****

**Programme Specification**

**Title of Course: MSc Biomedical Science/with Professional Placement**

**(Haematology and Medical Microbiology named routes)**

**Date Specification Produced: June 2012**

**Date Specification Last Revised:**  **August 2022**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | MSc Biomedical Science |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | The Institute of Biomedical Science |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

Biomedical Scientists play a fundamental role in the diagnosis and treatment of disease; it is estimated that 70% of medical decisions are based on their laboratory and interpretive work. The aim of this programme is therefore to provide you with a broad understanding of disease processes linked to an in depth study of an elected specialist discipline in pathology (Haematology or Medical Microbiology).

The programme is designed to link your academic knowledge base with the practical application of Biomedical Science, particularly in relation to modern diagnostic methods. Practising expert Biomedical Scientists are an integral part of the teaching team and ensure that the programme content reflects current practice, whilst academic staff at the university provide the opportunity for involvement in internationally recognised research. In addition to knowledge of your subject, you will develop your written, oral and analytical skills to postgraduate levels.

Biomedical Scientists can use their skills and knowledge in many other areas apart from healthcare; graduates from Kingston University have gone on to careers in research and commercial laboratories, with diagnostic instrument manufacturers, and have also branched out into more diverse roles such as sales and journal editing. During your studies you will be given examples of how the knowledge and skills you are acquiring relate to prospective career paths, and you will be encouraged to reflect on your personal development requirements.

Academic support is underpinned by a Personal Tutor system that enables students to engage with the subjects being addressed in their modules, explore entrepreneurship activities such as Bright Ideas, and develop skills in finding and successfully applying for career opportunities.

The programme comprises four taught modules (two core, two specialist), plus an extended research project where students are given the opportunity to apply their knowledge and to develop competences in advanced laboratory techniques. The project is a “capstone” module and a key final component of the programme, and develops students skills in designing, planning and implementing research. There will be opportunities for securing research project placements abroad and in the UK. Students are expected to behave as professionals throughout the course, and the necessary skills for this are developed by work place related experiences within modules and industrial placements within top UK industry and health care providers.

Technology enhanced learning such as videos, discussion forums and e-learning will be used together with the best traditional methods to provide a “blended learning” experience. In particular learning is supported by Kingston University’s excellent e-learning environments: Canvas and StudentSpace which can be easily accessed both on and off campus.

The programme is accredited by the Institute of Biomedical Science, and is one of the pre-requisite qualifications for becoming a Science Council Chartered Scientist.

The programme also helps develop employment-ready students through an integrated industrial experience in the form of a work placement on the two year version of the programme.

This integrated placement provides students with an exciting opportunity to apply and develop their knowledge and skills in a real-world setting, which enables them to develop their self-confidence. Students undertaking such placement activities are in a stronger position to gain the skills and experience that employers desire today.

1. **Aims of the Field/Course**

The aims of the MSc Biomedical Science programme are;

* to develop and extend beyond honours degree level students’ knowledge of topics in Biomedical Science,
* to prepare students for employment, research, further study and lifelong learning by developing their intellectual, problem solving, practical and key (transferable) skills,
* to produce graduates with a knowledge and skills base that allows pursuit of careers in a wide variety of work environments,
* to encourage students to develop an informed, reflective and critically analytical approach to the subject of Biomedical Science,
* to provide an education in the theoretical and applied aspects of pathology at cellular and systemic levels,
* to convey an understanding of the theoretical and practical basis of modern molecular medicine,
* to develop an awareness of organisational relationships and interdependencies between specialist disciplines within diagnostic pathology,
* to develop the in depth study of Haematology orMedical Microbiology,
* to convey an understanding of the molecular basis of immunological mechanisms,
* to develop the ability to source information and to understand and critically appraise a research paper or article, including an assessment of the experimental design and methods of statistical analysis,
* to develop competence in the public presentation of scientific work,
* to enable students to carry out a sustained piece of independent research work related to Haematology or Medical Microbiology,
* to develop the students’ research oriented practical and analytical skills,
* to enable students to write an extended report on their research work.
* Give students on the 2 year version an opportunity to develop further skills, preparing them for higher levels of employment

