

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Advanced Topics in Biomedical Science				
Module Code	USSJYR-15-M		Level	M	Version1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences		Field	Applied Sciences	
Department	Biological Biomedical and Analytical Sciences		Module Type	Standard	
Contributes towards	MSc Biomedical Science and all associated named routes				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	2 nd February 2016		Valid from	September 2016	
Revision CAP Approval Date			Revised with effect from		

Review Date	~ 5 years post approval for PSRB requirements
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: - Identify their own learning needs and areas of subject interest and plan activities to address these needs and interests (Components A and B) - Demonstrate the ability to evaluate material related to the knowledge and practice of their specialist discipline (Component B) - Evidence presentation skills and reflective practice skills appropriate to their academic level (Components A and B) - Evidence a detailed understanding of self-selected areas of their specialist discipline (Components A and B)
Syllabus Outline	This module does not have a specific syllabus as it is taken by all students on the programme regardless of specialist discipline, therefore discipline content will build on the specialist module that the student is taking. The module does have a skills based syllabus outline that students will cover through linkage to their specialist discipline. Indicative skills include - Critiquing primary papers and review articles - Writing a case study report – showing an awareness of the role of all disciplines in the case study whilst highlighting the role of the discipline being majored in

	• Development of evidence based practice – for example through evaluating the role of a method in the discipline being majored in, or reviewing a standard operating procedure or standard diagnostic practice • Application of concepts from other modules to the discipline being majored in – for example uncertainty of measurement, professional expectations and behaviour, introductory management • Development of presentation skills • Development of reflective practice skills
Contact Hours	Scheduled teaching: MSc Conference week – a one week intensive teaching period designed to mimic attendance at a scientific conference, includes attendance at Centre for Research in Bioscience (CRIB) Review Day. Constitutes approximate 30 hours of scientific content delivery. Skills focused workshops – approximately 5 hours of group tutorials introducing the key skills. Discipline discussion tutorials – approximately 5 hours One-to-one guidance meetings – maximum of 1 hour per student spread throughout the module (probably 4X15 minutes – but with flexibility) to ensure that the module is genuinely primarily self-directed learning, but with support to check trajectory of students.
Teaching and Learning Methods	The learning is delivered through a mix of skills focused workshops, discipline centred discussion workshops, and one-to-one meetings between the student and subject specialist academic staff. Attendance of MSc BMS conference week will also be essential to success in this module. The module is essentially an independent learning module, but with guidance and support appropriate to the needs of the student throughout.
Key Information Sets Information	Not applicable for level M programmes/modules
Reading Strategy	The individual nature of the portfolio of activities undertaken by the students means that they are expected to undertake significant amounts of literature searching and reviewing in line with their discipline and their interests. Unlike taught modules there is no set reading or essential reading. All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.
Indicative Reading List	Selected Texts – Current Editions of: The discipline relevant reading material will be as per the relevant specialist module that the student is undertaking. Skills based texts include:

	Hargreaves, J. and Page, L. (2013) <i>Reflective Practice.</i>, Cambridge: Polity Press – also available as e-book through UWE library Shortland, M. and Gregory, J. (1991) <i>Communicating Science - a Handbook</i>. Harlow: Longman Scientific and Technical. Malmfors, B., Garnsworthy, P. and Grossman, M. (2004) <i>Writing and presenting scientific papers</i>. 2nd ed. Nottingham: Nottingham University Press. Glencross, H., Ahmed, N. and Wang, Q. (eds) (2011) <i>Biomedical Science Practice: Experimental and Professional Skills</i>. Oxford: Oxford University Press And other relevant print and electronic resources available from the library.
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Part 3: Assessment	
Assessment Strategy	The MSc BMS Programme has a programme level assessment strategy (see Programme Specification appendix 1), and all modules have their assessments designed to relate to that document. For parity across all routes the specialist subject modules on the MSc BMS programme have a 50:50 weighting of course work to final exam – this module is one of the specialist modules. Therefore the coursework has been designed in line with the programme assessment strategy. This module contains two assessments that are linked. A portfolio of activities, which includes both scientific writing activities, professional style activities, and reflective practice activities; and a poster presentation and oral defence (which is a core skill for biomedical science masters graduates). The assessments are marked to the BBAS standard PG marking criteria, and students are full briefed on the assessment both in writing and through a tutorial session. Students also develop several transferable skills during this assessment including negotiation (they work with their tutors during the development of the portfolio of activities), critiquing of published literature, scientific writing etiquette, and editing documents to a high editorial standard.

Identify final assessment component and element	B1	
% weighting between components A and B (Standard modules only)	A:	B:
	30	70
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Poster presentation and oral defence (20 minutes)	100	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio of activities (final assessment)	100	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)

1. Poster presentation and oral defence (20 minutes)	100
Component B Description of each element	Element weighting (as % of component)
1. Portfolio of activities	100
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	