



University of the  
West of England

## ACADEMIC SERVICES

### PROGRAMME SPECIFICATION

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England, Bristol
<b>Teaching Institution</b>	University of the West of England, Bristol
<b>Delivery Location</b>	University of the West of England, Bristol
<b>Study abroad / Exchange / Credit recognition</b>	
<b>Faculty responsible for programme</b>	Faculty of Health and Applied Sciences
<b>Department responsible for programme</b>	Department of Biological, Biomedical and Analytical Sciences
<b>Modular Scheme Title</b>	Health and Applied Sciences (Postgraduate)
<b>Professional Statutory or Regulatory Body Links</b>	Institute of Biomedical Science – re-accreditation to be sought by document review process after UWE ASQC/CAP process completed.
<b>Highest Award Title</b>	MSc Biomedical Science  With specialist routes leading to a number of bracketed specialist titles:  MSc Biomedical Science (Medical Genetics) MSc Biomedical Science (Haematology) MSc Biomedical Science (Immunology) MSc Biomedical Science (Clinical Biochemistry) MSc Biomedical Science (Cellular Pathology) MSc Biomedical Science (Medical Microbiology)
<b>Default Award Title</b>	Not applicable
<b>Fall-back Award Title</b>	Not applicable
<b>Interim Award Titles</b>	PGDip Biomedical Science (where the project and 60 other credits achieved) PGDip Biomedicine (where 120 credits taught content achieved) PGCert Biomedicine (where any 60 credits achieved)
<b>UWE Progression Route</b>	Not applicable
<b>Mode(s) of Delivery</b>	FT & PT (credit accumulation process)
<b>Codes</b>	<b>UCAS:</b> <b>ISIS2: C9001</b>
	<b>JACS:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Biomedical Science QAA Framework (2001 & 2008 & 2015)

<b>First CAP Approval Date</b>	May 2012 (version 1 of C9001)	Valid from	Sept 2012
<b>Revision CAP Approval Date</b>	2 February 2016	Revised with effect from	Sept 2016
<b>Version</b>	2		
<b>Review Date</b>	Spring 2020 due to PSRB requirements		

## Part 2: Educational Aims of the Programme

- Whilst providing opportunities for postgraduate students from a range of biological and biomedical backgrounds to develop and realise their potential in a supportive and responsive environment the programme requires achievements to be made at the masters level. Therefore the educational aims of the programme are to develop masters level skills related to
- the further development of the student's knowledge base in biomedical science with a specific focus on their chosen specialist discipline
- the critical interpretation of literature in biomedical science with a specific focus of analysis on the students chosen specialist discipline
- an enhanced ability to undertake discussion and formulate arguments in the areas of biomedical science where debate is ongoing
- the design and execution of an independent research project that includes data generation and analysis, and undertaking the required research governance processes under academic supervision
- the development of skills associated with scientific writing and presentation to others
- the developed of skills of independent learning that will provide the skills set required for the lifelong learning requirements of a professional scientist

## Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

(MSc programmes not currently required to have HEAR reports – but this would be appropriate should it become required)

The course enables students to develop a deeper knowledge in a specialized area of biomedical science whilst maintaining an awareness of advances in the wider discipline. Students also learn the details of methods that underpin their chosen discipline, and also develop practical skills through laboratory session. Students are assessed using activities that replicate many skills required in a career in biomedical science. The research project is a crucial assessment where students undertake a substantial piece of research in the laboratory (in all but exceptional circumstances) which they then report in a written thesis similar in style to a published paper.





Primary Award Title: MSc Biomedical Science

**Part 4: Student Learning and Student Support****Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**

The MSc Biomedical Science is an intensive course providing students with the chance to develop a deeper understanding of their discipline of choice whilst maintaining a broad awareness of topics in the wider biomedical science. The programme is ideal for both those seeking a future in biomedical science research, or those wishing to secure advancement in diagnostic laboratory settings. The programme enables students that are undecided at the time they take the course to develop the knowledge base and skill set that would enable them to pursue either route.

