

Programme Specification

Section 1: Basic Data

Awarding institution/body University of the West of England, Bristol

Teaching institution University of the West of England, Bristol

Faculty responsible for programme Applied Sciences

Programme accredited by University of the West of England, Bristol

Highest award title **PGCert Clinical Chemistry**

Default award title none

Interim award titles none

Modular Scheme title (if different)

UCAS code (or other coding system if relevant)

Relevant QAA subject benchmarking group(s) N/A

On-going

Valid from September 2002

Authorised by ...

Date: November 2001

Version coding 2

numerical sequence (1,2,3 etc.) for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications.

sequential decimal numbering (1.1;1.2; 2.1; 2.2 etc) where there are different but concurrent programme specifications

Section 2: Educational aims of the programme

- opportunities for postgraduate students from a range of backgrounds to develop and realise their potential in a supportive and responsive environment
- added value for learners in their specialised subject specific knowledge and transferable skills
- a coherent and flexible programme of study at postgraduate level, with a variety of attendance modes
- a programme responsive to feedback from students, external examiners and other stakeholders as part of quality management and enhancement
- appropriate facilities and resources to deliver a quality teaching and learning experience.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning Outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

1. demonstrate a broad knowledge base with specific areas of deeper understanding relevant to Biomedical Sciences and Clinical Chemistry with a range of transferable skills
2. demonstrate an understanding of the contribution of research and scholarship in Clinical Chemistry.
3. demonstrate an advanced level of subject knowledge and understanding

Teaching/learning methods and strategies:

Acquisition of 1 is through lectures, tutorials, student-led seminars and poster presentations. External expert lecturers provide specialist subject lectures.

Additional support is provided through specifically designed distance learning material undertaken via the Learning Resource Web.

Acquisition of 2 and 3 is through specialist subject lectures and tutorials.

Throughout, the learner undertakes independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject

Assessment:

Testing of the knowledge base is through assessed coursework, through oral and poster presentation and through tasks undertaken under examination conditions (1-3). All skills are assessed through controlled examination.

B Intellectual Skills

B Intellectual skills

1. develop their conceptual, cognitive and analytical skills to M level.
2. use appropriate information technology to seek and analyse information
3. demonstrate independent and self-directed learning

Teaching/learning methods and strategies

Intellectual skills are developed through core and specialist subject tutorial groups and assessed seminars.

Throughout, the learner undertakes independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject

Assessment

A variety of assessment methods are employed. All test a learners ability to demonstrate skills (1-3) through case studies, student oral and poster presentations. In addition specialist subject examination assess skills 1 &3.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

– *able to: ...*

- 1) develop their specific interests by specialising within their awards in relation to their subject or career aspirations
- 2) critically evaluate information from a range of sources relevant to Biomedical Sciences and Clinical Chemistry.
- 3) apply practical approaches to the study of selected aspects of biomedicine and demonstrate an awareness of safety and good laboratory practices

Teaching/learning methods and strategies

Acquisition of 1,2 & 3 are through the core and Specialist subject modules. Skills 1 & 2 are acquired through lectures, tutorials and oral seminars. Skill 3 is acquired through core module case study poster and oral defence.

Throughout, the learner undertakes independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject

Assessment

Skills 1, 2 & 3 are primarily assessed through the core and specialist subject modules' essays, oral and poster presentations and examinations.

D Transferable Skills and other attributes

D Transferable skills and other attributes

– *able to: ...*

- 1) communicate effectively using a variety of methods
- 2) critically analyse data arising from various means of biological inquiry

