

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BSc (Honours)
<b>4</b>	<b>Programme Title</b>	Biomedical Sciences with Management
<b>5</b>	<b>UCAS/Programme Code</b>	B9N2
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Biomedical Science; Bioscience
<b>8</b>	<b>FHEQ Level</b>	6
<b>9</b>	<b>Date written/revised</b>	2010

**10 Programme Aims**

The academic aims of the programme are as follows:

- To produce graduates who have a core knowledge and understanding in the subject areas of Physiology, Biochemistry, Molecular Genetics, Immunology, and Microbiology
- To produce graduates who have a sound knowledge and understanding of the biomedical sciences and the basic principles governing financial and business management.
- To produce graduates who have a multidisciplinary approach to understanding the functioning of the human body in health and disease and a knowledge of current major advances in the scientific understanding of human health and disease
- To develop students' intellectual and general transferable (key) skills including the ability to communicate effectively, to use IT and library resources appropriately, to prioritise work and to meet deadlines, to work alone and with others, to use initiative and solve problems, to use critical and analytical skills to analyse problems, propose solutions and critically to assess alternatives
- To produce graduates who have well developed basic practical skills in relation to the biosciences, have an awareness of good practice in laboratory work and health and safety, and are able to apply quantitative and qualitative analysis to biological investigations and presentational skills including data analysis and statistics
- To produce Honours graduates who are capable of carrying out research in a business/ science environment.
- To provide a flexible programme which leads to a qualification which meets the criteria for an Honours degree laid down in the QAA's National Qualifications Framework and which fully meets the Quality Assurance Agency Benchmarking Statement in Biosciences and the Benchmarking Statement in Biomedical Sciences, except those elements of the Benchmark Statements for Biomedical Sciences which relate to the provision of accredited status of the Institute of Biomedical Sciences

- To provide an introduction to the study of organisations and their management, and provide a broad understanding of the business world
- To provide an introduction to key concepts, terminology and knowledge in accounting and finance and to facilitate career development in business
- To produce graduates capable of working in a wide variety of careers, including careers in biomedical and related sciences in research, development and education, careers in business and management, careers in which there is greater emphasis on non-subject specific skills, and for more advanced study.

**Aims in relation to the needs of stakeholders:**

Aims in relation to the needs of stakeholders:

The programme aims to ensure that our graduates are equipped with up to date knowledge and skills in relation to their degree subjects, in line with the needs of employers of bioscientists in business and management. The emphasis on development of intellectual and transferable skills ensures that our graduates are also well equipped for the broader non-specialist graduate job market. The inclusion of vocationally-related components and emphasis on career development throughout the programme also ensures the employability of our students

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Biosciences and Biomedical Sciences.

**Knowledge and Understanding**

On completing the programme students should have:

*(Biomedical Sciences)*

1. Gained a core knowledge and understanding of their subject specialism and a variety of related disciplines.
2. Gained knowledge of the scope of the subject specialism.
3. Gained an in-depth knowledge of selected areas of their disciplines in biomedical sciences up to the current research level and developed an understanding of the experimental basis of this knowledge.

*(Management)*

4. Gained a basic knowledge and understanding of the main subdivisions of general management of people and organisations, and an understanding of business strategy.
5. Gained a basic knowledge and understanding of the key concepts of accounting and finance.

**Teaching and Learning Methods**

*(Biomedical Sciences)*

The teaching and learning strategy is designed to encourage a progressive acquisition of knowledge and understanding. The first three semesters of the programme are concerned with providing core knowledge and understanding of the subject

specialism. The later parts of the programme aim to develop students' knowledge of the breadth and scope of the biomedical sciences and an in depth knowledge of selected areas of their disciplines and of the experimental basis of this knowledge up to the current research level (A2, A3). There is a gradual change of emphasis over the three years from strongly supported teaching, such as lectures which provide the core themes, the scope of the knowledge and understanding required, and explanation of concepts to a greater use of study groups and more independent self-directed learning from the scientific literature. Knowledge and understanding are further promoted by seminars, tutorials and coursework (A1, A2, A3), which allow students to explore material in more depth and to exchange ideas with staff and fellow students. Practical classes reinforce the taught curriculum (A1, A2). A3 is promoted through individual student projects and in-depth analysis of current research literature.