To ensure students are prepared for the programme an extended induction package is provided, this is especially important to international students who may not be familiar with UK norms and expectations in academia. Home students also benefit from full engagement with induction as it highlights the “step-up” from undergraduate to postgraduate learning.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. Whilst MSc programmes are not subject to this requirement the MSc BMS does match the >12 hours per week contact time.

On the MSc Biomedical Science programme teaching is a mix of scheduled and independent learning – at M level the independent learning aspects are emphasized even more than at undergraduate, and one module USSJYR-15-M is a module of learning related to the students chosen discipline that is done under guidance of academic support but driven by the student themselves.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; external visits; supervised time during research project. Scheduled sessions will vary depending on the specialist module choice made. Core aspects of the discipline content are co-taught with undergraduate students (one module per student), MSc students receive unique tutorials that enable them to take the material to the required higher level, and are assessed in a more rigorous manner.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. The project also provides a large amount of independent learning both in the laboratory and in the academic work that accompanies the practical work.

Students with disabilities are supported to enable them to participate as fully with the programme and where appropriate alternative sessions are offered: for example students with immune compromised states cannot undertake certain types of laboratory practicals, so “dry” versions will be available. When assigning projects any disabilities are considered to ensure that students are given projects appropriate to their needs.

The course assessment strategy is designed to enable feed forward of ways to improve from first semester assessments into second/third semester assessments. The programme team monitors student progress and students prompting concern are offered the opportunity for additional support. However, the team also recognise this is an M level award and that students are ultimately responsible for their own success or otherwise. The course has a

**Part 4: Student Learning and Student Support**

strong history of feedback from external examiners commenting on the appropriateness and rigour of the course, the team aim to maintain this.

**Description of the teaching resources provided for students**

Lectures, seminars and workshops take place in rooms fitted with appropriate AV equipment, and are delivered by a team of staff that are experts in the topics that they teach. In addition external speakers are brought in to deliver topics which enhances the course with either diagnostic or research focussed material.

Modules are delivered as a mixture of lectures, tutorials, and discussions. These are intended to stimulate and sustain students' interests by explaining and developing concepts and demonstrating inter-relationships rather than to impart large quantities of factual material. Factual material is provided by means of handouts and library references and use of the virtual learning environment UWE online. Students are expected and encouraged to engage in self-directed and independent learning.

Small tutorial groups meet on a regular basis. The students and the lecturer discuss conceptual and other problems that are normally identified by the students. Students with knowledge of a particular topic are expected to make a major contribution during these periods. Tutorials include material additional to that covered during lectures. This material allows the development of topics previously introduced in the lecture situation.

Practical classes and computer based activities are undertaken in appropriately equipped laboratories. The research project is similarly supported by access to appropriate high quality laboratory and IT facilities.

The University's virtual learning environment (UWEonline) is available as a source of information for students whilst away from UWE, Bristol

**Description of any Distinctive Features**

The MSc Biomedical Science contains a combination of specialist subject modules, where the student is encouraged to study certain topics in depth, and core modules, where the student is required to examine the wider biomedical sciences and assess how the knowledge of their own discipline interlinks with others. Students also undertake a substantial piece of individual research that is supported by activities in first semester modules that guides them and develops the skills required to undertake the project.

The level of research activity in programme staff is a major advantage in the provision of high quality research projects for full-time students enrolled on the MSc programme. To ensure as high a quality experience as possible the students are spread across staff as widely as possible, whilst retaining their specialist preferences. The success of this is evidenced by the very high pass rate for the project module over the years, for some students it has been the one module that they have been successful in. A number of students have also been able to present their projects at local, national and even international conferences over the years, and in other cases their data has been used in conjunction with their supervisors data to generate publications. The Faculty supports the MSc student projects with ring-fenced funding for consumables set at a much higher level than that set for undergraduate students. Masters projects enable mutually advantageous activities whereby MSc students acquire strong technical skill sets and staff benefit from the generation of pump prime data that can use in bids for external funding.