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas noted in the table below. There are no QAA benchmarks for this subject at level 7, but the programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and the IBMS ‘Criteria and Requirements for the Accreditation and Re-accreditation of MSc Degrees in Biomedical Science’, and relate to the typical student.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes: MSc in Biomedical Science** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  On completion of the course students will be able to |
| A1 | the principles and practice of a variety of topics in Biomedical Science | B1 | demonstrate the ability to learn independently | C1 | understand, and be able to comply with, safety in the laboratory |
| A2 | the principles of constructive criticism in Biomedical Science | B2 | undertake the analysis and interpretation of experimental data | C2 | demonstrate competence in a range of practical and analytical techniques appropriate to Biomedical Science |
| A3 | the biological basis of disease | B3 | apply subject knowledge and understanding to the solving of problems in Biomedical Science | C3 | demonstrate skills in the evaluation, presentation and interpretation of laboratory data |
| A4 | the principles and applications of a range of molecular techniques relevant to Biomedical Science | B4 | assemble, interpret and critically evaluate information and data from a variety of sources (including both academic literature and their own findings) | C4 | demonstrate new and/or improved practical skills and apply them in a research setting |
| A5 | the role of the pathology laboratory within the wider context of health care | B5 | use their generic intellectual and key skills in their lifelong learning and future employment | C5 | apply their subject specific knowledge to the planning, design and delivery of an experimental research project |
| A6 | the human immune system, its components and interactions at a molecular level and the relationship between the science of immunology and the aetiology and diagnosis of disease | B6 | apply independent judgement and original thought in a variety of contexts relevant to Biomedical Science | C6 | give a clear account of how the skills and knowledge acquired during studies can be applied in a work-place environment |
| A7 | the principles and practice of a range of topics within an elected specialist route (Haematology **or** Medical Microbiology) | B7 | demonstrate self management and autonomy in the planning, organisation and conduct of an independent research project |  |  |
| A8 | the increasingly important relationships between traditionally separate subjects within the broader field of Biomedical Science | B8 | present their own research in a clear and concise fashion in writing and in scientific poster presentations |  |  |
| A9 | the principles of objective scientific research |  |  |  |  |
| A10 | the ethical implications of Biomedical Science research |  |  |  |  |
| A11 | the statistical and computing techniques required to assess and present their own data |  |  |  |  |
| A12 | the range of career opportunities available within the field of Biomedical Sciences |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

* Good honours degree or equivalent in; biomedical science; medical microbiology; medic medical genetics; molecular biology; haematology; or immunology. Other biology and medical science degrees will be considered on an individual basis. All applicants must demonstrate sufficient understanding of mammalian biology and immunology. Prior study of microbiology and haematology is preferred.
* Applicants with professional experience may be eligible. Please contact the admissions tutor for details.

A minimum IELTS score of 6.5, with 6.0 in Writing and no sections less than 5.5 (or equivalent) is required for those for whom English is not their first language.

1. **Field/Course Structure**

This programme is offered in full-time or part-time mode, and leads to the award of MSc in Biomedical Science. Entry is normally at Level 7 with BSc (Hons) or equivalent qualifications (See section D). Intake is normally in September and January.

**E1. Professional and Statutory Regulatory Bodies**

This programme is accredited by the Institute of Biomedical Sciences

**E2. Work-based learning, including sandwich courses**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Kingston University is now offering an optional two year postgraduate programme with an integrated work placement component within the programme. This option is available for both international and full-time home/EU students. The 2-year version of the programme is designed to include work-based learning through assessments and the reflective report. Many of the students on the programme are already working and they can use that experience to relate to theoretical concepts and to evaluate the relationship between theory and practice.

While it is the responsibility of individual students to secure such placements, the University's career support services ([**KU Talent**](http://www.kingston.ac.uk/careers/)) offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. The process of applying for a placement gives students the opportunity to experience a real-life, competitive job application process.

Placements must be secured by 15 May 2018. The placement will be undertaken after the taught portion of your programme and before the dissertation. The placement will be for a minimum of 10 months, and a maximum of 12 months. It must be full time: 30-40 hours per week, with no more than 60 days of ‘inactivity’ and usual working hours such as 9/9:30am-5.30/6pm. The placement cannot be a ‘self-employed’ year, you need to be working for a company. You will do the placement between the taught portion of the course, and the dissertation period. Care is taken to involve students in the day-to-day work of these laboratories, allowing students to gain an understanding of how important ‘employability skills’ are in a ‘real-world’ situation. As the work placement is an assessed part of the course, if you are an international student, you will be issued a two year visa to cover both the taught and the work placement components upon meeting the Home Office's requirements (including the 5-year time limit on Tier 4 study - see the [**UKCISA website**](https://www.ukcisa.org.uk/)).The placement Year is a ‘pass/fail’ module, and the grade will not affect your degree classification (i.e. Merit, Distinction), but will appear on your final transcript. Your performance and attendance will be regularly monitored throughout the placement year. During the placement year you will still be registered as a Kingston student, so you will have access to the usual student facilities and will qualify for a Student Oyster and Student Rail Card.

The business experience period enables students to apply their learning in the real-world work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students will be assessed during and at the end of this period, normally through a portfolio. This will be marked as pass/fail.

Students who undertake work-based placements often benefit greatly from the experience, gaining real experience and work achievements

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points and a summer research project module worth 60 credit points. All students will be provided with the University regulations, and full details of each module will be provided in module descriptors and student module guides.

Students starting the course in September will work on the placement for between 10 – 12 months, starting from June, before their dissertation. Those students must confirm their placement before 15 May. Students on courses with January intake will work on the placement for between 10 – 12 months, starting from February, after completing their dissertation. Students on this intake must confirm their placement before 20 December. In either case, the suitability of the placement requires approval of the Course Leader.

Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year have helped them in their placement and demonstrate ability to apply their teaching in a real world situation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 7** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |  |
| Research techniques and scientific communication | LS7001 | 30 | 7 | 2 | a |
| Immunology and the biology of disease | LS7002 | 30 | 7 | 1 | a,b |
| Research project | LS7010 | 60 | 7 | 3 | a |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| Taxonomy of microorganisms and diagnosis of infectious disease | LS7003\* | 30 | 7 | 1 and 2 | a,c |
| Microbial pathogenesis and control of infectious disease | LS7004\* | 30 | 7 | 1 and 2 | a,c |
| Anaemia, haemostasis & blood transfusion | LS7005\*\* | 30 | 7 | 1 and 2 | a |
| Haematological malignancy | LS7006\*\* | 30 | 7 | 1 and 2 | a |
| Professional Placement | CI7900 | 120 | 7 |  |  |
| \* Medical Microbiology route  \*\* Haematology route  Pre-requisites;  a: A good second class honours degree in a human biology related discipline  b: Undergraduate level study of immunology  c: Undergraduate level study of microbiology | | | | | |

Full time students attend two days per week

Part time students attend one day per week

Students exiting the programme with 60 credits are eligible for the award of PgCert in Biomedical Science.

Students exiting the programme with 120 credits are eligible for the award of PgDip in Biomedical Science.

1. **Principles of Teaching, Learning and Assessment**

Students on the MSc in Biomedical Science come from a wide variety of backgrounds (e.g. recent graduates from Kingston, recent graduates from other UK institutions, those returning to study after a break, overseas students), and all are likely to find the programme challenging for different reasons. These individual challenges, coupled with the higher demands of a postgraduate programme that is completed within 12 months, guide our teaching and assessment which are designed to ensure that students are given the best opportunity to learn effectively.

The Research Project, which comprises one third of the programme, is designed as a ‘capstone’ project, and aims to give students the opportunity to use and synthesise the knowledge and skills they have acquired during their degree e.g. by using applied “real world learning” (such as working on a live project for an employer), presenting work in formats appropriate to wider audiences, practice new and/or improved laboratory skills, and - most importantly - demonstrate the ability to independently solve complex problems

There are four Curriculum Design Principles, and these are linked to the teaching, learning and assessment strategies for the programme (see section C of this document) as follows:

* Assessment for learning designed at programme level with opportunities for feedback and ‘feedforward’ explicitly specified at the design stage
  + All assessments have been designed at level 7; students are encouraged to reflect on the link between intended learning outcomes and the requirements for each assessment, and ensure that they understand how they can meet these. Examples of this are the practical report in LS7004 (Microbial pathogenesis and control of infectious disease) which is formatively assessed two weeks before final submission, and the peer-assessed practice exam question in LS7005 (Anaemia, haemostasis and blood transfusion)
  + Students will receive feedback on all assessments; this will take a variety of forms and may be individual, group or generic and may be provided by teaching staff, peers (fellow students) or visiting experts.
  + Feedback will enable the students to learn from each assessment experience and feedforward that learning to future assessments, most critically to the final assessments in the summer Research Project module. The ‘Critical Review’ assessment in LS7001 (Research techniques and scientific communication) is designed to prepare students for their Research Project by allowing them to gain a deeper understanding of aspects of their research such as; the generation of a suitable hypothesis, correct experimental design to test this hypothesis, ethical considerations, health and safety.
* Research-led and research informed teaching with increased opportunities for postgraduate research and capstone projects
  + The Curriculum content is heavily research-led and research informed.
  + Modules incorporate opportunities to explore current developments in the field.
  + Teaching teams draw on the academic strengths and research interests of staff.
  + Students complete their MSc by conducting a research project.
* A robust, academically-led personal tutor system which helps to personalize students’ experience and track their academic development (see section G below)
* An embedded employability curriculum at discipline level and explicit links to the co-curriculum;
  + Employability skills are embedded into several modules, including ‘applying for funding’ (LS7001), and ‘industry specific recruitment information’ (e.g. from external expert practitioner lecturers in specialist option modules – see section E3 of this document),
  + Communication skills (‘presenting your published work’) are emphasized in all modules in a variety of media, including written, oral and poster presentations.
  + Key laboratory-based skills are included in the taught modules and in the independent research projects, for which students may have an opportunity to take up a placement outside Kingston University.
  + Specialist visiting lecturers from Industry, the Health Service and research organisations and also visits to these organisations provide great insight into employability skills

*.*

1. **Support for Students and their Learning**

Students are supported by:

In order to assist students in achieving their learning outcomes, the Faculty of Health, Science, Social Care and Education has a raft of initiatives to support postgraduate students in both academic and pastoral issues. These are summarised below, and include skills workshops that offer English language support, academic surgeries, detailed induction and orientation programmes at the start of the academic year, and subject-based conference style events. Advice on generic study skills is available on the electronic learning management system (StudySpace) to which all students have access; this includes advice on writing, oral communication, numeracy, problem-solving and career management, among others.

Students also have access to Academic Success Centre (ASC), which provides a ‘drop in’ service giving advice on all non-subject based aspects of academic work including;

* grammar and punctuation,
* academic structure
* referencing and plagiarism
* maths skills

Students are encouraged to discuss academic and pastoral concerns with their Course Leader/personal tutor, and all academic staff operate a system of Office Hours during which students can consult their lecturers. In addition the Faculty employs Student Support Officers who are available in both drop-in and appointment sessions to support students in all aspects of their education, including pastoral issues.

The Personal Tutor Scheme (PTS) has been designed to ease a student’s transition into postgraduate study by building a rapport between themselves and academic staff as soon as possible, so personalising their experience at Kingston. Students are placed in small tutorial groups (3-4 students), and are encouraged to work together to provide mutual support. Where possible these groups will include a mix of Kingston alumni, UK and overseas students, and they will meet with their personal tutor two to three times in each teaching block.

The PTS aims;

* To provide appropriate academic advice and guidance to students throughout their time at Kingston by monitoring their progress and helping to identify individual needs
* To foster a close and engaged academic relationship with students and advise and refer students to other University services as appropriate
* To help to develop students’ ability to be self-reliant and self-reflective and their ability to use feedback to best advantage
* To provide a link between curricular and co-curricular aspects of employability

|  |
| --- |
| **Summary of Student Support**   * A personal tutor who provides academic and personal support * A Module Leader for each module * A Course Leader to help students understand the programme structure, * Technical support to advise students on IT and the use of software * A designated programme administrator * An induction week at the beginning of each new academic session * Student Voice Committee * Canvas – a versatile on-line interactive intranet and learning environment * A substantial Academic Success Centre that provides academic skills support * Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc. * Disabled student support * Union of Kingston Students * Careers and Employability Service |

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at subject level
* Student evaluation
* Moderation [policy](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements)

In addition this programme is accredited by the Institute of Biomedical Science

1. **Employability Statement**

Students’ employability skills are developed throughout this course, both through activities that are embedded within the syllabus and from services offered by the University’s Careers and Employability Service. Biomedical science modules have been designed to meet the requirements of a Master’s level qualification accredited by the IBMS, and as such prepare students for a career in hospital-based biomedical science laboratories and related industries.

