MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

**BI639 Frontiers in Oncology**

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

**Biosciences*.***

1. Start date of the module

**September 2013**

1. The number of students expected to take the module

**Approximately 60**

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

**None – this module is not taken by students from other Schools**

1. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

**H**

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)

**Autumn**

1. Prerequisite and co-requisite modules

**Stage One and Two Biosciences Modules**

1. The programmes of study to which the module contributes

**BSc Biomedical Sciences and related programmes,**

**BSc Biochemistry and related programmes (optional),**

**BSc Biology and related programmes (optional).**

1. The intended subject specific learning outcomes
2. **An understanding of our current knowledge base in oncology, the leading issues/hot topics in this area, and limitations of the current knowledge in the field of oncology. Biomedical Sciences programme outcomes A3, A4, A5, A7, A9, A10, A16 ; Biochemistry programme outcomes A2, A3, A7, A8, A10, A11 ; Biology programme outcomes A3, A4, A5, A9, A10.**
3. **An understanding of the concepts and functions behind standard cell biological, biochemical, and molecular biological assays used in oncological research. Biomedical Sciences programme outcomes A5, A9, A10; Biochemistry programme outcomes A8; Biology programme outcomes A4, A5.**

12.The intended generic learning outcomes

1. **The ability to understand, analyse and assess published scientific data (Biomedical Sciences programme outcomes B18, B19, C28, D32, D33, D35, D37 ; Biochemistry programme outcomes B14, B16, B19, D27, D30 ; Biology programme outcomes B14, B16, B17, C23, D28, D30, D32, D37, D38).**
2. **The ability to assess orally-presented scientific data and concepts, providing constructive feedback (Biomedical Sciences programme outcomes B19, B22 ; Biochemistry programme outcomes B17 ; Biology programme outcomes D28).**
3. **The ability to design and conceptualise experiments to address specific scientific questions (Biomedical Sciences programme outcomes C24, C29, D35 ; Biochemistry programme outcomes B13, B19 C23, C24, C25, D27, D30 ; Biology programme outcomes B15, B16, B17, C18, C23).**
4. **Written and oral communication skills (Biomedical Sciences programme outcomes D33; Biochemistry programme outcomes B16, B17, D28, D31 ; Biology programme outcomes B14, B15, C25, D30, D31, D32, D33).**
5. **Problem solving (Biomedical Sciences programme outcomes B34; Biochemistry programme outcomes D29, D32 ; Biology programme outcomes D36).**

13.A synopsis of the curriculum

**Part A: survey of the leading issues in oncology**

origin of cancer

cancer biology

cancer therapies

**Part B: fundamental methods applied in oncological research**

Key historical methods

Current standard techniques

Novel methods

**Part C: oncology research design**

Grant writing

Oral presentation

Research review and evaluation

14. Indicative Reading List

**Core Text:**

Selected articles from scientific journals will be provided from Templeman Library electronic journal collections

**Recommended Reading:**

Robert A. Weinberg. The Biology of Cancer. New York; Abingdon: Garland Science, 2007.

Bruce Alberts. Essential Cell Biology. New York; London: Garland Science, 2011.

15.Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

**The subject specific knowledge and generic skills will be delivered and developed through a combination of lectures and interactive discussions/presentations of scientific publications. (Module-specific outcomes 11 A-B; generic outcomes 12 A-E)**

**Oral communication skills, and the ability to assess orally-presented data, will be developed though formal and informal presentations with evaluations. (Outcomes 11 A-B, 12 A-D)**

**Contact hours: 26**

Lectures: 22 hours

Oral presentations and participation: 4 hours

**Self Study: 124** **hours**

Recommended reading, preparation for class and article evaluations: 66 hours

Written assessment (grant proposal): 33 hours

Preparation for oral presentation: 25 hours

16.Assessment methods and how these relate to testing achievement of the intended module learning outcomes

**Article evaluation worksheets (short worksheets to be used for preparation of in class discussions) 20%: module-specific outcomes 11 A-B; generic outcomes 12 A, C-E.**

**Written assessment (short technical summary based on a selected article discussed in class) 50%: module-specific outcomes 11 A-B; generic outcomes 12 A, C-E.**

**Oral presentation (10 min presentation of the technical summary assignment; the presentation will occur after receipt of feedback on the written assessment, allowing for refinement of the technical summary and providing an opportunity to address concerns raised in the written feedback, with mark being no lower than written assessment mark) 30%: module-specific outcomes 11A-B; generic outcomes 12A-E.**

17.Implications for learning resources, including staff, library, IT and space

**Library: copies of recommended texts will be required**

**Library: selected articles from scientific journals will be drawn from electronic collections**

**Staff: There are no additional staff requirements as the expertise exists within the School**

**Space: Seminar rooms suitable for class size**

1. The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.
2. Campus(es) where module will be delivered: Canterbury

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................  Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)  …………………………………………………  Print Name | ..............................................  Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................  Head of School  …………………………………………………….  Print Name | ..............................................  Date |

Module Specification Template  
Last updated February 2013