A significant number of graduates from the full-time MSc have gone on to undertake PhD level

**Part 4: Student Learning and Student Support**

studies. Several have chosen to self-fund their own doctorates and chosen to remain at UWE, often continuing to work with their MSc supervisor. Others have gone on to undertake PhDs elsewhere.

The nature of this programme requires that there is considerable input from Biomedical Science practitioners working within specialist disciplines in the National Health Service and related sectors. We consider that this adds considerable expertise to the teaching team and ensures currency of our MSc awards within Biomedical Science. The experts involved in this programme are biomedical scientists, practicing pathologists, physicians and senior research scientists. Colleagues from other Universities are also engaged to teach on the programme where appropriate; frequently presenting work from their own current research activities.

**Part 5: Assessment**

Delete one of the following statements as appropriate

A: Approved to [University Regulations and Procedures](#)

**Assessment Strategy**

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The MSc Biomedical Science has an established Assessment Strategy that has been updated during this programme refresh process. The strategy forms part of the Programme Specification and is located in Appendix 1.

**Assessment Map**

The programme encompasses a range of **assessment methods** including; essays, practical reports, oral presentations and examinations. These are summarised in the following assessment map, and detailed in the module specifications:



**Part 5: Assessment**

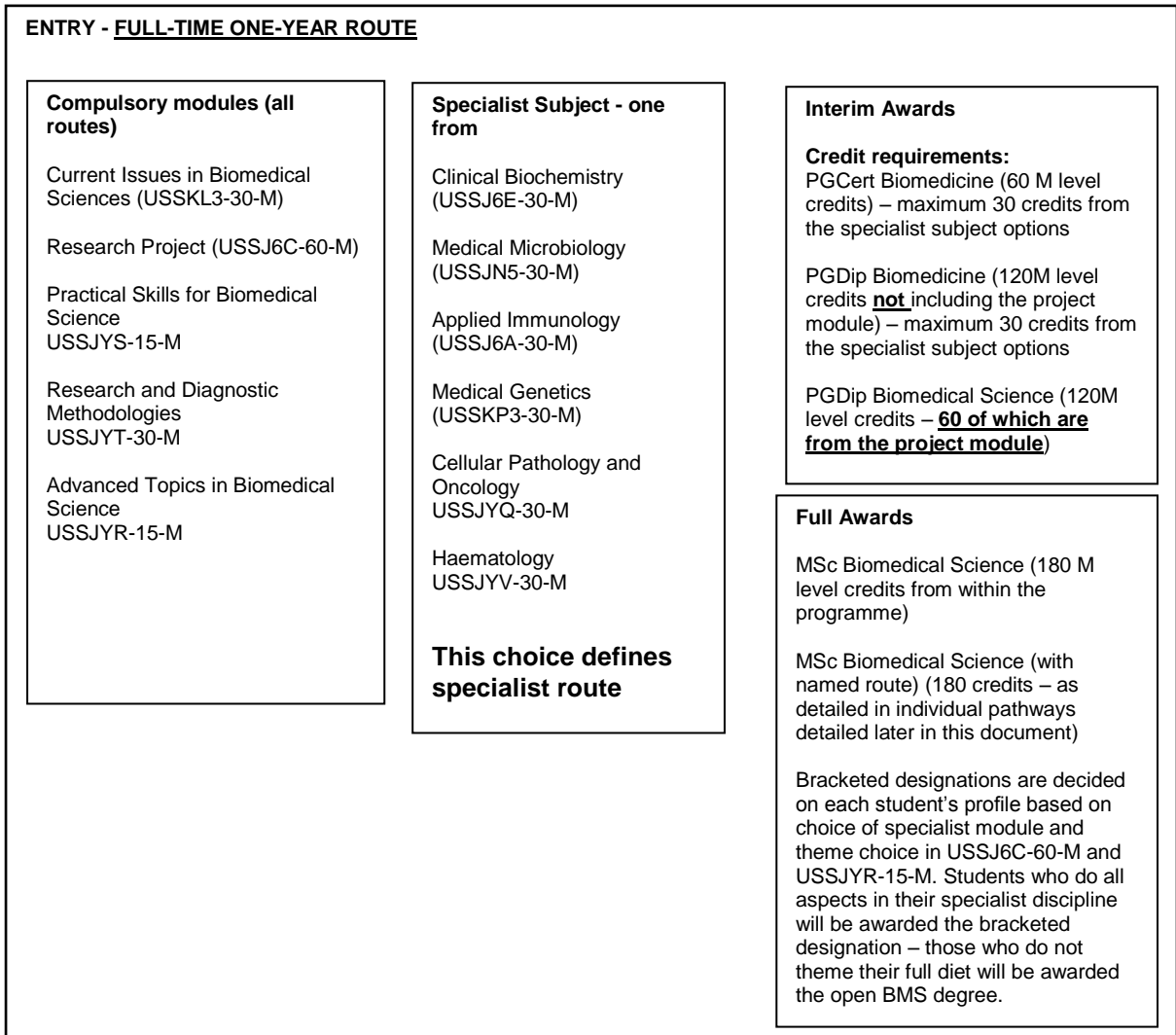
**Assessment Map for MSc Biomedical Science**

