

## Course Information Form

This Course Information Form provides the definitive record of the designated course

### Section A: General Course Information

<b>Course Title</b>	BSc (Hons) Biomedical Science
<b>Final Award</b>	BSc (Hons)
<b>Route Code</b>	BSBMDAAF
<b>Intermediate Qualification(s)</b>	None
<b>FHEQ Level</b>	6
<b>Location of Delivery</b>	University Square Campus, Luton
<b>Mode(s) and length of course</b>	


<p><b>External Reference Points as applicable including Subject Benchmark</b></p>	<p>QAA UK Framework for Higher Education Qualifications (FHEQ, 2014)</p> <p>QAA Subject Benchmark Biomedical Science (2019)</p> <p>Institute of Biomedical Science (IBMS) accreditation criteria</p> <p>SEEC Credit Level Descriptors (2021)</p> <p>,</p> <p>QAA UK Framework for Higher Education Qualifications (FHEQ, 2014)</p> <p>QAA Subject Benchmark Biomedical Science (2019)</p> <p>Institute of Biomedical Science (IBMS) accreditation criteria</p> <p>SEEC Credit Level Descriptors (2021)</p>
<p><b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b></p>	<p>The Biomedical Science Award is accredited by the Institute of Biomedical Science (IBMS) and covers a range of biological and molecular sciences that underpin modern medicine. A multidisciplinary approach allows investigation of normal life processes and the study of pathological changes that occur in human disease. The course also provides a sound theoretical and practical foundation in a range of laboratory sciences that are used to investigate and aid the diagnosis of human disease.</p> <p>,</p> <p>The Biomedical Science Award is accredited by the Institute of Biomedical Science (IBMS) and covers a range of biological and molecular sciences that underpin modern medicine. A multidisciplinary approach allows investigation of normal life processes and the study of pathological changes that occur in human disease. The course also provides a sound theoretical and practical foundation in a range of laboratory sciences that are used to investigate and aid the diagnosis of human disease.</p>
<p><b>HECoS code(s)</b></p>	<p>100265</p>
<p><b>UCAS Course Code</b></p>	<p>BC99</p>



**Course Learning Outcomes**

Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below

	<b>Outcome</b>	<b>Award</b>
1	Demonstrate a thorough grounding in the theory and practice relating to human anatomy, physiology and reproductive science, molecular and clinical genetics, clinical immunology, medical microbiology, cellular pathology, clinical biochemistry, haematology and transfusion science.	BSc (Hons) Biomedical Science
2	Critically review biological information and data supporting conclusions, including reliability of the data, validity and significance.	BSc (Hons) Biomedical Science
3	Apply a breadth of knowledge in the subjects related to biomedical science and biology of disease and their social and ethically related issues.	BSc (Hons) Biomedical Science
4	Evaluate, select and apply different laboratory techniques to analytical problems and select the laboratory investigations needed in the study of representative diseases.	BSc (Hons) Biomedical Science
5	Access and evaluate biomedical science information from a variety of sources and to communicate the principles both orally and in writing (e.g. essays, laboratory reports and oral presentations) in a way that is well organised, topical and recognises the limits of current hypotheses.	BSc (Hons) Biomedical Science
6	Undertake a research project, with minimum guidance, transforming abstract data and concepts into a clear hypothesis that can be tested experimentally and can be reported in the form of a dissertation.	BSc (Hons) Biomedical Science
7	Understand the role of the accredited professional body and the career progression structure within biomedical science, including the registration portfolio, and acquire skills associated with biomedical laboratory practice including safe handling of specimens and aseptic techniques and the essentials of Good Laboratory Practice (GLP).	BSc (Hons) Biomedical Science



Practical classes  
Workshops  
Seminars  
Tutorials  
IT-based teaching and learning  
Guided/independent study  
Team-working  
Computer-aided learning  
Case studies and problem-based learning and  
Project work

Students will also receive lectures and careers advice from visiting lecturers from hospitals and other institutions. Delivery of the course is also in line with the University's Blended Learning strategy with regards e-, or network- based learning which generally makes use of the BREO system. All units of the course have a BREO site containing unit and assessment documents and details,



formal oral presentations at level 5, and group discussions in a problem-based learning assignment, and oral presentations in both poster discussion and platform presentation formats at level 6.

Practical laboratory skills and good laboratory practice (GLP), including knowledge of health and safety procedures, are fundamental and introduced at the very beginning of the course during the Induction Week. Basic laboratory skills are assessed in Level 4 as part of a Skills portfolio. These skills are then developed across all years of the course and with regards to a variety of experimental techniques. Independence and competence in laboratory skills is then expected by the time students start their level 6 research projects.

All Units therefore support an array of transferable skills, in particular information retrieval and handling, communication and presentation. The skills in planning and problem solving and social development and interaction are less well defined in the individual units of the awards but are generally developed in practical work which is often group orientated. Likewise, time management and personal responsibility are required skills relating to assignment activities throughout the course.

## Learning support

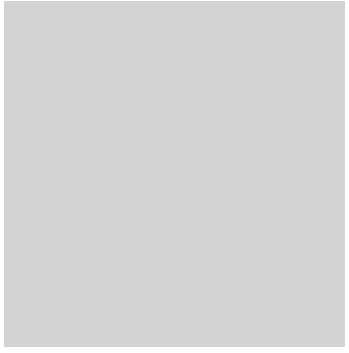
Students are actively supported through their assessments both directly in subject specific areas by tutors, and by working with the Study Hub to provide targeted workshops to support academic skills development. The focal areas include an introduction to academic integrity, developing good academic practice, scientific writing, use of statistics, and communication of science to diverse audiences including presentation skills also aligned to assessment requirements.

Throughout course delivery workshops and tutorials are used to support the development of academic skills, alongside the learning and the assessment process. All in-course assessments are supported by timetabled, interactive tutorial sessions with formative assessment tasks, as appropriate. In addition, assessments that are based around practical work will involve a briefing before, and a session after the laboratory work to explain further the expectations of the assessment and support specific tasks such as data analysis. Examinations are supported by timetabled revision sessions and by workshop sessions covering examples of past examinations and the expectations of examination questions at each level.

To assist our learners, assignment briefs a uniform set of information and a consistent set of assessment criteria across the course. At the start of each level, students are given introductory session(s) that set out the expectations for each year. For entry points, several sessions are used to provide guidance and support to students joining the University. These provide details of support for the development of academic skills and learning from the School, the Study Hub and initiatives such as peer-assisted learning (PASS scheme). For students progressing between levels, introductory sessions are also provided to ensure the students are aware of the change in expectations of learning and assessment. This will flag areas such as expectations for increased self-directed learning, critical thinking and analysis that are expected as students go through the learning process.

A key aim for the school is the integration of transferable skills within learning and assessment to enhance employability. Our courses build awareness of business applications of knowledge with assessments that develop practical ideas and employability. This is supported by the University'









BHS060-3	Clinical Biochemistry	6	15	Core	A1 A2	A1 A2	A1 A2		A1 A2										
BHS061-3	Applications of Immunology	6	15	Core	A1 A2	A1 A2	A1	A1 A2	A1 A2		A1 A2								
BHS063-3	Human Genetics	6	15	Core	A1 A2	A1 A2	A1 A2	A1 A2	A1 A2		A1 A2								
BHS064-3	Biology of Disease	6	15	Core	A1 A2	A1 A2	A1 A2		A1 A2										
BHS066-3	Molecular Biology	6	15	Core	A1 A2	A1	A1	A2	A1 A2		A2								





BHS059-3	6	SEM2	Core	CW-ESS	12						
BHS061-3	6	SEM2	Core	WR-I	6	IT-PT	13				
BHS063-3	6	SEM2	Core	EX-CS	13						
BHS013-3	6	TY	Core	PJ-PRO	23	PJ-ART	23				

### Glossary of Terms for Assessment Type Codes

CW-CS	Coursework - Case Study
CW-DE	Coursework - Data Exercise
CW-ESS	Coursework - Essay
CW-PO	Coursework - Portfolio
EX	Exam (Invigilated)
EX-CB	Computer-based Invigilated Examination
EX-CS	Case Study Invigilated Examination
IT-PT	Summative in-class test or phase test
PJ-ART	Coursework - Artefact
PJ-PRO	Coursework - Project Report
PR-OR	Practical - Oral Presentation
WR-I	Coursework - Individual Report
WR-LAB	Coursework - Laboratory Report
WR-PO	Coursework - Poster

### Administrative Information

Head of School/Department	Prof S Sreenivasaprasad
Course Coordinator	Anna Furmanski