



# BSc (Hons) Biomedical Science

## *Programme Specification*

### **Primary Purpose**

Course management and quality assurance.

### **Secondary Purpose**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer**

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## Course Details

### **1. Named Awards**

BSc (Hons) Biomedical Science

### **2. Course Code (and UCAS Code)**

Course Code: C0252S/C0252F UCAS Code: B940

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

Institute of Biomedical Science (IBMS)

Royal Society of Biology

### **6. QAA Benchmark Groups**

Biomedical Science

### **7. Document Control Information**

Version 1 10/07/18

### **8. Effective Session**

2018/19

### **9. Author**

Gavin Knight

### **10. Faculty**

Faculty of Science

### **11. Department**

Pharmacy & Biomedical Sciences

## Curriculum

### **12. Educational Aims**

- To provide a challenging, enterprising and coherent programme of study in the field of Biomedical Sciences enabling graduates to follow diverse careers and/or access varied further educational opportunities.
- To develop students' critical, analytical, practical, numeracy, research and communication skills.
- To equip students with the necessary transferable skills for life-long independent learning,

acquisition of knowledge and employability and to engender an awareness of the needs for these skills.

- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.
- To develop a contemporary and scientific understanding of the causes, diagnosis and treatment of disease in human disorders and underpinning research by studying the main traditional pathology specialisms: histology/cytology/cellular pathology, clinical chemistry, haematology and transfusion science, clinical microbiology/virology and immunology.
- To produce graduates with an appreciation of the value an education in science affords society, particularly of the ethical considerations relevant to biomedical research.

### 13. Reference Points

- University of Portsmouth Curriculum Framework Document September 2014
- The professional, scholarship and research expertise of academic members of staff
- Framework for Higher Education Qualifications (FHEQ)
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- QAA Subject Benchmark Statements for Biomedical Science
- National Qualifications Framework
- UoP Code of Practice for Work-based and Placement Learning

### 14. General Learning Outcomes

#### Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

#### Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

### Level 6

Bachelor's degrees /Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

## **15. Learning Outcomes**

On completion of this programme of study the expectation is that students will be able at threshold level to:

1. Understand the methods used for the scientific investigation of human health and disease (*QAA BMS benchmark statements 8.8iii, 8.8iv*).
2. Demonstrate knowledge of human evolution, biodiversity and their impact on anatomy,

physiology, biochemistry, genetics, immunology, microbiology, pharmacology and cell and molecular biology related to human health and disease (QAA BMS benchmark statement 8.6i).

3. Demonstrate an in-depth and integrated knowledge of disease processes from specialised studies in cellular pathology, clinical biochemistry, clinical immunology, haematology, transfusion science, medical microbiology and clinical genetics, allowing an understanding of the pathology, diagnosis, treatment and monitoring of disease (QAA BMS benchmark statement 6.4, 8.8i, 8.8ii).
4. Demonstrate confidence, proficiency and good laboratory practice in the use of basic laboratory equipment and selected advanced laboratory techniques (QAA BMS benchmark statement 8.6ii).
5. Demonstrate an understanding of the research process including: research design and data analysis; quantitative, qualitative and mixed methods approaches to research; ethical considerations; and intellectual property issues (QAA BMS benchmark statements 8.6v, 8.viii)
6. Plan, execute and present a research project which includes the analysis of data (QAA BMS benchmark statements 8.6iii).
7. Perform literature searches and critically marshal and judge information from a variety of sources in support of scientific argument hypotheses (QAA BMS benchmark statements 8.6iv, 8.6vii).
8. Demonstrate the ability to record data accurately, integrate statistical, mathematical, IT skills and scientific knowledge in evaluating and analyzing data and information or formulating hypotheses (QAA BMS benchmark statements 8.6vi).
9. Recognise and pursue opportunities for further educational development at postgraduate level and maintain currency through independent and organised study (QAA benchmark statements 8.6ix).
10. Maximise career opportunities within a wide range of employment.

#### **A. Knowledge and Understanding of:**

- A1. Biomedical terminology, nomenclature and disease classification systems (1, 2, 3).
- A2. Evolution, biodiversity and their impact on human health and disease (2).
- A3. Anatomy, physiology, biochemistry, genetics, immunology, microbiology, and molecular biology related to human disease (2, 3).
- A4. A systems-based understanding to how diseases develop and how they affect the normal function of the human body (2, 3).
- A5. The role of cellular pathology in the diagnosis and treatment of disease (1, 3, 4).
- A6. The quantitative and qualitative evaluation of analytes to aid the diagnosis, screening and monitoring of health and disease (1, 2, 3, 4).
- A7. The underlying causes and treatment of haematological and immunological diseases and disorders (1, 2, 3, 4).
- A8. The identification of blood group antigens and antibodies and how transfusion science ensures a safe supply of blood and blood components (1, 2, 3, 4).
- A9. The role of pathogenic micro-organisms in disease and the importance of epidemiology, vaccination and immunisation in understanding and controlling such infections (1, 2, 3, 4).
- A10. The identification of genetic mutations and polymorphisms, their influence on disease processes and the computational methods used to determine their significance (1, 2, 3, 4).
- A11. The scope of potential graduate opportunities in both academic and non-academic careers and an awareness of the skills, abilities experience and continuing professional development/lifelong learning required to maximise employability potential (9, 10).
- A12. Current methods used in the diagnosis, treatment and prevention of disease (1, 3, 4, 7).
- A13. Research design and the appropriate use of statistical techniques to enable a valid interpretation of experimental results (4-8).
- A14. The planning and performance of a research project and the awareness of the need for good laboratory practice, appropriate data analysis, health and safety and ethical considerations (4-8).

A15. An awareness of intellectual property and a knowledge of how scientific advances can be secured and progressed by the application of intellectual property rights (5).

**B. Cognitive (Intellectual or Thinking) Skills, able to:**

- B1. Formulate and test hypotheses (5-8).
- B2. Plan, conduct, evaluate and report a programme of research (6).
- B3. Select and apply theoretical principles and practical procedures in a variety of situations (1-8).
- B4. Research and synthesise information from a variety of sources (1-10).
- B5. Analyse, evaluate, interpret and integrate data in a number of formats and from a variety of sources to make evidence-based decisions (1-10, 13-14).
- B6. Marshal thoughts to demonstrate an in-depth knowledge of selected topics and apply these to unfamiliar problems (1-8, 13-14).
- B7. Conceptualise current issues and developments in biomedical science (1-15).
- B8. Cite and reference work in a suitable manner ensuring plagiarism and poor scholarship are avoided. (7)

**C. Practical (Professional or Subject) Skills, able to:**

- C1. Proficiently perform biomedical investigations in compliance with current good laboratory practice, health and safety, quality assurance and quality control guidelines (4).
- C2. Use laboratory equipment and conduct analytical procedures, appropriate to biomedical science, in a safe, accurate and precise manner (3,4,6,8).
- C3. Critically appraise the literature, analyse primary and secondary data and prepare referenced scientific reports (7-8).
- C4. Select and carry out appropriate investigative techniques in biomedical science (3, 4).
- C5. Evaluate published claims through a variety of means to inform decisions and make judgments in an evidence-based manner (3,7, 8)
- C6. Follow appropriate procedures if unexpected/abnormal results are obtained (3, 4).
- C7. Formulate and conduct a research investigation in accordance with ethical guidelines (5-8).

**D. Transferable (Graduate and Employability) Skills, able to:**

- D1. Take responsibility for the planning and execution of their own current and future learning (5-9, 11).
- D2. Communicate effectively using a range of media (3, 5, 6, 7, 9).
- D3. Demonstrate numerical and statistical skills appropriate to a scientist (5-8).
- D4. Be competent in the use of information technology (word processing, spreadsheets, statistical packages, electronic mail and Internet) (8).
- D5. Work effectively, both independently and as part of a team (3, 4, 9).
- D6. Identify and use the appropriate resources (human and physical) to enable successful completion of tasks (6).
- D7. Manage their time and meet deadlines (6, 9).
- D8. Recognise, pursue and enhance their employment opportunities (9, 10).

## **16. Learning and Teaching Strategies and Methods**

A broad foundation of knowledge is laid at Stage 1 and as students progress through Stages 2 and 3 they gain a more detailed and advanced knowledge of the subject. Core knowledge (A1-15) is developed mainly via formal lectures, laboratory practical classes, seminars, collaborative learning, problem-based and flipped learning workshops and directed study. Theoretical knowledge is supported and applied specifically during laboratory investigations, seminars and problem-based learning workshops. There is also a focus on rigorous experimental and research design, data analysis, the interpretation and reporting of experimental findings (A13-15) and this provides students with the opportunity to apply their knowledge. All students conduct an independent, research project, a part of which involves data analysis and carrying out a library-based interrogation of their research subject area.

There is also an opportunity for students to complete a year in industry as part of the sandwich programme or to follow a Work-Based Learning unit at Stage 3 which will enhance the career

prospects of students wishing to enter the biomedical science/biotechnology industry or pursue a higher research degree. In the past, such placements have been conducted at a number of institutions including NHS pathology laboratories, DSTL Porton Down, Salisbury. Students will also have the opportunity to apply for laboratory experience with University of Portsmouth-based research groups. Students are also offered other optional units at level 5, such as Business for Biosciences, and level 6 in this programme that will increase their employability and/or allow them to study a specialist area related to biomedical science e.g. Protein science, Development Biology, Case Studies in Biomedical Research, Clinical Research in Integrated Medicine, or a foreign language.

Intellectual (B1-7) skills are developed through lectures, seminars, tutorials, workshops and practical classes, which encourage integration and application of concepts and analysis. Student-centered activities, such as selected essays, problem-based learning case studies using clinical data, presentations and projects encourage research, evaluation, synthesis and application of knowledge together with awareness of current issues. The final year research project develops skills in formulating and testing hypotheses and conducting a programme of research. Data analysis, evaluation and interpretation skills are developed through lectures and seminars and then applied via practical components of the course, including the final year research project.

Practical skills (C1, 2, 4, 5, 7) and the application of theory to practice (C2,4,5,6) is via laboratory classes, demonstrations, workshops, video, simulations and the project. Student oral presentations are used as a means of assessing student orientated learning, research and interpretive skills (C2-6).

Transferable skills (D1-8) via lectures, practical/IT classes, worked examples, subject-specific and generic tutorials, oral and poster presentations, assignments (including careers-related exercises, literature review and project) individual and group work and review of personal development.

## 17. Assessment Strategy

Assessment is by unseen examinations, in-class tests and MCQs, practical reports, essays, case studies, oral and poster presentations and project reports (A1-13). Some assessments are by group work and others are produced by students on an individual basis. Formative assessment is included in all units and the approach varies and includes MCQ tests both on-line and during lectures, mock tests and feedback on draft essays, laboratory and project reports. Assessment progresses from an emphasis on coursework and short answer assessments at level 4 towards fewer, more integrative and synoptic assessments at level 6. Furthermore, there is a greater emphasis on formative feedback at level 4 and summative assessment at level 6.

Assessment is by seen and unseen examinations (B1, 6, 7), including data interpretation and critique, practical reports (B1, 6), oral and poster presentations (B1-6), essays, reviews and clinical case studies (B4-8) and a project report (B1-8). In general, assessments are directed towards interpretation at level 4, analysis at level 5 and critical evaluation and synthesis at level 6 although students are encouraged to develop these skills throughout the programme. Formative assessment is used at all levels and the approach varies including MCQ tests both on-line and during lectures, mock tests and feedback on draft essays, laboratory and project reports, as appropriate.

Assessment is by laboratory (C1-5) and project reports (C1-6) including the project supervisor's assessment of bench skills (C1, 2).

Assessment is mainly through coursework exercises, practical reports - individual and group (which include word processing, spreadsheets, graphics) assignments (C2, 3), oral and poster presentations (1, 2, 5, 8), self-reflection (1,2,3,8) project report (1-7), seen and unseen examinations (2). Outcomes 1, 6 and 7 are implicit to all of these assessment tools and are reinforced by application of penalties per academic regulations where students demonstrate a lack of ability in managing their own learning.

#### Level 4

Assessment at stage 4 concentrates upon the acquisition of basic relevant knowledge and practical laboratory skills and measures of proficiency. The former is assessed summatively through unseen examinations and MCQ assessments which aim to test knowledge at descriptive and analytical levels. Laboratory skills and competence are assessed through the production of laboratory reports and direct observation of named laboratory techniques. Formative assessment is through the use of on-line and in class MCQ tests and via audience response systems during classroom activities.

#### Level 5

Assessment at stage 5 includes several assessed laboratory reports, essays, portfolios and presentations in addition to unseen examinations. Students continue to develop their laboratory competence and skills in more specific subject areas of biomedical science. Case studies, assessed both formatively and summatively, are used as problem-based learning approaches to support an understanding of the integration of laboratory data from a range of aspects that relate to the role of biomedical science in understanding the pathology, diagnosis and treatment/management of disease. This is further supported by essay writing which serves to integrate theory and practice and encourage cognitive development, discussion and reference to current published work. The closed book examinations at this stage require an element of discussion within the essay style format and test depth and breadth of knowledge in the key areas of biomedical science.

#### Level 6

At stage 6 the emphasis of the assessment is towards evaluation and application of knowledge and a variety of assessment strategies are used - integration of knowledge through essays and oral presentations, in addition to laboratory reports and closed book examinations. Students demonstrate critical discussion and reflective practice along with supportive evidence of practical skills, with those demonstrated in the project unit summatively assessed. The reports at this level require a high degree of analytical and observational skills with emphasis on the interpretation and discussion of results. The examination questions in all units focus upon synthesis and application of knowledge requiring critical discussion. The project assessment includes a poster presentation, data analysis and a report in the form of a scientific paper to further assess research skills, providing a good grounding for future research activity. The optional units Work Based Learning and Case Studies in Biomedical Research require the submission of a portfolio of work.

### **18. Course Structure, Progression and Award Requirements**

See [Unit Web Search](#)<sup>1</sup> for full details on the course structure and units

This is a unitised, full-time programme spanning 3 academic levels (4, 5 and 6) studied over 3 years full time or 4 years including a sandwich placement with progression points located at the end of each academic stage. The course is delivered over 32 weeks including two consolidation weeks and six assessment weeks. Attendance may be required at assessments beyond this period in the summer if there is a need to retrieve failure or if previous assessments have been missed for valid reasons. With the exception of the level 6 project (40 credits), units are offered as 20 credits, where each credit is equivalent to 10 hours of student learning.

Students will normally undertake study in 120 credits in each academic year and are normally required to pass 360 credits to qualify for the award of an honours degree. Standard University rules apply. Alternative exit awards are available for students who exit with less than 360 credits. The regulations must be consulted for a full description of exit awards.

There are opportunities for optional units within this programme including the opportunity for the study of a language option, a year-long sandwich placement and a work based learning (WBL) option. However, these are not compulsory and therefore not a requirement for completion of the award.

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

## 19. Employability Statement

A wide range of opportunities will be available to students following the BSc (Hons) Biomedical Science degree course, a challenging degree with an emphasis on current research in the Biomedical Sciences. The inclusion of optional units will also allow students to gain knowledge and skills in related fields e.g. developmental biology, health nutrition or integrated medicine, which will further enhance their employment opportunities. One of the features of the BMS degree is that students should be well equipped to enter the hospital pathology laboratory service as a career after graduation. Students may achieve this outcome through completing the year-long sandwich placement in an IBMS accredited training laboratory during which time the IBMS registration portfolio can be completed, applying for a trainee position following graduation, or via application to the Scientist Training Programme.

By nature the BSc (Hons) Biomedical Science course is very much orientated towards laboratory and research skills and it has been found that such skills have enabled many of our graduates to be successful in their application for Masters courses (both MSc and MRes) and PhD studentships. Other opportunities include the Scientific Civil Service, pharmaceutical industry, forensic science laboratories, teaching, medical sales and scientific writing and qualification for medical and dental school after their degree.

Careers guidance is included in the course at all three levels. Students undertake a programme of graduate skills development at level 4 and are introduced to Personal Development Planning (PDP) that they will engage in throughout their three years on the course. This activity will allow them to identify their strengths and weaknesses with regard to academic study and transferable skills and put in place strategies to improve and develop further these skills. Career opportunity awareness is initiated in the first year Personal Development Planning 1 unit and students are encouraged to participate in further research and preparation through extra-curricular activities at all three levels of the course. This is in collaboration with the Department of Employability. Opportunities to develop careers management skills is afforded by further careers related activities, including employer-led careers workshops, embedded in the tutorial programme at levels 5 and 6. In addition, careers clinics are available to students at level 6.

## Course Management

### 20. Support for Student Learning

Students are provided with a supportive environment that actively promotes their academic and personal development. Induction of new students occurs in the week before commencement of formal studies. Prior to this, they are issued with letters of welcome, a "Student Survival" handbook and details of induction. During induction they meet with fellow students including returning students and staff and are introduced to Portsmouth, the University, the School of Pharmacy and Biomedical Science and the Biomedical Science programme. In addition to formal presentations on services available, they are supplied with a comprehensive handbook detailing welfare services, administrative arrangements, academic regulations, teaching facilities and curriculum guidance and they meet with their personal tutor. A close tutor-tutee relationship is fostered by further timetabled meetings with their tutor at fortnightly intervals. These tutorials largely focus upon study skills and personal development and the tutorial programme extends through stage 2 and 3 of the course. Personal tutors adopt an open door policy.

First year tutor groups are allocated a year two and year three mentor to facilitate their transition of incoming students into higher education whilst encouraging communication and community spirit between different years of the programme. Whilst mentors do not substitute for qualified academic support, they have been shown to open up a gateway for first year students who may, initially, feel uncomfortable talking to their personal tutor about academic or pastoral concerns.

The physical resources available to support student learning are of a high standard. Biomedical Science students are based in St. Michael's Building and this is where much of their learning is

conducted. It includes modern, purpose-built laboratory facilities (including dedicated biomedical science laboratories) and lecture theatres and benefits from a central location, close to the major science faculty IT facilities, The Centre for Simulation in Healthcare, the University Library, welfare facilities, Halls of Residence and the Students' Union.

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor responsible for pastoral and academic support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.

## 21. Admissions Criteria

### A. Academic Admissions Criteria

Students are encouraged to apply through UCAS and only in exceptional cases are direct applications accepted. The average entry requirements for the course according to the new UCAS tariff points are 120 tariff points in level 3 qualifications (A level, AVCE Double Award, BTEC National Diploma, BTEC Certificate, International Baccalaureate) e.g. BBB grades at A2 level, including at least 80 points from science subjects, preferably biology and chemistry or maths. All applicants must have passed GCSE Maths and English at grade C or above (or equivalent alternative qualifications) and international students must have achieved IELTS 6.0 or equivalent with no element below 5.5. Mature students and those returning to study will be considered on an individual basis. Access to Science (must contain substantial Biology and Chemistry) students are required to have 122 tariff points, with minimum of 18 level 3 credits in Biology at distinction and a minimum of 12 level 3 credits in chemistry at distinction.

Students from a mandatory widening participation background are required to achieve 112 tariff points to include biology and chemistry or maths with other access awards considered with 112 tariff points.

Individuals who are interested in the course are strongly encouraged to attend one of the regular School Open Days where they will be made aware of the various elements of the programme, have the opportunity to meet the Course Leader and other members of academic staff, enjoy a tour of the School's facilities, University Halls of Residence and surrounding environment and experience a simulated laboratory session.

The University operates a system of Recognition of Prior Learning (RPL), which allows award of credit for recent specific learning undertaken elsewhere subject to limits detailed within the regulations. Overseas qualifications are assessed using the guidance from the UK NARIC system as well as checks made by the University's International office.

## **B. Disability**

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

## **22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching**

### **A. Mechanisms for Review and Evaluation**

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

### **B. Responsibilities for Monitoring and Evaluation**

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

### **C. Mechanisms for Gaining Student Feedback**

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, e.g., National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

### **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).

- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

### 23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations<sup>2</sup>](#)).

### 24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

### 25. Indicators of Standards and Quality

#### A. Professional Accreditation/Recognition

The course was re-accredited by the Institute of Biomedical Sciences in 2013 until 2017.

Royal Society of Biology accreditation from February 2016.

#### B. Periodic Programme Review (or equivalent)

Periodic Review for Biomedical Science Courses (2015) confirmed continuing fitness of purpose of curriculum and effectiveness of annual monitoring and review processes.

#### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015<sup>3</sup>](#)*).

#### D. Others

23.8 FTE staff were submitted by the University of Portsmouth to the REF 2014 in Unit of Assessment 3 (Allied Health Professions, Dentistry, Nursing and Pharmacy <http://results.ref.ac.uk/Results/BySubmission/261>). The rating of research was 24% 4\* (world-leading), 66% at 3\* (internationally excellent), 9% at 2\* (internationally recognised) and 0 at 1\* (nationally recognised).

### 26. Further Information

Further information may be found in:

- Course Approval Document.
- Student Handbook.

<sup>2</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)

<sup>3</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

- University of Portsmouth Curricula Framework.
  - University of Portsmouth Undergraduate Prospectus.
  - Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and (<http://www.port.ac.uk/pharmacy>) website.