		Unseen Written Exam	Open Book Written Exam	Practical Skills Assessment	Oral assessment (poster . presentation or viva voce)	Written Assignment	Report / Project	Portfolio
<b>Compulsory Modules for all routes</b>	USSKL3-30-M				A (50)	B (50)		
	USSJ6C-60-M				A (25)	A (10)	A (65)	
	USSJYS-15-M			B (28)	A (30)		B (42)	
	USSJYT-30-M	A (30)				Bx2 (70)		
	USSJYR-15-M				A (30)			B (70)
<b>Optional (Specialist) Modules</b>	USSKP3-30-M		A (50)		B (20)	B (30)		
	USSJ6E-30-M	A (50)			B (25)	B (25)		
	USSJ6A-30-M	A (50)			B (30)	B (20)		
	USSJN5-30-M	A (50)			B (20)	B (30)		
	USSJYV-30-M	A (50)			B (25)	B (25)		
	USSJYQ-30-M	A (50)				Bx2 (50)		

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

**Part 6: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules



**Part time:**

Part-time is to be available on a module gathering/credit accumulation only at this stage, and therefore there is no typical student.

### Part 7: Entry Requirements

Applicants will normally possess one of the following:

- An honours degree from a UK University or Institute of Higher Education, at the level of a lower second or above in a relevant subject with a significant biomedical, biological or biochemical content related to the Specialist Subject to be studied
- Such other qualifications and experience deemed equivalent by the Programme Manager in subject content and level of attainment to any of the above, for overseas applications NARIC comparison will be applied
- Applicants whose previous study has been undertaken overseas will need to meet the English Proficiency requirements as detailed on the University website – these may vary over time, therefore the requirements active at the time of application will apply

### Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

#### [QAA UK Quality Code for HE](#)

National qualification framework

Subject benchmark statements

Qualification characteristics for [Foundation degrees](#) and [Master's degrees](#) (if applicable)

#### [University strategies and policies](#)

Staff research projects

Any relevant PSRB requirements

Any occupational standards

Reference should be made to the graduate outcomes identified in the [QAA-HEA Guidance](#)

- QAA Framework for Higher Education Qualifications/Master's degree characteristics

The MSc in Biomedical Science was initially written to align with the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (Jan 2001), and during the refresh process has been checked against more recent versions of this document (2008) and QAA web-based advice. It aligns with QAA document Master's degree characteristics (QAA, March 2010) and maps as a category 2 "Specialised or advanced study master's degrees" in the updated QAA Master's degree characteristics document that comes in to force in 2016). All credit is at M level which meets the requirement that at least 150 credits is at M level.