Students are provided with extensive, prioritised reading lists and Internet sites and they are expected to use these to supplement the taught material, and to prepare for seminars and tutorials. Seminars allow for students to check their knowledge and understanding, and to develop their ability to apply this to novel situations. Study groups are used to reinforce the learning process and develop students as independent learners. Regular MCQ tests and feedback on laboratory reports and essays enable students to monitor the progress of their learning and understanding. In the research project students are supported by one-on-one supervision to apply their knowledge and understanding to the development of hypotheses which can be tested experimentally.

*(Management)*

The primary means of imparting knowledge and understanding is through lectures (A4, A5). The lectures introduce the students to the main theoretical ideas and processes of management of innovation and creativity in different contexts and the key elements associated with the management of human resources. (A4). Critical approaches to the literature are also demonstrated through the lectures and students are introduced to some of the key debates and controversies in the subject areas (A4, A5).

Seminars provide opportunity to debate key issues and develop a deeper understanding of both the theory and practice of human resource, accounting and financial management (A4, A5). Seminars are used to help develop and test understanding of the knowledge base and are used to develop an understanding of the practical implications of this knowledge base in specific situations. Seminars also guide students towards independent reading and enable students to check their learning through group discussions and problem solving/ practice (A4, A5).

**Assessment Strategy**

*(Biomedical Sciences)*

Knowledge and understanding are primarily assessed via unseen written examinations. Understanding and the ability to apply knowledge is further assessed by coursework. The weighting of examination and coursework varies as appropriate to the module and most modules include some aspect of formative assessment (including the use of Blackboard and interactive computer packages).

The format of the unseen examination also varies as appropriate to the module and the level of study but can include Extended Matching Item (EMI) and multiple choice questions (MCQ), essays, problem solving, literature and data analysis.

The coursework element can include practical write ups/laboratory reports, study group tasks, oral presentations, posters, in course tests (normally EMI or MCQ), extended essays, timed essays.

Peer review is sometimes employed in the assessment of study group tasks and presentations.

*(Management)*

Knowledge and understanding are primarily assessed via unseen written examinations (A4, A5). Formal examinations assess candidates' ability to use and interpret accounting and financial data, as well as to explain key concepts (A5). Unseen examinations are designed to assess both students' breadth of knowledge and understanding of Human Resource Management and critical application of knowledge to specific subject areas (A4). Essays assess and provide feedback upon knowledge understanding and written communication. Seminar diaries are used to demonstrate understanding of the issues and concepts explored in the seminar programme. MCQ are used to test core knowledge and understanding (A4, A5).

**Practical Skills**

On completing the programme students should have:

B1. Mastered essentials of basic laboratory skills, safe working practices and the ability to carry out experiments accurately and responsibly.

B2. The ability to obtain, record, collate, analyse and interpret data from experiments.

B3. The ability to summarise and present such data according to scientific conventions.

B4. Developed the ability to use primary literature and bibliographic databases.

B5. Developed the ability to evaluate critically scientific information.

B6. Developed the ability to undertake research in relation the biomedical sciences.

B7. Developed a basic ability to interpret a set of financial statements and management accounting data

B8. Developed an understanding of key management skills and models of theory and practice of business strategy

**Teaching and Learning Methods**

*(Biomedical Sciences)*

The core experimental skills of laboratory work and data handling (B1, B2 and B3) are progressively developed throughout the programme through a series of practical classes. Students are introduced at Stage 1 to a Laboratory Code of Practice, where safety and responsibility in the laboratory are outlined. Students who so wish are provided with an opportunity to develop these skills further and design and execute their own experiments through an individual laboratory research project in final year. Students are provided in their second year with training in the use of bibliographic databases including Medline. Laboratory practical classes and seminars throughout the programme encourage students to evaluate critically scientific information in a range of forms (data from their own experiments, published papers and problem-solving tasks). The ability to undertake research in relation to the subject specialism is developed progressively from group-based tasks early in the programme to individual in depth research projects in the final year.

Attendance at laboratory practical classes is compulsory and feedback on laboratory work and practical reports reinforces students' acquisition of basic experimental skills

(1-3). All submitted practical work must be presented according to scientific conventions. Practical classes are supported by postgraduate demonstrators who undergo compulsory training. Feedback on assessed course work requiring the student to search bibliographic databases reinforces this skill (B4). Study Group tasks and seminars are used to encourage students to develop the confidence to evaluate critically scientific information and students are provided with feedback on these activities (B5). Feedback on study group-based and individual assignments enables students to improve their research skills and this is further reinforced at an advanced level by one-to-one supervision of research projects by academic staff who are experienced researchers.