Students are helped to reflect on the transferable skills they have acquired and their relevance to employment. Students are also encouraged to explore the job market and possible career paths, and to consider attributes that employers look for beyond essential academic skills, such as initiative, teamwork, time management, motivation to improve performance, and appropriate communication skills. Students are encouraged to take advantage of opportunities within and outside of the university to develop skills through voluntary roles such as Course Representative. Students are also encouraged to develop clear ideas about possible career options, and are offered assistance and guidance in the preparation of CVs and for job applications and interviews.

Current employers are involved in the delivery of the course, and ensure that the content of the course, and the knowledge and skills that students acquire, are appropriate to workplace requirements.

Emphasis is also placed on the transferability of these skills, and graduates of this course have taken up posts in a variety of employment settings including the NHS, commercial and research laboratories (for example GlaxoSmithKline, the Animal Health and Veterinary Laboratories), and diagnostic instrument and reagent manufacturers. Skills learned and developed during the research project have often allowed students to secure job interviews and employment and/or to finalise their employment ambitions. Some students continue with their studies, and the course is an excellent basis for those who intend to pursue a research career via a PhD. Additionally, the degree can be used as a qualification for entry to PGCE teacher training.

For students already in employment the course offers an opportunity to enhance their knowledge and to develop their practical, intellectual and key skills to assist them in their career development.

1. **Approved Variants from the Undergraduate or Postgraduate Regulations**

**N/A**

1. **Other sources of information that you may wish to consult**

*Further information on the requirements of the Institute of Biomedical Science can be found on the official site:* [*https://www.ibms.org/home/*](https://www.ibms.org/home/)

**Development of Field/Course Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are summatively assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Level 7** | | | | | | |
|  | | **Compulsory Modules** | | | **Optional Modules**  **(Medical Microbiology)** | | **Optional Modules**  **(Haematology)** | |
| **Module Code** | | LS7001 | LS7002 | LS7010 | LS7003 | LS7004 | LS7005 | LS7006 |
| **Knowledge & Understanding** | A1 | S | FS | FS | FS | FS | FS | FS |
| A2 | S | FS | FS | FS | FS | FS | FS |
| A3 |  | FS |  | FS | FS | FS | FS |
| A4 | S |  |  |  |  |  | FS |
| A5 | F | F |  | FS | FS | FS | FS |
| A6 |  | FS |  |  | FS | FS | FS |
| A7 |  |  | FS | FS | FS | FS | FS |
| A8 | S | F | FS | FS | FS | FS | F |
| A9 | S | F | FS | FS | FS | F | FS |
| A10 | S |  | FS |  |  |  |  |
| A11 | F |  | FS | FS | FS | S | F |
| **Intellectual Skills** | B1 | S | FS | FS | FS | FS | FS | FS |
| B2 | S | FS | FS | FS | FS | FS | FS |
| B3 |  | FS | FS | FS | FS | FS | FS |
| B4 | S | FS | FS | FS | FS | FS | FS |
| B5 | FS | FS | FS | FS | FS | FS | F |
| B6 | FS | FS | FS | FS | FS | FS | FS |
| B7 | FS |  | FS |  | FS |  | FS |
| B8 | S |  | FS | FS | FS |  | FS |
| **Practical Skills** | C1 | FS | FS | FS | FS | FS | FS | F |
| C2 | S | FS | FS | FS | FS | FS | FS |
| C3 | S | S | FS | FS | FS | FS | FS |
| C4 | S |  | FS |  |  |  |  |
| C5 | FS |  | FS |  |  |  |  |
| C6 |  | F | FS | S | FS | F | F |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | *Master in Biomedical Science* |
| **Intermediate Award(s):** | *PgCert, PgDiploma* |
| **Minimum period of registration:** | *1 year* |
| **Maximum period of registration:** | *3 years* |
| **FHEQ Level for the Final Award:** | *Level 7: Master's Degree* |
| **QAA Subject Benchmark:** | *N/A* |
| **Modes of Delivery:** | *FT/PT* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Health, Science, Social Care & Education* |
| **School:** | *Life Sciences, Chemistry & Pharmacy* |
| **Department:** | *Biomolecular Science* |
| **JACS code:** | C100 Biology |
| **UCAS Code:** | *N/A* |
| **Course/Route Code:** | PFBSC1BSC02  PPBSC1BSC02  PFBSC1BSC99 |
|  |  |