The MSc Programme encompasses three possible award levels; the target award (that is the award on which students enroll) of MSc and the two interim award levels (that the student can accept if they do not complete the full MSc) - PGCert Biomedicine and PGDip Biomedical Science or Biomedicine. The PGCert Biomedicine is awarded to individuals who have successfully completed 60 M level credits from within the available diet of modules. The PGDip Biomedical Science will mark the achievement of completing 120 M level credits including a minimum of 60 credits come from the Research Project module reflecting the importance of the project to Biomedical Science. A PGDip Biomedicine will be awarded for 120 credits when the project module is not successfully completed. For the interim awards a maximum of 30 credits can be

## Part 8: Reference Points and Benchmarks

acquired from the specialist/optional modules. The MSc is awarded to individuals who acquire 180 M level credits which must include the project. Named specialist routes will be applied in brackets where students completed the module combinations and/or coursework strand choices detailed above. Students with relevant postgraduate awards from other institutes may be able to apply for advanced entry subject to the Faculty's accreditation of prior learning procedures.

- **Subject benchmarks**

N/A for postgraduate awards in Biomedical Science – however the undergraduate programme statements have been applied to the specialist subject modules and the programme ethos (Biomedical Science QAA Framework (2001 & 2008 & 2015)).

- **PSRB Requirements**

The programme has a long history of IBMS accreditation, and guidance from the IBMS website around accreditation of MSc courses has been referred to in the development of the programme and during this refresh process. <https://www.ibms.org/go/qualifications/ibms-courses>

- **University teaching and learning policies and staff research projects:**

The staff that support the programme come from the Department of Applied Sciences and have specific expertise in their subject area appropriate to M level provision; the majority are also associated with The Centre for Research in Bioscience. The modules are strongly underpinned by the research expertise of the Programme team. The quality, management and enhancement (QME) of the provision rely upon staff development, including research. Staff development includes personal review via the appraisal and development scheme, in-house training and external fora. The Faculty earmarks some finance for staff development; each member of staff may call upon funds to support attendance at conferences etc. New academic staff undertake a one-year Professional Development PGCert Award, which is recognised by the Higher Education Academy. A growing number of the teaching team hold FHEA or SFHEA status.

The full-time students undertake their Projects within the Faculty research areas appropriate to their route choice; these areas of research performed favourably in the last REF return. All members of staff involved in project supervision within the MSc programmes are research active. Part-time students usually undertake their research studies within their own laboratories (though the option to be at UWE is available). An appropriately qualified person within their place of work supervises the students, with added support coming from an academic supervisor at UWE, Bristol.

- **UWE 2020 Strategy**

The current MSc BMS fitted well with UWE 2020 strategy and this fit has been maintained in the refreshed version (<http://www1.uwe.ac.uk/aboutus/visionandmission/strategy.aspx>). The programme has a history of IBMS accreditation (with the intention that this will be retained) showing it professional recognition. It is also a course that recruits part-time students employed within the biomedical sciences, often with financial and time support from the employer. It is orientated to the development of science graduates with a strong theoretical knowledge and sound practical skills, and the project module in particular supports development of higher level research attributes of value to the diagnostic, research and industrial sectors. The programme recruits well from international markets, particularly Anglophone Africa and the Middle-East, and the courses balances the needs of international markets and home markets well. Graduates of this programme have gone on to become academic researchers, diagnostic scientists, industrial

**Part 8: Reference Points and Benchmarks**

scientist and teachers both in the UK and overseas.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

This programme has a strong history of positive feedback from multiple sources including local employers, graduates, external examiners and the IBMS as PSRB. Feedback received over the years from all these stakeholders has been used in the refresh process that led to this new version of the MSc; in additions specific consultations involving local employers and students (current and former) were held has detailed in the design document.

This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

# MSc Biomedical Science

With specialist named routes in  
Immunology, Clinical Biochemistry, Haematology, Medical  
Genetics, Cellular Pathology and Medical Microbiology

## Assessment Strategy

December 2015  
Version 2

### Strategy Aims

- To provide an evidence base for the assessment strategy
- To provide a portfolio of assessment types to students that robustly assesses student learning in terms of both knowledge and skills
- To provide parity of expectation of student effort across different routes within the programme

### Introduction

The first version of this strategy was written as part of the 2012 UWE validation/IBMS accreditation event for the newly structured MSc Biomedical Science programme. The strategy provided a structured programme wide approach to assessment and created a balanced assessment programme for all students in terms of both the breadth of assessment types encountered and the approximate workload for all students on the programme. The strategy was designed to assess the skills and the knowledge base expected of a masters graduate in the biomedical sciences. This second version has been written parallel to the restructuring of the MSc BMS that has been necessary due to other changes in the Faculty, and to show the ongoing commitment of the programme team to having such a strategy in place.

