

Master of Science (MSc) Biomedical Science

Masters of Research (MRes) Applied Biomedical Sciences Research

Masters of Research (MRes) Applied Clinical Research

Postgraduate Certificate (PgCert) Biomedical Science
Postgraduate Certificate (PgCert) Life Sciences
Postgraduate Diploma (PgDip) Biomedical Science

Postgraduate Certificate (PgCert)
Applied Biomedical Sciences Research

Postgraduate Certificate (PgCert)
Applied Clinical Research

Full & Part Time

Implementation date: February 2019

The following University Award Regulations apply to this programme

- ✓ Regulations for Taught Masters Degrees (Incorporating Pre-Masters programme)
- ✓ Regulations for Masters of Research

OFFICE USE ONLY

Date of validation: 25 June 2018
Date of Academic Board approval: 31 January 2019

CONTENTS

PART TWO PROGRAMME SPECIFICATION	3
17 Criteria for admission to the programme	5
18 Recognition of Prior (Experiential) Learning.....	6
19 Aims of the programme.....	6
20 Distinctive features of the programme.....	7
21 Programme structure narrative.....	9
22 Programme structure diagram.....	10
23 Intended learning outcomes of the programme.....	15
24 Curriculum matrix	17
25 Learning and teaching strategy	20
26 Work based/placement learning statement	22
27 Welsh medium provision	22
28 Assessment strategy.....	22
29 Assessment regulations	23
30 Programme Management	24
31 Quality Management.....	24
32 Research and scholarship activity.....	25
33 Learning support	28
34 Equality and Diversity.....	30

PROGRAMME SPECIFICATION

Master of Science (MSc) Biomedical Science
Masters of Research (MRes) Applied Biomedical Science Research
Masters of Research (MRes) Applied Clinical Research

1 Awarding body

Glyndŵr University

2 Programme delivered by

Wrexham Glyndŵr University (WGU)

BCUHB North Wales Clinical Research Centre

3 Location of delivery

Plas Coch Campus, Wrexham

BCUHB North Wales Clinical Research Centre (based at Wrexham, opposite to the Wrexham Maelor Hospital and is a registered UKVI site affiliated with WGU)

4 Faculty/Department

Faculty of Social and Life Sciences

5 Exit awards available

Postgraduate Certificate (PgCert) Biomedical Science

Postgraduate Certificate (PgCert) Life Sciences

Postgraduate Diploma (PgDip) Biomedical Science

Postgraduate Certificate (PgCert) Applied Biomedical Sciences Research

Postgraduate Certificate (PgCert) Applied Clinical Research

6 Professional, Statutory or Regulatory Body (PSRB) accreditation

The MSc Biomedical Science programme is accredited by the Institute of Biomedical Science (IBMS) and is consistent with the Royal College of Physicians' syllabus for specialist training in Biomedical Science, and the British Society for Biomedical Science.

The MRes Applied Biomedical Sciences Research and MRes Applied Clinical Research is approved by the IBMS.

7 Accreditation available

As above (6).

8 Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)

Students must complete all of the modules (6 taught and research dissertation) to gain IBMS accreditation for the MSc in Biomedical Science.

Students must complete all of the modules (3 taught and research dissertation) to gain IBMS approval in the MRes Applied Biomedical Sciences Research or MRes Applied Clinical Research programmes.

9	JACS3/HECOS code
	JACS3 – F165 HECOS - 100265
10	UCAS code
	N/A - Direct Application
11	Relevant QAA subject benchmark statement/s
	There is no Biomedical Sciences, Healthcare Sciences, Nursing, Medicine, Pharmacy or Allied Health Professional Subject Benchmark Statement relevant to these Masters levels programmes. Students have met Subject Benchmark requirements on qualification/registration in their professional fields. The construction of these programmes' learning outcomes, knowledge, skills and content together with the methods of learning, teaching and assessment have been informed by particular reference made to the following documents: UK Quality Code for Higher Education. The Quality Code: A Brief Guide (2015) Wrexham Glyndŵr University Strategy for Supporting Student Learning and Achievement, 2017-2020. Link to WGU SSSL&A QAA Subject benchmark statements: Biomedical Sciences (2015); Nursing (2001); Medicine (2002); Clinical Sciences (2004). Link to QAA Benchmark Statements Accreditation Guidance Documentation of the Institute of Biomedical Science, 2010. Link to IBMS Accreditation (Postgraduate Degrees) Health and Care Professions Council Standards (2018). Link to HCPC Standards
12	Other external and internal reference points used to inform the programme outcomes
	N/A
13	Mode of study
	Full Time & Part time
14	Normal length of study
	1 year full time, 2 years part time
15	Maximum length of study
	Two years full time or five years part time
16	Language of study
	English

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy <https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf>

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

The entry requirements for the Masters Framework are drawn up in accordance with the University's regulations.

a) A candidate must satisfy one, or a combination, of the following conditions;

Hold one of the following prior to commencement of the Programme:

- I. A minimum of 2:2 honours degree, which has a significant content of biological science (e.g. *Biomedical Science, Human Biology, Biochemistry, Biological Sciences, etc.*) - for the *MSc Biomedical Science & MRes Applied Biomedical Sciences Research* programmes.
- II. A minimum of 2:2 honours degree, which has a significant content of healthcare or clinical science (e.g. *medicine, physiotherapy, nursing, midwifery, etc.*) - for the *MRes Applied Clinical Research* programme.
- III. Have relevant work experience at a senior level that is deemed to compensate the lack of formal qualifications, **and** have held a position of management responsibility within the biomedical, clinical or healthcare sectors for a minimum of three years within the previous five years b) In a case where there is lack of clarity or need to gain deeper insight into a candidate's suitability for the programme of study an informal interview with the candidate may be held, which may be undertaken via Skype or other distance communication technology. This will allow the candidate an opportunity to provide evidence to the satisfaction of the interview panel of his/her ability to complete academic work of the required standard in the subject area and to complete successfully the scheme of study proposed.

b) In addition to a) above, candidates must also have practical laboratory experience that would have already been gained from undertaking their undergraduate programme of study inclusive of relevant QAA benchmark standards such as Biomedical Science and Biological Sciences. **NB: for MSc Biomedical Science and MREs Applied Biomedical Sciences Research ONLY**

Prospective students may also apply for the Recognition of Prior Learning (RPL) against specific modules in accordance with Glyndŵr University regulations.

c) Applicants would be expected to supply a statement of intent at point of entry where they would flag up an area of research interest which would then be discussed. If students were already graduates in this subject area or had obtained an IBMS accredited degree then the criteria would be met. If an applicant did not have a relevant degree but had work experience, then evidence of CPD would be requested.

