students for the PBL-based medical degrees currently delivered in many UK medical schools.

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	In relation to human health and disease, describe and explain essential facts, theories and major principles in anatomy, physiology, biochemistry/metabolism, genetics, molecular biology and

Disciplinary skills - able to:	
B1	Apply subject knowledge and understanding to address problems and make evidence-based decisions.
B2	Identify, collate, process, analyse, interpret and present data generated locally or published globally.
B3	Communicate to a variety of audiences using a range of formats and appropriate scientific language including appropriate acknowledgement of sources and avoiding plagiarism.
B4	Discuss moral and ethical issues in biomedical sciences and its application to healthcare.
B5	Explain the wider context of biomedical sciences, including social, political, economic and commercial perspectives.

Attributes:	
C1	Identify study goals and perform in a manner appropriate to achieving those goals.
C2	Evaluate performance individually, within a team and of others.
C3	Recognise and respect the views and opinions of others.
C4	Use skills of negotiation and influence to achieve group goals.
C5	Demonstrate skills for self-managed and lifelong learning, including working independently, adaptive working, time management, organisation and motivational 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.

Students will need to identify sources relevant for each case. These may be the core textbooks in anatomy, physiology, biochemistry/metabolism, genetics, molecular biology and pharmacology recommended across the programme and also scientific papers and case reports in the published literature.

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)
Practical & workshops	Scheduled	6
Tutorial	Scheduled	10
Total		16

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	16	11
Placement	0	0
Independent Study	134	89
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
Essay1	Written Assessment	Coursework	1,000 words	25%		
Essay2	Written Assessment	Coursework	1,000 words	25%		
Essay3	Written Assessment	Coursework	1,000 words	25%		
Essay4	Written Assessment	Coursework	1,000 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.

- 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