The MSc Biomedical Science programme (2016 version) has developed from the existing programme, and as a result many modules already had assessments in place, these have been reviewed and modified where appropriate to the overall aims of the strategy. New modules have had their assessments checked against the strategy, to ensure a range of key skills are assessed in all students on the programme.

A new style of assessment, in the form of a portfolio of activities, has been added to the “Advanced Topics for Biomedical Science” module. This portfolio will be largely student driven under guidance from the programme team. This reflects feedback from the students and also other stakeholders that masters graduates would benefit from having more “self-directed” learning in the MSc to help them in future careers or in going on to undertake a PhD. This portfolio assessment will include a reflective practice activity and an evidence based practice activity, reflecting the increased importance of these skills in the scientific professions.

Several external reference points formed the foundation of the MSc Biomedical Science programme and its associated assessment strategy:

- “Criteria and Requirements for the Accreditation and Re-accreditation of MSc degrees in Biomedical Science”, Institute of Biomedical Sciences, version 2.1, July 2010
- “SEEC Credit Level Descriptors for Higher Education”, Southern England Consortium for Credit Accumulation and Transfer (SEEC), 2010
- “Master’s Degree characteristics” The Quality Assurance Agency for Higher Education (QAA), March 2010

These versions remain largely valid, though the strategy has also been checked against the 2014 update of the IBMS requirements (“Criteria and Requirements for the Accreditation and Re-accreditation of MSc degrees in Biomedical Science”, Institute of Biomedical Sciences, version 2.2, July 2014) to ensure alignment is maintained.

Internal reference points including external examiner feedback and the knowledge and experience of the programme team have also been used to create the strategy. Input from stakeholders including the students, the local employers, and PhD supervisors has also been considered. At the heart of the strategy is the questions “what would a masters level graduate in biomedical science look like?” and “how should they be assessed to demonstrate both knowledge and skills?”

### **The Masters Graduate in Biomedical Science**

Masters graduates (SEEC level 7 (SEEC, 2010)) in biomedical science are expected to (SEEC 2010; QAA 2010, IBMS 2010):

- Possess a broad knowledge base in the biomedical sciences with an in depth knowledge of their chosen specialism, including knowledge and understanding of techniques used within that discipline
- Have the ability to assess current research in their discipline in an appropriate manner
- Shows an ability to criticise or evaluate a range of material including the published literature, material provided by lecturers and their own outputs (particularly in relation to their research activities)
- Show a range a of communication skills that enable them to interact with both specialist and non-specialist audiences
- Show problem solving abilities and the ability to handle large volumes of information appropriately
- Show self-direction and the ability to take responsibility for their own learning
- Be able to undertake research in their chosen specialism in a manner appropriate to their level of development as a researcher

In essence a master’s level graduate should have moved on from their abilities at the end of their undergraduate degree. They should be showing an ability to deal with the uncertainty that can arise when working at the forefront of their discipline.

### **Assessing to Evidence Level 7 Outcomes Within The MSc Biomedical Science**

The QAA document “Master’s Degree Characteristics” identifies a number of suitable assessment methods including essays, practical reports, project dissertations, written and oral exams, and presentations (oral and poster) (QAA, 2010). The QAA also identifies the need to assess skills as well as knowledge, and the need for modular programmes, such as ours, to look at the range of assessments across the whole programme (QAA, 2010). This range of assessment types provides the flexibility required to cover assessment of both knowledge and skills, and frequently a combination of both. The specialist modules are all weighted 50:50 coursework to exam for the assessment (compared to the 70:30 exam to coursework used at undergraduate level) recognising that at M level it is the skills that students are developing that are crucial to their careers as the knowledge *per se* will change over time.