Teaching/learning methods and strategies

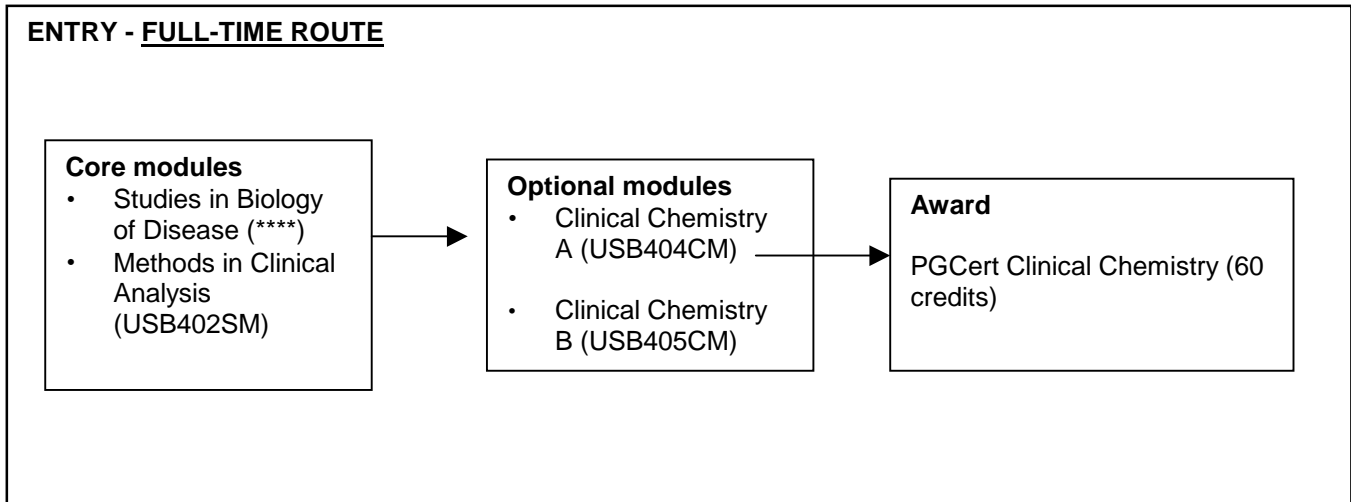
Skills 1 and 2 are developed throughout all the core and specialist modules, particularly during tutorial sessions. Different assessment strategies also enable development of these key skills.

Assessment

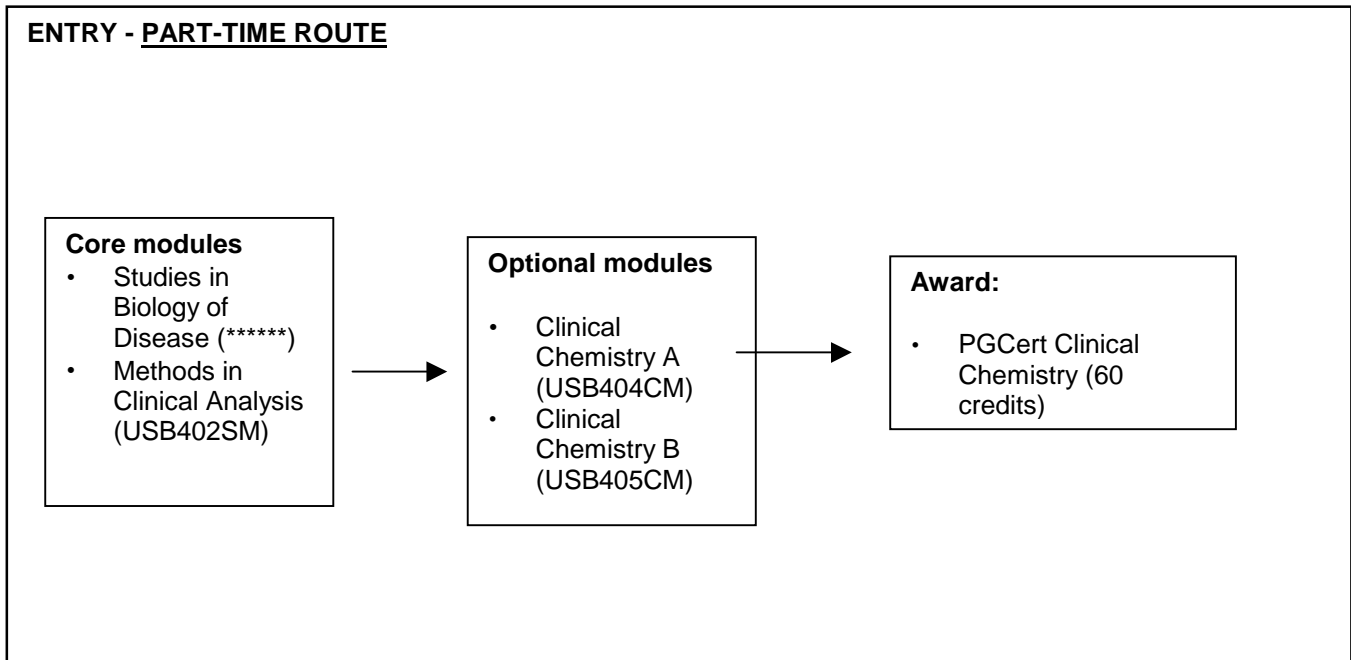
A range of assessment strategies are utilised (skills 1 & 2) including essay, poster presentation, oral seminar and case study.