*(Management)*

The seminar programme is designed to give students opportunity to develop key practical skills through a series of case studies and simulations (B7, B8). Seminars test themes in practical situations and there is particular emphasis on the issue of team working (B7, B8). The use of case studies enables students to apply the tools and techniques of strategic management to analyse the key issues and problems facing companies. The focus is on linking theory with practice ( B8).

#### **Assessment Strategy**

*(Biomedical Sciences)*

Practical reports require students to demonstrate the skills associated with experimental work (B1-3), and these are further assessed at advanced level by the project supervisor's assessment of the student's competence, and the project report, poster and oral presentation. Written assignments throughout the course will assess students' ability to undertake research and to use bibliographic databases (B4, B6) and this is further assessed in the project report. The ability to evaluate critically scientific information (B5) is assessed by various written assignments and seminar presentations, by the project report and by unseen examination.

*(Management)*

The unseen examinations assess candidates' ability to interpret accounting and financial data, as well as to explain key concepts (B7). Assignments give students the opportunity to apply analytical skills to a set of accounts. This also provides the opportunity to test skills of written presentation and financial analysis (B7). The coursework is designed to encourage students to apply the tools and techniques of strategic management to 'live' issues faced by actual companies (B8).

#### **Intellectual Skills**

On completing the programme students should have:

C1. An ability to read and use scientific literature with a full and critical understanding, addressing content, context, aims, objectives quality of information and its interpretation and application.

C2. An ability to critically evaluate information and data from a variety of sources, to interpret quantitatively and qualitatively scientific information, and to explain complex scientific ideas in written, visual and oral form.

C3. An ability to assess the value and limitations of existing knowledge and experimental techniques.

C4. An ability to use and integrate several lines of evidence to formulate key hypotheses, to test hypotheses using logical and consistent quantitative and qualitative arguments, and to identify key data in these processes.

C5. Developed skills of independent learning.

**Teaching and Learning Methods**

*(Biomedical Sciences)*

Intellectual skills (C1-5) are progressively developed throughout the programme by practical work, study group tasks, seminar work and the research project.

At all stages students are encouraged to consider critically and evaluate information and experimental data from a wide variety of sources, including textbooks, the internet, and primary sources of scientific literature (C1-C5). In Stage 3 students undertake a research project which supports the development of all of the cognitive skills (C1-C5), and students are supported in this by one-to-one supervision. In seminar discussions students are supported in critically interpreting and discussing some of the latest scientific developments in relation to their subject with experts in the various fields of research and in developing skills of problem-solving in relation to complex material through the application of knowledge and understanding (C1-C5).

*(Management)*

Students are facilitated to read, and critically evaluate research articles, take part in student-centred projects, business games and analysis of case studies during their progression over the three stages (C1, C2, C4, C5).

**Assessment Strategy**

*(Biomedical Sciences)*

Intellectual skills are assessed via a range of coursework assignments including written exercises, seminar presentations and study group tasks. Unseen examinations further test the students' cognitive skills. The research project has an important role in assessing all of the cognitive skills, including the ability to use scientific literature in a critical manner (C1), the ability to evaluate, interpret and explain complex information from a range of sources (C2), assessing the limitations of existing knowledge (C3), integrating several lines of evidence and testing hypotheses (C4), and the skills of independent learning (C5).

*(Management)*

Intellectual skills are assessed via a range of coursework assignments including written exercises, seminar presentations and study group tasks. Seminars guide students towards independent reading and enable students to check their learning through group discussions and problem solving/ practice (C1, C2, C4, C5).

Intellectual skills are assessed through the production of a Business Plan and presentation to business mentors, advisors & tutors (C1, C2, C4, C5).

**Transferable/Key Skills**

On completing the programme students will have

- D1. Study skills of reading, noting, recall and essay/report writing.
- D2. Gained competence in the use of IT skills including e-mail, word processing, spreadsheets, presentation software, use of the Internet and on-line library facilities.
- D3. Developed the ability to work independently.
- D4. Developed interpersonal skills, including team-working.
- D5. Developed the ability to plan, organise and prioritise work activities.
- D6. Developed skills of written, oral and visual presentation.
- D7. Developed the ability to develop and work towards targets for personal, academic and career development.

**Teaching and Learning Methods**

*(Biomedical Sciences)*

Skills of reading, noting, recall and essay/report writing (D1) are developed through study skills support sessions, and tasks included directed reading and essays on which formative assessment is provided. Skills in the use of IT (D2) are developed through classes at various stages throughout the course and practised in a wide range of coursework. Skills of independent working (D3) are progressively developed by assignments throughout the programme. Students are initially encouraged to learn through group-based tasks and then through individual assignments culminating in the research project. Planning, organising and prioritising (D5) are developed through study skills support sessions and the project. The skills of written, oral and visual communication are developed in seminars and in the research project (D6).

Interpersonal skills (D4) are developed through study group work, teamworking exercises, seminars and the research project. The ability to develop and work towards targets for personal, academic and career development is developed through a programme of Career Management sessions.

Students are encouraged to explore with their personal tutor the development of their study skills (D1) and, where appropriate, additional counselling with the Faculty Study Skills Adviser is arranged. Students are provided with feedback on tasks requiring the use of IT skills (D2). Students are encouraged to reflect on their team-working skills and feedback on these are provided by peer-assessment of group tasks. Skills of planning, organising and prioritising are developed by a progressively more complex series of assignments, culminating in the research project. Students are encouraged to reflect on these skills and individual support is available from personal tutors and the research project supervisor. Students are enabled to monitor the development of their written, oral and visual presentational skills by feedback from peer and teachers on various assignments. Students are encouraged to discuss their personal goals with their tutors. All students are required to prepare and obtain feedback on a curriculum vitae in their second year. Students are encouraged to undertake appropriate work placements to explore further their career goals.

*(Management)*

Skills of reading, noting, recall and essay/report writing (D1) are developed through study skills support sessions, and tasks included directed reading and essays on which formative assessment is provided. Skills in the use of IT (D2) are developed through classes at various stages throughout the course and practised in a wide range of coursework. Skills of independent working (D3) are progressively developed by assignments throughout the programme. Students are initially encouraged to learn through group-based tasks and then through individual assignments. The skills of written, oral and visual communication are developed in seminars (D4). Students are enabled to monitor the development of their written, oral and visual presentational skills by feedback from peer and teachers on various assignments (D5, D6, D7). The group assignment enables group learning, shared discussion and assessment of different theoretical perspectives in the context of a radically new innovation (D4, D5). Students are facilitated to read research articles, take part in student-centred projects, business games and analysis of case studies during their progression over the three stages ((D3, D4, D7) .

#### **Assessment Strategy**

*(Biomedical Sciences)*

Transferable/key skills D1 to D7 are all assessed via coursework e.g. study group tasks, posters, oral presentations, and essays. An assessment schedule including deadlines is set for all modules and students are penalised for late submission of work

(D5). The project has a key role is assessment of all of these skills including report-writing (D1), oral and poster presentation (D5) and IT skills including advanced word processing and the use of PowerPoint (D2). The project supervisor is asked to assess students' inter-personal skills (D4) and skills of planning and organisation (D5), as well as the ability to exercise sound judgment and show personal responsibility and initiative in the environment of the research laboratory (D7). A students' e-portfolio record is used to assess their ability to work towards targets for personal and professional development (D7).

*(Management)*

Transferable/key skills D1 to D7 are all assessed via coursework e.g. student-centred projects, business games and analysis of case studies. An assessment schedule including deadlines is set for all modules and students are penalised for late submission of work (D5). Individual seminar diaries consisting of a 250 word entry for each of the seminars details the development of transferable skills (D1, D3, D5, D6). In many of the assignments there is an emphasis on team working to enable students to discuss critical issues and to learn from each other (D4). A group assignment tests students' ability to relate ideas and apply different theoretical perspectives in order to interpret possible outcomes relating to a real-life example of a radical or emergent innovation/technology (D2, D4, D5, D6, D7).

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

Duration of course: 3 years full time based on 30 weeks attendance per annum.

Number of stages: 3

Total credits: 360

Module credits: range from 10 to 40; each 10 credits represents 100 hours of study

Requirements for progression: passing all core modules and gaining the appropriate overall number of credits.