DBS Requirements

DBS checks will be undertaken if students are intending to undertake work with patients and this will be considered at interview point. If DBS is required, University processes will be followed. This is more likely for students taking the MRes modes of study.

Non-standard entry criteria and programme specific requirements

N/A

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below

Programme specific restrictions

N/A

19 Aims of the programme

The overall aims of the programmes are to:

MSc Biomedical Science

- Provide students with an advanced study of Biomedical Sciences, which underpins professional development.
- Provide a high level of scientific knowledge of disease processes, which underpin diagnosis and health.
- Develop and informed and critical appreciation of scientific development in relation to diagnostic laboratory pathology.
- Increase self-awareness and insight into both professional and ethical issues relevant to the practice of Biomedical Science.
- Develop a mastery of the subject area through a research dissertation.

- Increase self-awareness and insight into both professional and ethical issues relevant to the practice of Biomedical Science.
- Develop advanced professional practice to benefit healthcare services and professions related to the practice of Biomedical Science.
- To provide students with advanced scientific research training appropriate for Level 7.
- To develop students' self-management, planning and communication skills.

MRes Applied Biomedical Sciences Research

The MRes Applied Biomedical Sciences is for students who wish to work in clinical medicine and to pursue further clinical research following completion of the MRes qualification. The focus of this MRes qualification is laboratory based clinical research.

Aims of the programme:

- To provide Biomedical Science graduate students with the opportunity to develop an independent, substantial piece of scholarly research into an area that fits with the department's supervisory expertise.
- To be informed by, and to contribute to, broader academic debates about the methods, approaches and practices that underpin Biomedical Science Research.
- To provide students with advanced scientific research training appropriate for both Level 7 and doctoral research in the Biomedical Science.
- To develop students' self-management, planning and communication skills.
- To prepare fully those students with suitable interests for further postgraduate research at the Master/Doctor of Philosophy level and beyond.

MRes Applied Clinical Research

The MRes Applied Clinical Research will focus on quantitative and qualitative research that is not lab based and students will take a professional practice module rather than lab based module to underpin their research practice. The focus of this MRes is non-lab based clinical research.

Aims of the programme:

- To provide graduate students with the opportunity to develop an independent, substantial piece of scholarly research into an area that fits with the department's supervisory expertise.
- To be informed by, and to contribute to, broader academic debates about the methods, approaches and practices that underpin the chosen scientific and/or clinical discipline.
- To provide students with advanced scientific research training appropriate for both Level 7 and doctoral research.
- To develop students' self-management, planning and communication skills.
- To prepare fully those students with suitable interests for further postgraduate research at the Master/Doctor of Philosophy level and beyond.

20 Distinctive features of the programme

The of Faculty of Social and Life Sciences in collaboration with Betsi Cadwaldr University Health Board (BCUHB), has developed a series of Postgraduate (PG)

programmes centred on the Biomedical, Clinical and Healthcare Sciences, which can be delivered by Glyndŵr University and BCUHB staff.

The newly established BCUHB North Wales Clinical Research Centre (NWCRC) is based at Wrexham, opposite the Wrexham Maelor Hospital, near the Medical Institute. It comprises of research laboratories, housing state of the art equipment, such as flow cytometry, fluorescence microscopy and molecular analysers. It also includes clinical suites for undertaking non-laboratory based research, hot desk facilities, offices, meeting and seminar rooms.

The Master of Science and Research (MSc/MRes) framework offers a flexible programme with named routes to cater for the learning and personal/professional development needs of individuals working within a biomedical, clinical and healthcare perspective. The programmes are distinctive in that they provide a balance of generality and specificity of content to cater for a wide range of student educational needs. It seeks to encourage inter-professional practice by being open to members of different biomedical, clinical and healthcare professionals within an academic community. The programmes are taught by a highly experienced team of biomedical scientists, clinicians, clinical scientists, academics, and other health professionals with a range of subject and research expertise, many of whom are engaged in national networks, external peer review and consultancy within the general fields of biomedical sciences, medicine and healthcare.

Core modules within the programmes enable students to actively engage in the discourses surrounding the concepts of health and its representations (QAA, 2008), and to critically apply their understanding to their own field of biomedical, medical or healthcare practice. This ensures whatever route is taken through the programmes, all students successfully completing will be thoroughly grounded in ethical and reflective practice, have a sound subject specific and research knowledge base, and be prepared as leaders and to work at an advanced level. The programmes will appeal strongly to individuals seeking to study and practice at an advanced level within their own subject, clinical discipline. Specifically, each programme provides the following distinctive features:

MSc Biomedical Science

The MSc in Biomedical Science gives students the opportunity to develop their research skills, explore specialist areas, and complete an independent research project (60 credits). Core modules will develop the students existing knowledge, while improving their analytical skills by undertaking laboratory based investigations employing sophisticated and advanced biomedical methodology.

The entire course is integrated through a study of the biology of disease, including modern concepts and applications of biomedical science in research, diagnosis and treatment of clinical disorders. The programme will help develop the skills for practice at Higher Specialist Level, gaining a broad knowledge of the subject along the way.

The programme creates wide-ranging opportunities for employment in fields such as hospital pathology laboratories (NHS and private sector), biomedical and pharmaceutical industries, or public health laboratories. It provides preparation for the Institute of Biomedical Science Higher Specialist examination, Advanced Practice in Biomedical Science, and those wishing to enhance the career prospects of those

aspiring to middle and senior management positions within the NHS. Students on this programme will also be well placed for careers in research, teaching or to pursue studies towards a PhD.