Section 4: Programme structure

ENTRY



ENTRY



Section 5: 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.
- Such other qualifications and experience deemed equivalent by the Award team in level of attainment to the above.

Section 6: Assessment Regulations

a) **MAR** - current MAR regulations 3.0

Section 7: Student learning: distinctive features and support

Lectures supported by tutorials are delivered in a block consisting of 2 hours lectures and one hour tutorial. These are intended primarily 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. 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 which may normally be 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.

The nature of this element of the 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. The experts involved in this programme are practising pathologists, physicians and senior research scientists.

The Faculty's Learning Resource Web has been utilised as a source of information for students whilst away from UWE, Bristol. It is proposed to extend this provision to incorporate tutorials and guided reading that will augment the student-centered learning between blocks. This will also enable students to prepare for the next block therefore enhancing their learning experience at UWE. By incorporating distance-learning delivery in addition to lecture/tutorial contact it is anticipated that students will find a smooth transition from inter-block and block periods.

Section 8: Reference points/benchmarks

- **Subject benchmarks**

N/A for postgraduate awards

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

The staff who support the programme come from the Schools of Biomedical Sciences and Biosciences and have specific expertise in their subject area appropriate to M level provision. The modules are strongly underpinned by the research expertise of the Award 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 £96K per annum 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 Institute for Learning and Teaching (ILT). The University strongly endorses membership of the ILT and supports staff at all levels of development to attain membership.

All members of staff involved with the PGCert programmes are research active. The Faculty strongly supports the research activities, particularly within CRIB. All members supported the RAE submission for 2001 and have external profiles both nationally and internationally.

- **Employer interaction/feedback**

Ongoing and close liaison with employers of biomedical scientists is extremely important and is achieved in three ways;

- Informal links

A culture of two-way communication exists and is encouraged between UWE academic staff and employers. UWE has representation on the local IBMS Branch Committee and several of the discussion groups. These and many other opportunities for sharing ideas and views exists and are actively used to the advantage of all parties.

- Regional Pathology Specialists group

The Regional Pathology Specialists group (RSPG) is a new group which monitors and advises on the operation of the CPSM-accredited training places. Although this is largely focussed on the undergraduate award the RSPG does have an advisory capacity on policy and future direction related to accredited training, which also encompasses the postgraduate provision. The RSPG will also, in consultation with the Head of Department of Biological and Biomedical Sciences, agree policy for implementation by the Joint Training Officer's (JTO) Committee, which will act as a sub-committee of the RSPG.

- Joint Training Officer's Committee

The Joint Training Officer's Committee exists to monitor and advise on the operation of the CPSM accredited training places in accordance with agreed standards and policies. In addition this committee also provides a forum for employers views on the postgraduate provision and discussion pertaining to possible future Awards.

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. These are available on the University Intranet.

Note: Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/ modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.