1. **Title of the module**

BIOS3050 (BI305) - Fundamental Human Biology

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 4

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**

None

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

International Foundation Programme – Centre for English and World Languages (CEWL)

Also available as a wild module.

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

Have a knowledge and understanding of:

8.2 How cells divide and differentiate.

8.3 The major physiological systems of the body – musculoskeletal, immune, digestive, excretory, nervous, endocrine.

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

Have a knowledge and understanding of:

9.1 Written communication

9.2 Recall and synthesis of information under time constraints

1. **A synopsis of the curriculum**

Cell structure and function: cell organelles; cytoskeleton; DNA/RNA structure; introduction to transcription and translation; introduction to disorders of cells and tissues.

Cell division: mitosis; meiosis; mechanisms of creating genetic variation.

Cell differentiation and body tissues: tissue types; extracellular matrix; cell junctions.

Organ systems of the body including:

1. Musculoskeletal system: muscle types; mechanism of skeletal muscle contraction; structure, development and maintenance of bone; types of joints.
2. Circulatory system: overview of circulation; composition of blood; cells of blood.
3. Immune system: infectious agents; lymphatic system; innate and acquired defences.
4. Digestive system: digestive tract and accessory organs; types of nutrients; major digestive enzymes; absorption and assimilation.
5. Urinary system and excretion: kidney and urinary tract; urine formation; functions in waste removal, homeostasis.
6. Endocrine and Nervous systems: concept of homeostatic loops; endocrine glands and hormones; organization of nervous system; generation and conduction of a nerve impulse; synapses and neurotransmitters; comparison of neural and hormonal signalling.
7. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Human Biology by S.S. Mader, McGraw-Hill. Recent editions suitable; latest is 13th edition (2013)

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

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

IC Test (20%)

IC Test (20%)

Exam (60%), 2 hours

13.2 Reassessment methods

100% Exam

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* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |
| Lectures | **X** | **X** | **X** |  |  |
| Workshop |  |  |  | **X** | **X** |
| Self-study: revision and reading | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |
| IC test | **X** | **X** | **X** |  | **X** |
| IC test |  |  | **X** |  | **X** |
| Examination | **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**

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.

**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.**

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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) |
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Revised FSO Jan 2018