MRes Applied Biomedical Sciences Research

The MRes Applied Biomedical Sciences Research programme has been designed to serve biomedical, medical, and life sciences graduates wanting to embark on a research degree focussing on human health and disease.

This programme equips graduates with the skills and subject specific knowledge needed to pursue a research-based career in academic biomedicine. The programme focuses on laboratory based clinical research, and provides ideal training for students who want to work in industry, or subsequently wish to move onto a PhD programme, or who simply wish to undertake a significant research project (120 credits) at Masters level.

MRes Applied Clinical Research

The MRes Applied Clinical Research programme has been designed to serve healthcare professionals such as nursing, audiology, midwifery, physiotherapy, psychology, radiology and medical sciences graduates wanting to embark on a research degree focussing on human health and disease.

This programme equips graduates with the skills and subject specific knowledge needed to pursue a research-based career in clinical medicine and healthcare. The programme focuses on clinical research (e.g. audits, clinical outcome measures, quality improvement, qualitative or quantitative), and provides ideal training for students who want to enhance their careers within the NHS and health sector, or subsequently wish to move onto a PhD programme, or who simply wish to undertake a significant research (120 credits) project at Masters level.

In summary, the programmes are designed to enhance the employability of individuals through the in depth development of contemporary subject knowledge, related transferable skills and in turn to better meet the biomedical, clinical and healthcare needs of the populations they serve.

21 Programme structure narrative

Qualification levels within the framework

Master of Science Biomedical Science: 180 credits at level 7

For this award students must successfully complete 180 credits including a dissertation of 15,000 words (60, L7 credits) in one of the biomedical science disciplines (e.g. medical microbiology, haematology, immunology, blood transfusion, virology, clinical biochemistry, histopathology and cytology).

Master of Research Applied Biomedical Sciences Research; and Master of Research Applied Clinical Research: 180 credits at level 7

For this award students must successfully complete 180 credits including a dissertation of 24,000 words (120, L7 credits) in any area within the biomedical, healthcare and clinical disciplines.

Postgraduate Diploma in Biomedical Science: 120 credits at level 7

This is awarded when a student has successfully completed 120 credits in the taught element but does not wish to progress to the dissertation stage. To be eligible for a diploma the student must have studied and passed the taught compulsory modules.

Postgraduate Certificate in Biomedical Science, Applied Biomedical Sciences Research, or Applied Clinical Research: 60 credits at level 7

This award is not intended to be the initial principal aim of the student. It is essentially a fall-back exit qualification granted when the student for whatever reason is not eligible for a Postgraduate Diploma or MSc/MRes and can be gained after successful completion of 60 credits.

Named Routes:

- MSc/PgDip Biomedical Science
- Postgraduate Certificate Biomedical Science (Exit award) on completion of the first three modules in Table 1 (below/overleaf)
- Postgraduate Certificate Life Sciences (Exit Award) on completion of any 60 credits excluding the Dissertation module

Named Routes:

- MRes Applied Biomedical Sciences Research
- Postgraduate Certificate Applied Biomedical Sciences Research (Exit award)

Named Routes:

- MRes Applied Clinical Research
- Postgraduate Certificate Applied Clinical Research (Exit award)

22 Programme structure diagram

It is proposed that the new programmes will be delivered via blended learning. This mode of delivery would be unique compared to similar programmes offered by some other HE institutions, which offer the traditional face-to-face or distance learning approach. This would essentially mean that students can travel from a distance to study a programme, without having to commit to living in Wrexham full time.

Each module takes the form of a learning package consisting of face to face teaching supported and developed by text and online resources (accessed via the module space on Moodle), such as self-assessment questions, websites, emails, discussion boards, etc.

Typically, each module is designed to be studied over a 10-week learning period, commencing with a three-day block delivery at the university and/or the North Wales Clinical Research Centre (NWCRC). The first three days introduce the students to the module content (including support provision, learning materials and assessment details)

and provides an opportunity for the delivery of some subject matter and, where appropriate, relevant practical work. On-line learning will consist of blogs, learning diaries, contribution to fora, quizzes and weekly check-ins.

This approach is favourable with employers, and will enable timetabling to fit around current teaching modules. Ultimately, this will also be attractive to part-time students and those who may wish to gain release from employment to study. The MSc & MRes programme(s) are accredited and approved by the IBMS.

Whatever the chosen programme through the framework, all students must undertake 60 credits of core taught curriculum modules, followed by a research project/dissertation, which are detailed below along with the proposed schedule of delivery (Tables 1-4).

Table 1: Modules comprising the MSc Biomedical Science programme - Part Time.

MSc Biomedical Science					
Module Title	Core/ Optional	Level	Existing Module Code	Credit Value	Year of delivery
Core Modules					
BMS703 Critically exploring professional practice in the context of health & society ^{1,2}	C	7	BMS703	20	1
BMS701 Analytical & Molecular Techniques in Biomedical Sciences ^{1,2}	C	7	BMS701	20	1
BMS708 Research Methods ^{1,2}	C	7	BMS708	20	1
BMS705 Clinical Medicine: Pathology of Disease ²	C	7	BMS705	20	2
BMS702 Blood Sciences	C	7	BMS702	20	2
BMS704 Clinical Immunology & Microbiology ²	C	7	BMS704	20	2
Research					
BMS706 Project (MSc) ³	C	7	BMS706	60	2

¹ These modules are compulsory for the PG Certificate in Biomedical Science*

² These modules are compulsory for the PG Diploma in Biomedical Science*

³ Compulsory module for the MSc in Biomedical Science

*Students who successfully complete 3 taught modules other than those required for the PG Certificate in Biomedical Science will be awarded a PG Certificate in Life Sciences

Table 2 Modules comprising the MSc Biomedical Science programme - Full Time.

MSc Biomedical Science					
Module Title	Core/ Optional	Level	Existing Module Code	Credit Value	Semest er of delivery
Core Modules					
BMS703 Critically exploring professional practice in the context of health & society ^{1,2}	C	7	BMS703	20	1
BMS701 Analytical & Molecular Techniques in Biomedical Sciences ^{1,2}	C	7	BMS701	20	1
BMS708 Research Methods ^{1,2}	C	7	BMS708	20	2
BMS705 Clinical Medicine: Pathology of Disease ²	C	7	BMS705	20	1
BMS702 Blood Sciences	C	7	BMS702	20	2
BMS704 Clinical Immunology & Microbiology ²	C	7	BMS704	20	2
Research					
BMS706 Dissertation (MSc) ³	C	7	BMS706	60	2

Full time students will study the 6 taught modules and the dissertation module over 1 year, as indicated.

Part time students will study the 6 taught modules and the dissertation module over 2 years, as indicated.

Table 3: Modules comprising the MRes Applied Biomedical Sciences Research - Part Time

MRes Applied Biomedical Sciences Research					
Module Title	Core/ Optional	Level	Existing Module Code	Credit Value	Year of delivery
Core Modules					
BMS703 Critically exploring professional practice in the context of health & society ^{1*}	O	7	BMS703	20	1
BMS701 Analytical & Molecular Techniques in Biomedical Sciences ^{1*}	O	7	BMS701	20	1
BMS708 Research Methods ¹	C	7	BMS708	20	1
BMS705 Clinical Medicine: Pathology of Disease ¹	C	7	BMS705	20	1
Research					
BMS707 Dissertation (MRes) ²	C	7	BMS707	120	2

¹ These modules are compulsory for the PG Certificate in Applied Biomedical Sciences Research

² Compulsory module for the MRes Applied Biomedical Science Research

*Students to choose one of the optional modules to study

Full time students will study the 6 taught modules and the dissertation module over 1 year, as indicated.

Part time students will study the 6 taught modules and the dissertation module over 2 years, as indicated.

*NB: Students to choose one of the optional modules to study.

Table 4: Modules comprising the MRes Applied Clinical Research programme - Part time

MRes Applied Clinical Research					
Module Title	Core/ Optional	Level	Existing Module Code	Credit Value	Year delivery of
Core Modules					
BMS703 Critically exploring professional practice in the context of health & society	C	7	BMS703	20	1
BMS708 Research Methods	C	7	BMS708	20	1
BMS705 Clinical Medicine: Pathology of Disease	C	7	BMS705	20	1
Research					
BMS707 Dissertation (MRes)	C	7	BMS707	120	2

These modules are compulsory for the PG Certificate in Biomedical Sciences *

² Compulsory module for the MRes Applied Clinical Research

Full time students will study the 3 taught modules and the dissertation module over 1 year, as indicated.

Part time students will study the 3 taught modules and the dissertation module over 2 years, as indicated.

23 Intended learning outcomes of the programme

Intended Learning Outcomes: Postgraduate Certificate Biomedical Science; Applied Clinical Research

A) Knowledge and Understanding

On completion of the **Postgraduate Certificate** students will be able to:

- A1 Demonstrate an extensive knowledge in a critical understanding relevant theoretical concepts.
- A2 Demonstrate a critical understanding of a broad range of practical issues as applied to the field of biomedical and health sciences.
- A3 Synthesise integrate knowledge and understanding from different areas of biomedical and clinical sciences.
- A4 Apply a critically theoretically and informed perspective to relevant tissues in current developments in biomedical and health sciences.

B) Intellectual skills

On completion of the **Postgraduate Certificate** students will be able to:

- B1 Critically assess theories and propose solutions to biomedical and healthcare related issues and problems based upon research and scholarship.
- B2 Apply problem solving and decision making skills to identify, assess, plan, implement and evaluate options within the field of biomedical and healthcare.
- B3 Articulate appreciations of the uncertainty, ambiguity and limits of knowledge in the context of biomedical and health sciences.

C) Subject Skills:

On completion of the **Postgraduate Certificate** students will be able to:

- C1 Synthesize coherent arguments to engage in debate about biomedical and health subject areas.
- C2 Reflect critically on specific biomedical and health sciences subject areas.
- C3 Critically explore (own and others) values and beliefs underpinning the nature of professional biomedical and health care practice.

D) Practical, professional and employability skills:

On completion of the **Postgraduate Certificate** students will be able to:

- D1 Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work.
- D2 Exercise a reflexive capacity by the recognition of 'self' and 'others' in considering issues in biomedical and health sciences.
- D3 Demonstrate independent learning ability required for continuing professional development (CPD).

Intended Learning Outcomes: Postgraduate Diploma Biomedical Science

In addition to meeting the learning outcomes of the Postgraduate Certificate indicated above (A1-4, B1-3, C1-3, D1-3), on completion of the **Postgraduate Diploma** students will be able to:

A) Knowledge and Understanding

A5 Evidence critical awareness of contemporary professional issues and insight into the cultural, political and professional dimensions of leadership within biomedical and healthcare organisations.

B) Intellectual skills

B4 Deal with complex issues both systematically and creatively, make sound judgements, possibly with the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences.

C) Subject Skills

C4 Critically evaluate current theories of biomedical subject specific disciplines.

D) Practical, professional and employability skills:

D4 Make decisions in complex and unpredictable situations, and to be able to deploy academic and practical techniques for the integration of academic knowledge and understanding into effective professional practice

Master of Science (MSc) & Masters of Research (MRes)

In addition to meeting the learning outcomes for the Postgraduate Certificate (Biomedical Science; Applied Clinical Research) and Postgraduate Diploma in Biomedical Science (A1-5, B1-4, C1-4, D1-4) students who achieve the MSc & MRes (all routes) will demonstrate:

A) Knowledge and Understanding

A6 The ability to conduct a piece of independent research, which provides critical insight and analysis of a relevant biomedical, clinical or healthcare topic.

B) Intellectual skills

B5 Self direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks.

24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules. All modules are delivered at level 7.

Post Graduate Certificate – Biomedical Science

<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>
BMS703 Critically exploring professional practice in the context of health & society	C	■	■	■	□	■	■	■	■	■	■	■	■	■
BMS701 Analytical & Molecular Techniques in Biomedical Sciences	C	■	□	■	■	■	□	■	■	□	□	■	□	■
BMS708 Research Methods	C	■	■	□	□	■	■	□	□	■	■	■	■	■

Post Graduate Diploma – Biomedical Science

Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
BMS703 Critically exploring professional practice in the context of health & society	C	■	■	■	□	□	■	□	□	■	□	■	■	■	□	□	■	■
BMS701 Analytical & Molecular Techniques in Biomedical Sciences	C	■	□	■	□	□	■	■	□	■	□	□	■	■	□	□	■	■
BMS708 Research Methods	C	■	■	□	□	□	■	■	■	■	□	□	□	□	□	□	■	■
BMS705 Clinical Medicine: Pathology of Disease	C	■	□	■	■	■	■	■	■	■	□	□	■	□	■	■	■	■
BMS702 Blood Sciences	C	■	■	□	■	□	□	□	□	□	■	■	□	□	■	□	■	□
BMS704 Clinical Immunology & Microbiology	C	■	■	□	■	□	■	■	□	□	■	■	□	□	■	□	■	■

MSc Biomedical Science

		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
BMS706 Dissertation	C	☐	☐	☐	☒	☒	☒	☒	☐	☒	☒	☒	☐	☐	☐	☐	☒	☐	☒	☐

Post Graduate Certificate – MRes (Biomedical Sciences; Applied Clinical Research)

Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3
BMS703 Critically exploring professional practice in the context of health & society*	C/O	☒	☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒
BMS701 Analytical & Molecular Techniques in Biomedical Sciences*	C/O	☒	☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒
BMS708 Research Method	C	☒	☐	☒	☒	☒	☐	☒	☒	☐	☐	☒	☐	☒
BMS705 Clinical Medicine: Pathology of Disease	C	☒	☒	☐	☐	☒	☒	☐	☐	☒	☒	☒	☒	☒

*Students to choose one of the optional modules to study.

MRes (Biomedical Sciences; Applied Clinical Research)

		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
BMS707 Research Dissertation (120 credits)	C	☐	☐	☐	☒	☒	☒	☒	☐	☒	☒	☒	☐	☐	☐	☐	☒	☐	☒	☐

25 Learning and teaching strategy

The MSc & MRes programmes framework will be delivered through a broad range of learning and teaching strategies. The delivery of the programmes and their assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and the student experience. The course is developed with the partnership with BCUHB in mind and responding to regional skills need.

The teaching and learning strategy will be achieved through the use of a variety of learning and teaching techniques which include lectures, seminars, workshops, practical sessions and lab based study, discussions, telephone and skype contact, debates, group tutorials, case studies, problem-based learning, visiting speakers, within a framework of inter-professional education wherever possible. In all these endeavours, tutors act as facilitators of learning rather than merely as a means of transmitting knowledge.

A learner-centred approach will be adopted with the aim of promoting independent learning; as a consequence, direct face-to-face teaching contact hours will be supplemented by tutor-guided with independent reading, and research which will emphasise the need to work in a critical way with theoretical and empirical research and scholarly sources.

Additionally, the Moodle VLE will be used for developing interactive activities such as quizzes, wikis, and forums; it also allows staff and students to create discussion groups. Students will be encouraged to make significant use of on-line resources especially journals and e-books.

Academics of the Faculty of Social & Life Sciences, including BCUHB Staff, have many years of experience in offering distinctive programmes of study at diploma, undergraduate, postgraduate and post-doctoral experience levels. The Faculty has considerable experience of supporting the learning needs of mature students and of students generally with 'non-standard entry' qualifications. Considerable experience has been achieved with students with limited entry qualifications both in terms of academic performance and personal development. Methods of teaching and learning are indicated clearly in each module descriptor and the list that follows describes the variety of approaches used by tutors.

Module delivery

At the start of each module, students will attend three taught days, during which the module content (including support provision, learning materials and assessment details) will be described. Considerable guidance will be given on learning to learn, accessing and using resources and preparing assignments as well as an introduction to the modular content.

Students will be encouraged to form self-help groups (communicating through e-mail, discussion boards, chat rooms or telephone) and these will be explained and organised during the module delivery.

On completion of the allocated time for the module, there will be a consolidation day. This will include any formal assessment – as described in the module descriptor – and module evaluation and staff/student liaison meetings.

Learning Packages

(a) Student written communication will be in the form of Module Handbooks supported by a Programme Handbook. The Module Handbooks and Moodle support site will contain a range of text materials, articles, data handling exercises and so on to support student learning. Wherever possible, a set text will be part of the learning package. Students will be encouraged to carry out self-assessment which will be progressively developed using a variety of in-text questions (ITQs) and self-assessment questions (SAQs) at the end of each section of work. Answers to these questions – together with explanatory notes where appropriate – will give valuable on-going feedback to the students as they progress through the learning materials.

(b) On-line learning

The on-line materials (using the University intranet Moodle) will be used to provide the following:

The programme

- A structured weekly guide to the module content
- Self-assessment questions
- Assessment details and guidance on presenting the assignment(s)
- Access to distant, appropriate websites
- Access to the Library on-line support (including e-books, open access journals, the Encyclopaedia of Life Sciences)
- Access to the module Discussion Board and Chat Room
- e-mail links to the module tutor(s)
- Text references.
- Access to the support infrastructure.

E-mail seminars

Time will be given each week to student/staff interaction via e-mail. Students will be allocated a time slot during which the module tutor will answer e-mails concerning the module content and/or assessment.

Practical work

At level 7, the amount of practical work is limited, but all students will undertake a dissertation module and will carry out a practical project involving a relevant empirical study. These provide the opportunity for students to develop their data handling and analytical skills, to an advanced level, as well as their practical skills. Laboratory skills will be assessed by the programme leader or deputy early in this module, although a current level of lab skills is expected (please see entry requirements).

Employability Skills

Employability skills encompass the attributes that help graduates to secure employment, enable them to respond to the changing demands of the workplace and contribute positively to their employer's success and their own progress are essential as outcomes in programmes of study. Employability skills include; self-management, team working, business and customer awareness, problem-solving, communication

and literacy, application of numeracy, application of information technology. All programme modules have identifiable employability learning outcomes.

Visiting Lecturers

Visiting Lecturers will be used to support the delivery of the programme. This will provide expertise in pathology and will include contributions from a range of personnel involved in aspects of Biomedical, Clinical and Healthcare Sciences and related industries.

26 Work based/placement learning statement

Taught modules will not form any work based learning as part of the MSc & MRes programmes framework. However, research projects/dissertations may be undertaken at the student's area of work.

Students undertaking their dissertation will be allocated a named dissertation supervisor who will meet with the student individually. Group sessions addressing general issues will also be provided and students will also be encouraged to attend research department seminars in areas that will benefit them.

27 Welsh medium provision

The programme will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

28 Assessment strategy

Students will be assessed on their academic achievement of the programme learning outcomes, which in turn, are achieved by meeting the learning outcomes of core modules. The assessment of the programme learning outcomes will therefore be achieved by assessment at the module level. Selection of the methods for assessment will be determined by the requirements of each individual module, and the rationale for selection of those methods will be considered in the module specifications.

Assessments are chosen to examine a student's ability to integrate theory and practice, and to think critically in relation to theory, empirical research and practice.

Subject specific, professional and transferable skills are developed within classroom-based and independent learning activities. Most modules assess a variety of skills, either directly or indirectly through the assessment work for the module.

The dissertation module enables students to study and research into a specific topic in great depth, and also develops further the capacities for self-managed learning and critical thinking.

Module code & title	Assessment type and weighting	Assessment Semester	Assessment loading
BMS708 Research Methods	Assignment 100% (e.g. research proposal or literature review, data interpretation, critical review)	2	4000 words
BMS703 Critically exploring professional practice	Assignment 100% (e.g. clinical and laboratory accreditation, clinical governance)	1	4000 words
BMS701 Analytical & Molecular Techniques in Biomedical Sciences	Laboratory Report 80% Poster 20%	1	3000 words 1000 words equivalent
BMS705 Clinical Medicine: Pathology of Disease	Coursework 50% Case Study 50%	2	2000 words 2000 words
BMS702 Blood Sciences	Case Study 80% Group Presentation 20%	2	3000 words 1000 words equivalent
BMS704 Clinical Immunology & Microbial Pathogenesis	Coursework 80% Poster 20%	2	3000 words 1000 words equivalent
BMS706 Dissertation (MSc)	Dissertation 100%	2	Total 15000 words
BMS707 Dissertation (MRes)	Dissertation 100% <u>Components</u> Literature Review 70% Research Article 20% Presentation 10%	2	30,000 words equivalent

29 Assessment regulations

Glyndŵr University Taught Masters regulations apply.

Derogations

N/A

Non-credit bearing assessment

Where practice hours are required, the student will need to complete these as part of the assessment for the module.

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

There are no specified modules which cannot be trailed before moving onto Part Two of the programme.

30 Programme Management

Programme leader(s)

Dr Peter Ella-Tongwiis - MSc Biomedical Science
Professor Stephen Fôn Hughes - MRes Applied Biomedical Sciences Research
- MRes Applied Clinical Research

Module Leaders

Dr Joanne Pike, Senior Lecturer
Dr Nikki Lloyd-Jones, Senior Lecturer
Dr Stuart Savill, Lecturer

Technical Support

Mrs Heulwen Owens, Healthcare Scientist (technical officer)
Mrs Helen Leitch, Advanced Healthcare Scientist (senior technical officer)

Clinical Support

Professor Iqbal Shergill, BCUHB Consultant Urological Surgeon & Clinical Director
North Wales Clinical Research Centre
Professor Arvind Arya, BCUHB Consultant ENT Surgeon
Dr Lynne Grundy, Interim Director BCUHB Research & Development
Mr David Williams, Public Health Wales, Training & Development Manager
Mr Gareth Davies, BCUHB Principal Clinical Scientist
Mr Tony Coates, BCUHB Pathology Site Manager
Ms Amanda Williams, Chief Biomedical Scientist (Histology), The Walton Centre NHS
Foundation Trust

Link to WGU & BCUHB Staff Profiles

<https://www.glyndwr.ac.uk/en/AcademicSchools/SocialandLifeSciences/Meetthestaff/NursingandCounsellingTherapeuticChildcare/>

31 Quality Management

The Programme Leaders, Dr Peter Ella-Tongwiis & Professor Stephen Fôn Hughes, as well as providing a strategic lead and support for staff, coordinates a number of key activities within the student's academic cycle. This includes induction, the student voice forum, monitoring attendance, organising assessments boards, liaison with external examiners and programme troubleshooting. They ensure that students receive all the documentation they require at the beginning of each semester, and this includes information on timetables, assignment schedules and Moodle instructions. They also monitor student progress throughout the academic year, especially during and following assessment boards and communicate with personal tutors and module leaders as required. Each module has a module leader who is responsible for the planning and delivering of its content and facilitating the learning experience. The module leader provides students with a module handbook, which details the module specification, a scheme of work, guided reading and assessment information. The module leader is also responsible for returning marked assignments with appropriate feedback within three weeks of the submission date and for ensuring completion of student evaluations of the module. Additionally, they are responsible for the recording the attendance or absence of students on their module and reporting in a timely fashion of any issues of concern to the programme leader.

Student representatives are elected for each programme. The programme team meet the student representatives at the student voice forums at least once per semester during the academic year in order to discuss any course related issues. Formal notes of the meeting with agreed action points are recorded and published on Moodle. The difficulty of part time students engaging with the student voice forums because of work commitments has been acknowledged by the team, and so opportunities for feedback will be provided virtually by the use of Moodle as well as face to face meetings.

The completion of the Annual Monitoring Report (AMR) is the overall responsibility of the Programme Leaders; however, all the programme team share collective responsibility for this report, providing required documents, contents and action plans.

Employer Liaison Meetings

The Faculty of Social & Life Sciences hold regular meetings with our employers. With regards to the MSc & MRes programmes this is usually once annually. These meetings are opportunities for the university and hospital staff to discuss all aspects of the programme, to discuss best practice, rising issues, development of clinical placement and improved integration with the academic programme. The employer-liaison meeting is chaired by the Programme Leaders and is attended by academics, industry partners, Biomedical Scientists, clinicians, and other healthcare professionals.

32 Research and scholarship activity

All those involved in the development of this programme hold professional qualifications in the biomedical, clinical and healthcare areas, including Masters and /or Doctoral degrees, and are Fellows or are working towards fellowship of the Higher Education Academy.

All have a proven track record of externality, such as external examiners and external assessors, engagement in professional agencies such as the Institute of Biomedical Science, Health & Care Professions Council, and the Science Council.

The team's research interests is broadly based in the biomedical, clinical and healthcare disciplines. Several members of the team have PhDs, have written or contributed to text books, and publish in peer-reviewed clinical journals, and between them, the team have many years' experience in academia, professional practice, or have been programme leaders of various programmes.

RESEARCH

Biomedical Science is a medical sciences and evidence based discipline. The research and scholarly activity undertaken by the North Wales Clinical Research Centre underpins our teaching and provides students with a clear understanding of the links between theory and practice within the discipline.

A strong group of Biomedical Scientists are carrying out work on cell and molecular biology. These areas focus on a number of disease systems such as cancer (e.g. bladder), diabetes, kidney stone disease, and cardiovascular disease. Several of the projects currently being undertaken are in collaboration with clinical collaborators from local hospitals, national organisations and international partners. In addition, all members of academic staff are supported to engage in scholarly activity and research. Currently, some members of staff are engaged in the writing and co-writing of academic books, pedagogical research as well as submitting research grant applications for external funding.

The expanding profile of research projects carried out by staff and students at the North Wales Clinical Research Centre clearly meets the University's mission of serving the wider community and underpins teaching in a wide variety of ways. Methods of teaching and laboratory classes are delivered by BCUHB staff, who are enthusiastic about the research that they are engaged in and this helps to enthuse, inspire and engage our students. These projects in particular help the students link their theoretical knowledge of the subject to professional experiences. Furthermore, the research dissertation is a fundamentally important element of our MSc & MRes programmes. Through these projects, staff provides students with opportunities to link their projects with on-going research programmes within the North Wales Clinical Research Centre, or are encouraged to come up with their own project ideas.

Research and scholarly activity informs all of our teaching, the lectures and other teaching materials incorporating the latest research developments. In addition, our staff use social media such as Twitter to ensure that students are guided to latest developments and relevant articles in the scientific literature.

Research Outputs & Grant Capture

Staff within the North Wales Clinical Research Centre are actively involved in undertaking many types of innovative research projects using 'cutting-edge' approaches, as well as being highly productive in our research outputs. As a group of researchers, to-date, the North Wales Clinical Research Centre staff have published >30 peer-reviewed clinical and scientific papers over the last 3 years. Many of these are in high impact journals such as; British Journal of Biomedical Science and Plos One.

Our North Wales Clinical Research Centre staff regularly submits research grant applications for external funding, and has collectively captured in excess of **£850k** since 2014 to date.

Specifically, The North Wales Clinical Research Centre houses 5 teaching and research laboratories, and 3 clinical suites situated mainly within the Gwenfro Buildings (Units 4-8), which comprise of teaching and research laboratories that specialise in haematology, transfusion science, cytology, histology, microbiology, cellular and molecular biology, biochemistry, immunology and histology.



North Wales Clinical Research Centre (Wrexham)

The North Wales Clinical Research Centre have a dedicated cell culture laboratory, a specialised blood sciences laboratory, clinical suites, phlebotomy room, teaching/research laboratories, including a cell imaging suite, and a good range of teaching and research equipment. Some examples of this equipment include:

- Teaching – seminar room (capacity 20-25 people) to include AV technology, Skype business and video conferencing facility
- Gel documentation systems
- Fluorescence microscope with imaging capture and analysis software.
- BD Accuri C6 flow cytometer
- Beckman Coulter DxH500 full blood count analysers
- Konelab 20 clinical chemistry analyser
- 4 Channel Coagulometer
- Blood Transfusion - Diamed equipment (e.g. incubators and centrifuges)
- 1 fluorescence / luminescence plate reader
- Dade Behring platelet function analyser
- Absorbance plate readers
- Bio-Rad Bioplex 100
- RT qPCR system & PCR systems
- Laminar flow hoods
- Biomerieux Mini-vidas analyser
- CO₂ incubators
- Chromatography systems (Bio Rad & Pharmacia)
- Medium speed & high speed centrifuges
- PAGE electrophoresis and immuno-blotting equipment
- Refrigerated orbital shaker
- -80oC freezers
- Clinical and laboratory fridges/freezers
- Siemens Urinalysis Clinitek Status+

33 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- Disability Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

All students at Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

Programme specific support for students

The skills laboratories, situated on campus provide a good range of facilities to support practical learning for the clinically focused modules. The staff delivering these modules are very experienced clinicians and educators. A range of external specialists and visiting professors also contribute to the delivery of these modules.

Although there are no IT laboratories dedicated to Health Sciences, the IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for Health Sciences students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

The Student Village provides safe accommodation for students and availability has recently improved with the construction of further accommodation blocks on campus. Students on the programme have access to the campus facilities which include the library, catering, Student's Union, sports centre and student advisory services.

The electronic resources available are an important part of the programme. A number of electronic books and journals are available for students as well as the lecture material which is available on Moodle. Students are encouraged to utilise all the resources and are expected to submit their assignments through the text matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

Library Resources

The University & John Spalding (Based at Wrexham Medical Institute) libraries hold over 300,000 books and a large number of journals, both electronically and in print format, in addition to a range of DVDs, computers and other learning resources. It is

designed to provide a user-friendly learning environment, with areas designated for quiet study and group working. There is a relaxed atmosphere but students who use the libraries are required to be considerate of others and respect the responsibilities of the library staff. Library opening times are always available on Portal and may vary; notification of any changes will be advertised in advance.

Open Access Computers: There are several rooms that provide desktop computers for you to use across various locations on campus. Laptop computers are also available for loan in the Library. All of the computers have a range of software including MS Office 2016, and other specialist software (e.g. SPSS) relating to your subject.

E-learning Resources

A range of e-learning resources have been developed and all taught modules will have a Moodle space providing students with access to blogs, learning diaries, contribution to for a, quizzes and weekly check-ins. Students will be strongly encouraged to access the Moodle resources following the face to face taught sessions.

Practical laboratory teaching and research at the North Wales Clinical Research Centre is continually undergoing review and development, and continues to be improved through the acquisition of laboratory equipment necessary to the development of higher-level practical skills and up-to-date methodologies. A range of technologies has also been developed to enhance the student experience in laboratory skills development and in the support of student learning. This has included a suite of multimedia video clips, which demonstrate the principles of select techniques (e.g. pipetting and making up buffers).

The Faculty of Social & Life Sciences also makes extensive use of the Moodle intranet system for the provision of feedback, including online generic feedback for exams and some in-course assessments. Class discussion boards are also used in some modules to facilitate the development of collaborative online group learning environments, supporting taught content and laboratory sessions. Similar online discussion groups, including the use of Facebook and Twitter are also used to support learning.

Personal Tutor

The Personal Tutor (allocated to students on arrival to the University) is your first point of contact with academic issues or matters affecting personal study and will refer you to appropriate services for personal support. The Programme Leader is the first point of contact with issues about the programme.

Attendance

The University expects all students to promptly attend 100% of all scheduled sessions. Failing to attend compulsory or optional taught sessions is likely to adversely affect student ability to successfully complete projects/assignments. Attendance is not assessed however it is monitored by the University attendance monitoring system.

Students, as independent learners, have responsibility for their attendance at taught sessions. All students should ensure they are aware of their programme and module attendance requirements, particularly where attendance forms part of assessment marks or professional accreditation. These may be found in your Programme Handbook.

Students sponsored by the University on a Tier 4 visa are reminded that their visa is subject to attendance.

Feedback and Assessment

All assessment is marked according to University Regulations for marking and moderating. There are generic marking criteria which provide an indication of the standard of work expected for each classification (included in the student handbook).

Module leaders will provide students with specific criteria against which the assessment will be marked and assessed. Feedback will normally be given within three weeks of the submission date. If it is not possible to return the work to the students within the three weeks, you will be notified by the module leader, with the reason and a revised return date.

The students marked assignment will be returned to them with a provisional mark and feedback completed by the module leader. These comments will offer invaluable advice on student performance.

34 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The Programme Team (PT) embrace an educational philosophy which views education as part of a process to bring self-fulfilment to the individual, and teaching staff strive to uphold this by treating their students with respect, valuing their life experience and contributions in the classroom. This is further reinforced by the PT making efforts to create a learning environment where students feel safe to ask questions and take part without fear of embarrassment and where relationship with staff are collegial and friendly. This approach naturally internalises a respect for equality and diversity which goes beyond mere compliance with the law. Any applicant meeting the entry requirements of the programme will be accepted without prejudice to age, gender, gender orientation, race or religion. Where health matters may impact on learning, reasonable adjustments will be made and every effort undertaken to assist the student to achieve their goal. Matters of character will not be of interest unless they would impact negatively on the student's learning, on that of others or on the reputation of the University.

APPENDIX I

Marking Criteria for Masters Written Work

This applies to Modules with a 40% pass mark

Descriptors	Mark	Classification
Outstanding: Outstanding work showing evidence of independent critical thought and reflection which is, perhaps, of a quality suitable for publication because of its clear and concise presentation. It will show complete command of the subject, considerable originality and a developed understanding of the topic being discussed. A mark of above 90% may be given to work, which shows considerable originality and a high level of critical judgement. There is clear evidence that the student is applying the theories and knowledge gained to his/her to develop his/her practice and the practice of others. All relevant learning outcomes have been achieved	80-100%	DISTINCTION
Distinctive: Work in this range will show a significant degree of critical thought, flair and independence, together with sound factual knowledge, directly related to the requirements of the assignment. There should be evidence for wide reading. The structure of the essay should be excellent, with very good organisation of ideas, supporting introduction and conclusions. Work towards the bottom of the range (70-74%) may show evidence for first-class work that is not quite sustained throughout the assignment. There is clear evidence that the student is applying the theories and knowledge gained to his/her to develop his/her practice. All relevant learning outcomes have been achieved.	70 -79%	DISTINCTION
Very good pass: Work of this standard should demonstrate a very good level of critical thought. Students should show a thorough understanding of the subject and a broad-based knowledge with an ability to use comparable material. The structure of the assignment should be sound, with good organisation of ideas, supporting introduction and conclusions. All the main points should have been covered, although a few issues could have been addressed in more depth. The writing should be mainly clear of major grammatical errors. There is clear evidence that the student is applying the theories and knowledge gained to his/her practice All relevant learning outcomes have been achieved.	60-69%	PASS
Good pass: Work will show a general understanding of the question/problem, with use of supportive literature and reading. However, arguments may show a lack of clarity and focus in parts. All main points will have been covered but could have been explored in greater depth. There is reasonable evidence of, reading, organisation and some evidence of critical thought. The text will be clear, but may be minor grammatical errors that nevertheless do not obscure the meaning. There is a satisfactory level of evidence that the student is applying the theories and knowledge gained to his/her field of practice. All relevant learning outcomes have been achieved.	50-59%	PASS
Adequate pass: Answers will show safe knowledge and understanding of the evidence presented but a limited	40 - 49%	PASS

exploration of wider reading. The ability to present a synthesised and evaluative argument is limited. There is a satisfactory level of evidence that the student is applying the theories and knowledge gained to his/her field of practice. Grammatical errors may mar the text. All relevant learning outcomes have been achieved.		
Refer/ Fail: Work shows a limited understanding of the essential literature; answers may include much irrelevant material with significant inaccuracies. Work will tend not to be focused on the question/topic or very general. Evidence is likely to be weak and limited, with limited evidence for reading on the subject. Arguments may be poorly organized and difficult to follow and not supported by relevant examples. There will be little evidence of critical thought and the text may be marred by poor English and spelling. Learning outcomes are only partially met.	20- 40 %	REFER/FAIL
Refer/Fail: In addition to the above, the work will show minimal evidence of reading, largely erroneous or irrelevant material and significant problems with grammar and spelling. Application to practice is limited or absent. There is evidence of serious and /or unsafe omissions and factual errors. The confidentiality and/or anonymity of patients, colleagues or organisations has been breached. Learning outcomes have not been met.	0-20%	REFER/FAIL