The core modules of the programme offer the opportunity to assess a broad range of the required skills as shown in table 1. Many of the assessments in modules to be delivered in the first semester provide the students with opportunities to practice skills they require elsewhere in the programme; most notably on their research projects. These assessments also address knowledge assessment in specialist areas. Assessment of the level of knowledge of specialist subjects is largely through the written exams, but supplemented by the coursework activities in the specialist modules and the Advanced Topics in Biomedical Science module that allow students the ability to demonstrate their masters level skills in a subject specific context.

Where a specialist module has a single assignment the word count and expected study time for that activity is higher than each piece on a module that has two activities; i.e. there is equivalence of workload despite different numbers of assessments.

Overall the programme has an assessment strategy designed to test both the knowledge and skills of the students. The level of rigour to meet the masters' level requirement is beholden on staff, and monitored through the faculty and university quality management structures.

Resit Assessments: where the feed forward value of an assessment has been lost (e.g. because the coursework it fed forward to has already been submitted prior to the resit period) modules have alternative assessments that will still enable assessment of the learning outcomes and will be more practicable for the resit period.

Primary Award Title: MSc Biomedical Science

Module Title and Code	Assessment Type	Aims of Assessment
First Semester Modules – or two semester modules with first semester assessments		
Practical Skills for Biomedical Science USSJYS-15-M	Poster presentation of practical experiment	Evidence of the ability to present material in a succinct format following poster presentation guidelines similar to those issued by conferences. Will also act as formative feedback for the second semester poster assessment on USSJYR-15-M.
	Written report of practical experiment (1500 words)	Evidence of ability to present material in a succinct written format in a manner common to the scientific professions – also acts as formative feedback for the project module as layout is specifically set up to be very similar in all but length to the project report.
	DOPS report (1000 words)	DOPS assessments are now common in NHS based scientific professions – graduates from the course will find them self both being assessed and assessing others in this manner as part of their working life.
Research and Diagnostic Methodologies USSJYT-30-M	Exam	A first semester exam that is based on assessing the skills of critical analysis of published papers that are central to many later assessments. Having a first semester exam will also allow a checkpoint for student progression to identify students that may be struggling with the step up to M level who can be offered extra support.
	Data Interpretation Exercise	Data analysis is crucial both to careers in research and diagnostic biomedical science. This assessment will check on students' progress in this area, and will also act enable formative feedback for the students as they progress to the statistical analysis in their Research Project.
	Project Proposal	Proposal writing is commonplace in the research sector, so students will have the opportunity to gain experience of this working collaboratively with their supervisor.
Second/Third Semester Modules – or two semester modules with only second/third semester assessments		
Current Issues in Biomedical Sciences USSKL3-30-M	Research Critique (2000 words)	Evidence of the ability to effectively search the available literature to identify suitable research papers and then critique them appropriately
	Oral Seminar (20 minutes)	The ability to present scientific material to their peer group in a manner that takes in to account the diverse disciplines of their cohort, the ability to prepare audio-visual outputs of an appropriate standard and style, the ability to defend their ideas orally when questioned
Research Project USSJ6C-60-M	Progression Report (1500 words)	Evidence of involvement in the design of a project, and the literature review evidences the ability to interact with published literature of existing research, the tight word limit for this activity also promotes succinct writing
	Project Report (5000 words)	Evidence of carrying out a significant piece of research, of analysing data appropriately, of interacting with the published literature of a small specialised area in an appropriate manner, evidence of written communication skills to transmit information to others within the discipline, the requirement to self-critique the project is included in the report
	Viva voce examination (30 minutes maximum)	The ability to convey scientific information to other scientists in an oral format, questions require the students to evaluate their own work and situate their work within the published literature
Advanced Topics in Biomedical Science USSJYR-15-M	Poster presentation and oral defence	Students will present a poster based on an area of their interest from within their portfolio of activities. They will be expected to show how feedback form their first semester poster assessment on USSJYS-15-M has been used to develop their skills in this activity.
	Portfolio of activities	The exact nature of the portfolio will vary from student to student based on their interests and under the guidance of the module leader and their specialist tutor. Alongside the academic content this will enable them to demonstrate independent learning and negotiation skills. The portfolio will in all cases include at least one piece of reflective writing (in relation to the conference week).

