1. **Title of the module**

BIOS8410 (BI841) - The Science of Reproductive Medicine

1. **School or partner institution which will be responsible for management of the module**

Biosciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Reproductive Medicine: Science and Ethics (compulsory)

MSc Biomedicine (optional)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

Have:

1. A broad knowledge and understanding of the scientific basis of reproductive medicine as outlined in the course content.
2. The ability to synthesise and present their knowledge and understanding as a reasoned, coherent piece of work.
3. The ability to search, synthesise and evaluate the scientific literature pertaining to reproductive medicine.
4. The ability to analyse and apply unfamiliar data sets and apply the knowledge gained in unfamiliar situations.
5. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

Have:

1. An ability to search primary texts as well as secondary sources and marshal information effectively.
2. A critical, analytical perspective on the scientific literature.
3. Some independence of thought and originality in the presentation of a scientific document.
4. The ability to reference the scientific literature properly and present a bibliography in a means consistent with a scientific document.
5. The ability to present a range of scientific media (graphs, tables, figures, video, large datasets etc.) in an appropriate fashion.
6. The ability to give a competent scientific presentation.
7. **A synopsis of the curriculum**

The practice of reproductive medicine is underpinned by a scientific basis stretching back hundreds of years. New discoveries are being put into medical practice on a regular basis and reproductive medicine research is well known for its translational element. This module will explore the fundamentals of reproductive medicine, Obstetrics, Gynaecology, Urology, Andrology, Managing abnormal pregnancies and pre-term birth, Infectious diseases affecting reproduction, Sex determination, reproductive endocrinology, cancer and fertility, causes of infertility and Genetics. This module will be science-based, informed and led by the scientific and medical literature and modern discoveries.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Speroff L, Glass RH, Kase NG. Clinical Gynecologic Endocrinology and Infertility. Williams and Wilkins, Baltimore MD
* Shah K, Sivapalan G, Gibbons N, Tempest H, Griffin DK (2003) The genetic basis of infertility. Reproduction 126: 13-25
* Semen analysis: a new manual and its application to the understanding of semen and its pathology. Asian Journal of Andrology 12, 11-13 (January 2010)
* List of open access contemporary literature are regularly given to students before each session

Existing Templeman Library research journal provision will be used for this module, with occasional Document Delivery service.

1. **Learning and teaching methods**

*Total contact hours: 82*

*Private study hours: 218*

*Total study hours: 300*

1. **Assessment methods**
	1. Main assessment methods

Ongoing assessment (~12) set by individual lecturers at the end of their teaching period, times and formats vary (50%)

Presentation (10 minutes) (20%)

Dissertation (3,000 words) (30%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Private Study* |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| *Lecture/ seminar/ discussion groups* | **x** | **x** |  | **x** |  | **x** |  |  |  | **x** |  |  |
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| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Short assessments* | **x** |  |  | **x** |  |  | **x** |  | **x** |  |  |  |
| *Presentation* | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** | **x** |  |  |
| *3000 word mini dissertation*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
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1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Biosciences is an international discipline. This module presents subject-specific knowledge, research approaches and techniques, generated, developed and refined by scientists around the world. Mastery of the learning outcomes will equip students to apply the theories and techniques of the module in a wide range of international contexts. In compiling the reading list, consideration has been given to the range of texts that are available internationally and a selection has been identified to complement the delivery of the material. The School of Biosciences is an international community of students and staff. Group activities e.g. in practicals, tutorials, workshops and self-study will naturally draw on the international make-up of the student body; the module teaching team includes members with international experience of teaching and research collaboration.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 09/01/2019 | Minor | September 2019 | 7 |  |
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Revised FSO Jan 2018