1. **Title of the module**

BIOS8540 (BI854) - Fungi as Human Pathogens

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**

15 credits (7.5 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 Infectious Diseases (compulsory)

MSc Biomedicine (optional)

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

Have:

1. A systematic understanding of and a critical awareness of current problems and/or new insights related to fungal pathogens. 2. A comprehensive understanding of techniques applicable to fungal pathogen research.

3. Understanding how our current knowledge impacts upon future research to combat the spread of fungal infections.

4. An ability to critically evaluate current research in the field of fungal pathogens and to evaluate methodologies/research findings and develop critiques of them.

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

Have:

1. Communication: ability to organise information clearly, present information in oral and written form, adapt presentation for different audiences.

2. Analytical skills: interpretation of data, marshalling of information from published sources, critical evaluation of own research and that of o

3. Team work: the ability to work both independently and as part of a research group using peer support, diplomacy and collective responsibility.

1. 4. Self-motivation and independence: time and workload management in order to meet personal targets and imposed deadlines.

5. Information technology: use of appropriate technology to retrieve, analyse and present scientific information.

1. **A synopsis of the curriculum**

The module aims to develop an in depth understanding of fungal pathogens, based around lectures and interactive workshops. Key topics include severe, recurrent and chronic fungal diseases (such as cryptococcal meningitis, candidiasis and chronic pulmonary aspergillosis).and molecular mechanisms underlying resistance to anti-fungal drugs. The module will involve a rotation of seminars covering key theoretical concepts, mechanistic insights into host:pathogen interactions, and discussion of practical approaches to combat the spread of fungal infections. These will be accompanied by interactive workshops wherein students will analyse, present and discuss the relevant research literature. The students will gain experience in scientific design, literature analysis, scientific communication and the analysis and interpretation of complex experimental data.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

The reading list will be research articles, which will be used to drive a case-study based approach to learning. Students will be provided with their own copies of this reading material, but in some cases, they will be set tasks for receiving appropriate journal articles to which we already have access.

1. **Learning and teaching methods**

Total contact hours: 28

Private study hours: 122

Total study hours: 150

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

Assignment (25%). Assessment consists of 7 questions. 4 questions require a concise (yes/no) answer or a numerical answer. 3 questions require a short written essay with the following word limit: Q3: 300 words; Q6: 200 words; Q7: 350 words.

Presentation (25%)

Assignment (10%) Word Limit: 1000 words including figure legends

Exam (40%)

13.2 Reassessment methods

Like-for-like

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** |  | **X** |  | **X** | **X** |  |
| *Workshop* | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| *Laboratory Practical* | **x** | **X** | **X** |  |  | **X** | **X** |  | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Presentation* | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| *Practical Assessment* | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** |  |
| *Presentation**Assessment*  | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| *Exam* | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  |

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**

Human Fungal Pathogens are a burden to the population of developing countries and students taking this module will learn to understand and appreciate how health care quality in different countries impacts on the ability to diagnose and defeat fungal infections (learning Outcome 8.1, 8.2, 8.3, 8.4 and 9.2). The learning outcome within this module are applicable world-wide and students will study from international research articles. The teaching team is also diverse and international: Alessia Buscaino (Italian) is the module convenor and Dr Campbell Gourlay (British) is the other primary teaching staff.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |  |
|  |  |  |  |  |

Revised FSO Jan 2018