Table 1: Assessment of core modules (first sit) in the MSc Biomedical Science programme demonstrating match to the external recommendations for Masters level assessment of knowledge and skills

Primary Award Title: MSc Biomedical Science

Module Title and Code	Assessment Type	Aims of assessment
Cellular Pathology and Oncology USSJYQ-30-M	Exam (3 hours)	Demonstration of knowledge of specialist subject – questions designed to require critical evaluation of material not simple regurgitation of information
	Essay (3000 words)	Demonstration of the ability to produce written work detailing a specific area of the discipline with appropriate interaction with the literature and showing critical/analytical skills
	Case Study (1500 words)	Students will be required to describe the technical application of techniques learned in the classroom to clinical diagnosis and the work up of prognostic information. This provides evidence of the ability to translate laboratory findings to clinically relevant advice.
Clinical Biochemistry USSJ6E-30-M	Exam (3 hours)	Demonstration of knowledge of specialist subject – questions designed to require critical evaluation of material not simple regurgitation of information
	Poster Presentation (15 minutes)	Preparation and presentation of a poster which is an important professional skill for scientists
	Data Interpretation Exercise (approx. 2000 words)	Evidence of the ability to analyse data in an appropriate manner in a discipline specific setting
Haematology USSJYV-30-M	Exam (3 hours)	Demonstration of knowledge of specialist subject – questions designed to require critical evaluation of material not simple regurgitation of information
	Essay (3000 words)	Demonstration of the ability to produce written work detailing a specific area of the discipline with appropriate interaction with the literature and showing critical/analytical skills
	Poster Presentation	Evidence of the ability to present material in an appropriate manner in a discipline specific setting
Medical Microbiology USSJN5-30-M	Exam (3 hours)	Demonstration of knowledge of specialist subject – questions designed to require critical evaluation of material not simple regurgitation of information
	Essay (3000 words)	Demonstration of the ability to produce written work detailing a specific area of the discipline with appropriate interaction with the literature and showing critical/analytical skills
	Poster Presentation	Evidence of the ability to present material in an appropriate manner in a discipline specific setting
Applied Immunology USSJ6A-30-M	Exam (3 hours)	Demonstration of knowledge of specialist subject – questions designed to require critical evaluation of material not simple regurgitation of information
	Essay (2000 words)	Demonstration of the ability to produce written work detailing a specific area of the discipline with appropriate interaction with the literature and showing critical/analytical skills
	Oral Presentation	Evidence of the ability to present material in an appropriate manner in a discipline specific setting
Medical Genetics USSKP3-30-M	Exam (3 hours)	Demonstration of knowledge of specialist subject – questions designed to require critical evaluation of material not simple regurgitation of information
	Essay (3000 words)	Demonstration of the ability to produce written work detailing a specific area of the discipline with appropriate interaction with the literature and showing critical/analytical skills
	Poster Presentation	Evidence of the ability to present material in an appropriate manner in a discipline specific setting

Table 2: Assessment of specialist subject modules (first sit) in the MSc Biomedical Science programme demonstrating match to the external recommendations for Masters level assessment of knowledge and skills.

## References

IBMS (2010) "Criteria and Requirements for the Accreditation and Re-accreditation of MSc degrees in Biomedical Science", Institute of Biomedical Science, version 2.1, July 2010 – replaced by IBMS (2014) version cited below.

IBMS (2014) "Criteria and Requirements for the Accreditation and Re-accreditation of MSc degrees in Biomedical Science", Institute of Biomedical Science, version 2.2, July 2014

SEEC (2010) "SEEC Credit Level Descriptors for Higher Education", Southern England Consortium for Credit Accumulation and Transfer (SEEC), 2010 accessible from:  
<http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>

QAA (2010) "Master's Degree characteristics" The Quality Assurance Agency for Higher Education (QAA), March 2010 accessible from:  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf>