

## **COURSE SPECIFICATION**

# BSc (Hons) Applied Biomedical Science Degree Apprenticeship

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Please refer to the Course Specification Guidance Notes for guidance on completing this document.

Course Title	BSc (Hons) Applied Biomedical Science Degree Apprenticeship	
Final Award	BSc (Hons)	
Exit Awards	CertHE, DipHE, BSc. Applied Medical studies	
Course Code / UCAS code (if applicable)	U2849FDD	
Mode of study	Full-time	
Mode of delivery	Campus and Distance Learning	
Normal length of course	3 years	
Cohort(s) to which this course specification applies	September 2025 onwards	
Awarding Body	University of Portsmouth	
Teaching Institution	University of Portsmouth	
Faculty	Faculty of Science and Health	
School/Department/Subject Group	School of Medicine, Pharmacy and Biomedical Sciences	
School/Department/Subject Group       https://www.port.ac.uk/about-us/structure-and         governance/organisational-structure/our-acaded         structure/faculty-of-science-and-health/school-our         nharmacu-and-hiomedical-sciences		
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/undergraduate/bs c-hons-applied-biomedical-science-distance-learning- degree-apprenticeship#entry-requirements	
Professional and/or Statutory Regulatory Body accreditations	Institute of Biomedical Science (IBMS)	
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	Level 6	

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the <u>Course and Module Catalogue</u> for further information on the course structure and modules.

## Educational aims of the course

**General Aims** 

- To provide a challenging, enterprising, coherent and contemporary programme of study that enables apprentices to develop the knowledge, skills and behaviours necessary to fulfil the requirements of the Biomedical Scientist level 6 apprenticeship standard.
- To create a cohesive and integrated programme of study involving a tripartite agreement between the university, employers and apprentices to fulfil the requirements of the Institute of Biomedical Science (IBMS) and Health and Care Professions Council (HCPC) such that graduate apprentices can apply to the HCPC, register as Biomedical Scientists, and use this protected title.
- To develop the apprentice's professional and scientific skills necessary to meet the current and future requirements of a professional biomedical scientist.
- To equip apprentices with the academic and transferable skills necessary to engage with independent life-long learning, ensuring that all apprentices can maintain a contemporary understanding of their subject, progress within their chosen career path, and have the potential to become the healthcare leaders of the future.

#### Subject specific aims

- To develop the apprentice's knowledge of the roles of Biomedical Scientists and their scope of practice within a contemporary healthcare setting.
- To ensure the apprentice knows the HCPC standards of proficiency and is able to consistently apply these within the healthcare setting.
- To develop a contemporary understanding of human disease and to understand the principles of a range of laboratory and non-laboratory-based approaches used to research, screen, diagnose and monitor selected disease states.
- To demonstrate competency in a range of laboratory-based techniques relevant to their scope of professional practice.
- To accurately and consistently interpret data in different forms and to apply this to relevant areas of biomedical science.
- To develop the apprentice's skills of critical reflection and to demonstrate how, through reflective practice, the apprentice can become a more effective biomedical scientist.
- To develop the apprentice's awareness, understanding and application of the ethical considerations and constraints of their work in both clinical practice and research.
- To equip apprentices with the transferable skills necessary for lifelong independent learning.

#### **Course Learning Outcomes and Learning, Teaching and Assessment Strategies**

The <u>Quality Assurance Agency for Higher Education (QAA)</u> sets out a national framework of qualification levels, and the associated standards of achievement are found in their <u>Framework for Higher Education</u> <u>Qualifications</u> document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:			
LO	Learning outcome	Learning and Teaching	Assessment
number		methods	methods
A1	the appropriate use of	A broad foundation of	The assessment strategy
	biomedical terminology and	knowledge is established	is designed to ensure
	nomenclature such that	at Level 4 to underpin the	apprentices can
	anatomy, physiology, histology,	remainder of the	contextualise theoretical
	haematology, biochemistry,	apprenticeship and to	knowledge within a
	genetics, immunology,	develop fundamental study	pathology setting and
	microbiology and molecular	SKIIIS. Critical skills for	demonstrate
	disease	success in both the	understanding Averiaty
12	bow diseases develop and affect	biomodical science	of accossment methods
AZ	the normal function of the	profession include	are employed including
	human body, and the application	independent and group	onsite employed, including
	of interventions that can be	working scientific writing	practical skills
	utilised for their management	literature searching and	assessments individual
Λ2	the quantitative and qualitative	referencing the safe and	and collaborative case
AJ	evaluation of analytes employed	iudicious use of artificial	studies and
	to aid the screening diagnosis	intelligence, mathematical	contributions to
	and monitoring of health and	and statistical proficiency.	interprofessional
	disease.	and laboratory	educational experiences,
A4	the planning, design and	competence. Apprentices	allowing apprentices to
	execution of a clinically	will develop an	engage with and
	orientated project	understanding of human	represent the biomedical
	demonstrating the application of	biology and physiology	science profession (A1 -
	good laboratory practice, data	across multiple levels, from	A3, A5). Written
	analysis - using appropriate	chemical and molecular	assignments and
	statistical approaches - and	interactions to cellular	reflective portfolio-based
	ethics.	structures, tissues, organs,	assessments further
A5	theoretical principles that	and systems, including the	support knowledge
	underpin practical skills required	renal, cardiovascular,	consolidation and
	to meet: The standards included	gastrointestinal, and	professional
	within the IBMS registration	nervous systems (A1, A2).	development (A1 - A5).
	portfolio and the Biomedical	Apprentices will also be	Formative assessments
	Scientist standards.	introduced to the	are embedded
		professional conduct	throughout the
		the IBMS Degistration	programme, including
		Training Portfolio (A5) As	quizzos (MCOs) audionco
		they progress through	response systems and
		Levels 5 and 6 they will	feedback on draft
		develop more advanced	assignments As an
		and specialised knowledge	integrated degree
		At Level 5, the focus shifts	apprentices must
		to the main pathological	complete the IBMS
		disciplines, ensuring a	Registration Portfolio
		broad understanding of	throughout their
		human disease and	apprenticeship,
		detection, with	undergoing verification
		consideration of evolving	as part of the module
		theoretical and practical	Becoming a Biomedical
		advances in healthcare	Scientist: Professional

$(\Delta 2 \ \Delta 3) \ \Delta t $ Level 6 the	Practice (A5) Workplace-
curriculum encompasses	hased tutors play a key
genetics the biology of	role in monitoring
discase and research	approntice ongagement
mothods sulminating in a	during tripartite mostings
dinically oriented research	with training officers
clinically oriented research	with training officers,
project (A4). The IBINS	ensuring apprentices
Registration Portfolio	remain on track to meet
remains integral	the 20% off-the-job
throughout the final year,	training requirement.
ensuring apprentices meet	
the Biomedical Scientist	
standards by the point of	
graduation (A5). Core	
knowledge is delivered	
through university-led	
synchronous and	
asynchronous teaching,	
including seminars,	
problem-based and flipped	
learning workshops, and	
directed study. Workplace-	
based learning is facilitated	
through workshops,	
tutorials, practical	
demonstrations, and	
competency assessments.	
Following the	
demonstration of	
proficiency, apprentices	
will be able to perform a	
range of practical	
techniques relevant to	
their employment (A3, A5).	
The three-year workplace	
learning structure ensures	
sufficient opportunity for	
apprentices to complete	
the IBMS Registration	
Portfolio and meet the	
coinciding Biomedical	
Scientist apprenticeship	
standards.	

B. Cognitive (Intellectual or Thinking) skills, able to:			
LO	Learning outcome	Learning and Teaching	Assessment
number		methods	methods
B1	formulate and test hypotheses	Intellectual skills are	Assessment of
B2	plan, conduct, evaluate and	developed throughout the	individual student
	report on a programme of	apprenticeship in both	abilities is achieved
	research.	university and workplace	through a varied
B3	research, select, synthesise and	settings. Asynchronous	approach, including:
	apply information, theoretical	learning materials, including	Unseen examinations
	principles and practical	bespoke pre-recorded and	(B4, B5) and practical
	procedures to a variety of	subtitled resources, are	skills assessments (B1,
	situations.	organised into structured	B4), Data analysis,
B4	analyse, evaluate, interpret and	lessons and supplemented	interpretation, and
	integrate data in a number of	with formative exam	critique (B4), Oral and
	formats and from a variety of	questions to enhance	digital poster
	sources to make evidence-based	understanding and retention	presentations (B5),
	decisions.	of subject content . Where	Reports and clinical
B5	marshal thoughts to demonstrate	relevant, signposting	case studies (B2, B3,
	an in-depth knowledge of	between university-based	B4). Given the
	selected topics and apply them to	and work-based activities is	integration of theory
	familiar and unfamiliar problems.	provided via Moodle,	and practice within the
		ensuring apprentices can	apprenticeship,
		effectively link fundamental	coursework often
		and abstract concepts (B3,	adopts a portfolio-style
		B5). The application of	approach or written
		knowledge is primarily	reports, incorporating
		facilitated through	photographic and
		coursework and	integrate university and
		synchronous activities,	integrate university and
		nciuding workshops,	WORKPIACE learning (B3,
		based loarning (P2) The	focus is on pathological
		integration of data analysis	disciplines with a
		tools allows apprentices to	standardised
		interpret both complete and	assessment annroach
		incomplete datasets	designed to ontimise
		drawing legitimate	efficiency and minimise
		evidence-based conclusions	cognitive load (B3, B4).
		(B1. B4). Student-centred	Cross-cutting themes
		activities such as problem-	that extend across all
		based learning exercises,	Level 5 modules enable
		data-rich clinical case	apprentices to explore
		studies, presentations, and	discrete areas of
		projects foster apprentices'	biomedical science
		ability to conduct research,	through a multi-
		evaluate and synthesise	disciplinary lens,
		information, and apply	encouraging a holistic
		theoretical principles to real-	understanding of
		world biomedical science	biomedical practice (B3
		contexts (B1, B2, B3, B5).	- B5). The final-year
		These activities also enhance	research project is
		awareness of current	assessed through an
		healthcare issues and the	extended report and

	evolving practice of	presentation (B1 - B5),
	biomedical science (B3, B4,	while a series of
	B5). In the final year,	workplace-based
	apprentices undertake a	portfolios
	work-based research	demonstrates the
	project, often focusing on	apprentice's
	service improvement. This	development of
	project develops hypothesis	knowledge, skills, and
	formulation and testing skills	behaviours in line with
	(B1), as well as the ability to	<b>Biomedical Scientist</b>
	conduct a structured	apprenticeship
	research programme (B1,	standards (B2 – B5).
	B2). Data analysis,	
	interpretation, and	
	evaluation skills are	
	progressively developed	
	throughout the programme:	
	general data analysis is	
	introduced at Levels 4 and 6,	
	while discipline-specific data	
	analysis is embedded within	
	Level 5 modules (B4).	

Loarning and Teaching number         Assessment is methods           C1         proficiently perform biomedical investigations in compliance with good laboratory practice, health and safety, quality assurance and quality control guidelines in the laboratory.         The development of application of theory to practical skills and the application of theory to practical skills and the application of theory to practical scientist degree apprenticeship standards.         Assessment is conducted through a angine of procedures and profices and profices and profices and prepare referenced scientific outputs to a professional standard.         Assessment is conducted through a angine of the Biomedical Scientist degree apprenticeship standards.           C3         critically appraise literature, analysis of data in the context of human disease gicentific outputs to a professional standard.         application of practical skills and equipment to clinicase manner.         Videos, and simulations- ensures apprentices develop available to biomedical scientists, although it is the employing laboratory this results, and hing the environment (C1, C2). Training will also cover critical appraisal of research papers, including evaluating methodological appronetices with the conver strical appraisal of research papers, including evaluating methodological appronetices with the conduct appraisal of research papers, including evaluating methodological appronetices with the conducted appraisal of research papers, including evaluating methodological appronetices with the conducted appraisal of research papers, including evaluating methodological appronetices with the conducted by tuinkin there ewiroment (C1, C2). Training research paperatices with evarch bases project swervisor conducted by taught and assessed by the work-baseed project swervisor condical scientists at the point of starg w	C. Practical (Professional or Subject) skills, able to:			
numbermethodsC1proficiently perform biomedical investigations in compliance with good laboratory practice, health and safety, quality assurance and quality control guidelines in the laboratory.The development of practice is failitated and safety, quality assurance and quality control guidelines in the laboratory.Assessment is conducted through a practical skills and the practical skills and the practical skills and the practical skills and inversity- postfoliosAssessments, including: Practical more handers.C2to demonstrate competence in a range of procedures and protocols to meet the requirements of the Biomedical Scientist degree apprenticeship standards.based training. The university component application of practical skills and equipment to Clinical proficiency (C1, C2), interactive many and secondary data and prepare referenced scientific outputs to a profesional standard.more for the secondary demonstrations, workshops, inform decisions and make judgements in an evidence-based manner.asta and prepare the required to function a strong avareness of the sole and technologies available to biomedical scientists, although it is the apprentices develop a scientists, although it is the apprentices develop a scientists, although it is the apprentices develop a available to biomedical scientists, although it is the apprentices with the conductal papers, including evaluating methodological apprentices with the competencies required to function independently as biomedical scientists at the point of graduation (C1, C2). Training will also conducted by qualified MIS training laboratory stafl, with bench sasesseed byC5fo	LO	Learning outcome	Learning and Teaching	Assessment
C1       proficiently perform biomedical investigations in compliance with and safety, quality assurance and quality control guidelines in the laboratory.       The development of application of theory to application of theory to through a combination of work-based and university- based training. The university component proficiency (C1, C2), including: Practical application of practical skills and equipment to clinical proficiency (C1, C2), and a application of practical skills and equipment to clinical proficiency (C1, C2), and a application of practical skills and equipment to clinical proficiency (C1, C2), and a application of practical skills and equipment to clinical proficiency (C1, C2), and a application of practical skills and equipment to clinical proficiency (C1, C2), and a apprentices acquire analyse primary and secondary data and prepare referenced scientific outputs to a professional standard.       Nowledge and proficiency (C1, C2), and a threat analyse of data in the analyse of data in the analyse of data in the analyse of data in the ensures apprentices develop available to biomedical scientific outputs to a proficiency (C2). At Level 4, practice- based loproficiency and 6 (threes skills and effectively in a proficienty that trains the apprentice how to work safely and effectively within their environment (C1, C2). Training will also cover critical appraisal boratory that trains the apprentice how to to plan and conduct a approaches, considering findings from multiple sources to develop a comprehensive and informed understanding of biomedical scientists at the point of graduation (C2). Continuous assessment to conducted by qualified NHS training laboratory staff, with bench skills relevant to the final-year project aught and assessed by the work-baseed project supervisor aught and assessed by the work-baseed by the work-baseed by the work-baseed by the work-baseed by	number		methods	methods
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operate within the the project is assessed by			how individual technologies	academic rigour of
workplace, ensuring assessed by			operate within the	the project is
			workplace, ensuring	assessed by

	apprentices understand their	university-based
	application in meeting the	academics.
	needs of all service users .	Engagement with
	Apprentices will receive	scientific literature
	training in good laboratory	and data analysis is
	practice, including quality	assessed through
	control and quality	professional reports
	assurance procedures, which	(C3), case studies
	are fundamental for the	(C4) and verification
	validation and authorisation	of the IBMS
	of results within the	Registration
	workplace (C1, C2). Health	Portfolio (C1,C2).
	and safety regulations	The ability to
	underpin all practical	critique research
	activities in both university	papers, consider
	and workplace settings.	ethical implications,
	During Level 6, apprentices	and execute an
	undertake an independent	independent
	work-based research project	research project is
	and complete verification of	evaluated through a
	their IBMS Registration	final-year research
	Portfolio, demonstrating	project presentation
	their ability to function as	(C5) and a journal-
	independent practitioners	style research
	(C5).	submission (C3, C4,
		C5)

D. Trans	ferrable (Graduate and Employability)	skills, able to:	
LO	Learning outcome	Learning and Teaching	Assessment
number		methods	methods
D1	take responsibility for the planning	The development and	A variety of assessment
	and execution of their own current	refinement of	methods are employed to
	and future learning.	transferable skills are	evaluate transferable
D2	communicate effectively using a	embedded throughout	skills, including Peer-
	range of media and information	the apprenticeship and	assessed group work
	technology.	facilitated by academic	reports at Levels 4 and 6
D3	demonstrate numerical and	staff, work-based tutors,	(D4, D5), individual
	written skills appropriate to a	laboratory trainers,	professional documents
	scientist.	mentors, and student	(D1, D2, D3), Worksheets
D4	work effectively both	Cuidance for appropriate	within practice-based
	Independently and as part of a	managing their own time	and the final project
	team.	doveloping their own time,	thesis (D1 D2 D2 D5)
D5	Identify and use appropriate	study schodulos and	Appropriess (D1, D2, D3, D3).
	numan and physical resources to	maintaining a healthy	their practice-based
	enable successful completion of a	work-life balance are	research projects
		introduced in Level 4 (D1)	identify appropriate
		whereas project	resources and propose
		management tools are	action plans before
		introduced and employed	project commencement.
		at Level 6 (D1, D6), Basic	These proposals undergo
		IT proficiency, including	summative assessment.
		word processing,	ensuring effective
		mathematics, statistics,	resource management
		and the safe, effective,	and strategic planning
		and judicious use of	(D1, D5). Numerical and
		Artificial Intelligence, is	written skills are assessed
		introduced at Level 4,	through multiple formats,
		with sequential skill	including: Data
		development and	interpretation and
		application across Levels	critique (D3), written and
		5 and 6 in both university	oral reports (D2, D3),
		and workplace settings	Digital poster
		(D2, D3). Apprentices	presentations (D2, D3)
		engage with a range of	and professional reports
		technological tools and	and clinical case studies
		multimedia resources	(D2, D3).
		through synchronous and	
		asynchronous learning	
		activities, delivered online	
		and face-to-face. These	
		experiences provide first-	
		tochnologies which	
		apprentices are	
		apprendices are	
		incornorate into their	
		own assessments to	
		demonstrate their	

	learning (D2, D3). Interactive multimedia- enabled posters are a required component of assessments at Levels 4 and 6, while Level 5 disciplinary modules require the integration of suitable laboratory- derived sources to enhance the apprentice's submissions and to communicate with an appropriate audience (D2, D3). Independent	
	required component of	
	assessments at Levels 4	
	and 6, while Level 5	
	disciplinary modules	
	require the integration of	
	suitable laboratory-	
	derived sources to	
	enhance the apprentice's	
	submissions and to	
	communicate with an	
	appropriate audience (D2,	
	D3). Independent	
	learning is a core	
	expectation, although	
	apprentices also develop	
	team working skills	
	through collaborative	
	case studies embedded	
	within the Study Skills and	
	Pathobiology and	
	Genetics modules (D1,	
	D4). Exposure to career-	
	enhancing activities and	
	careers awareness	
	initiatives throughout the	
	programme supports	
	apprentices in identifying	
	and utilising appropriate	
	human and physical	
	resources to achieve	
	successful outcomes (D5).	

### Academic Regulations

The current University of Portsmouth <u>Academic Regulations: Examination & Assessment Regulations</u> will apply to this course. Approved course exemptions can be found <u>here</u>.

### Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the <u>MyPort</u> student portal.

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

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our <u>Policy for Listening to and Responding to the Student Voice</u> where you can also find further information.

### **Reference Points**

The course and outcomes have been developed taking account of:

- University of Portsmouth Curriculum Framework Specification
- <u>University of Portsmouth Vision</u>
- Office for Students Conditions of Registration
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement
- Biomedical Science V1.1 level 6 apprenticeship standard
- Quality Assurance Agency Framework for Higher Education Qualifications Requirements of Professional and/or Statutory Regulatory Bodies: Institute of Biomedical Science (IBMS)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

#### Changes to your course/modules

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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