**Stage 1** provides a multi-disciplinary foundation covering a range of related biosciences, including Biochemistry, Cell Biology, Immunology, Microbiology, and Physiology. At this stage students gain an appreciation of each of these specialisms and at the end of Stage 1 students may request to transfer to another 3 year Bioscience programme (except Genetics, Human Genetics, and Pharmacology) if they so wish and have passed the whole of stage 1. Students who have completed the stage 1 of another Bioscience programme would not be allowed to transfer to the BSc Biomedical Sciences with Management. At stage 1 students are also introduced to laboratory skills and information and communications technologies. BUS1001 provides an introduction to of the main issues of management theory and practice and mainstream theory in organisational behaviour and its relation to management in organisations. ACC1003 provides an introduction to key concepts, terminology and knowledge in accounting and finance to facilitate career development in business rather than to lead to further accounting studies.

**Stage 2.** The biomedical part of the programme in semester 1 builds on stage 1 and provides students with a deeper knowledge of Molecular Medicine and Cell and Molecular Biosciences. The course focuses on the technologies that



underpin our current understanding in these areas, and provides students with hands-on experience of a range of modern molecular techniques. Cell Biology is studied in greater depth, particularly in relation to membrane transport and signalling and the cell and molecular biology of the immune system. Emphasis throughout is on how knowledge of these areas can help in the understanding of human biology and disease. The biomedical part of the programme in semester 2 provides greater specialisation in the topics of human anatomy and respiratory diseases and viral pathogens. At stage 2 students are introduced to research skills, and other important skills including data handling, presentation skills and team-working.

BUS2012 develops an understanding of the management of people in organisations. BUS2013 provides students with knowledge and skills required to manage relations with employees and their representatives and with the necessary skills to critically evaluate and interpret the actions of the parties involved in employment relations. BUS2019 build upon students' basic understanding of issues in the analysis of work and organisations, by providing a broader perspective on the social, political and economic context of work and organisation.

At **Stage 3** The biomedical part of the programme at stage 3 develops students' research skills as they undertake a research project. They also study advanced topics, and have a choice of three optional modules from: chronic and nutrition-related disease, cancer biology and therapy, genetics of common diseases, disease of the human nervous system, biology of ageing, medical biotechnology. They also further develop their skills of experimental design and critical analysis of scientific data, as well as presentation and IT skills.

BUS3002 provides students with knowledge about the formulation and implementation of business strategy. BUS3027 introduces students to concepts of creativity and its role in the innovation process. It provides students with an understanding and awareness of the role of management in fostering creativity and innovation in the workplace and introduces concepts relating to the wider process of innovation through notions of social shaping, intellectual property management, complex projects, actor networks and regional innovation. BUS2011 enables students to participate in the setting up and running of a real business. And helps develop entrepreneurial abilities and skills. Students gain first hand experience of initiating, setting up and managing a new business venture. The module is ultimately designed to improve student employability and to widen career choice

### **Links between learning outcomes, curriculum and structure of the programme**

The modules that comprise these degree programmes are shown in the annex. Further detail can be seen in the module outline forms, which also show how the modules contribute to development of skills throughout the programme. Superimposed on the modules, there is a key skills strand running throughout the three Stages of the programme that introduces students to library skills,

CIT, communication and presentation skills and careers management.

The curriculum is designed to allow systematic progression of students towards the programme's learning outcomes. Knowledge and understanding is progressively developed as students move from a broad overview of their subjects at stage 1 to a much more specialised and detailed understanding at stages 2 and 3. Practical skills are also progressively developed through the course. Cognitive and intellectual skills also develop from simple problem-solving exercises at stage 1 to more complex data handling and experimental design and data analysis at stages 2 and 3, culminating in the research project that requires students to develop a highly critical approach to the scientific literature. Key skills are also progressively developed, being first introduced to the students (e.g. in a formal lecture or workshop session) and then practised and assessed in subsequent modules.

Thus, stage 1 provides a firm grounding in the basic sciences underpinning the disciplines. By the end of this Stage the students will have:

- gained basic knowledge and understanding of subject specialisms within Biomedical Sciences and a variety of related disciplines (A1)
- Been introduced to main issues of management theory and practice and the key concepts, terminology and knowledge in accounting and finance (A4, A5)
- been introduced to basic laboratory skills, safe working practices and recording and interpretation of experimental results (B1-3)
- developed skills of independent learning (C5)
- developed study skills of reading, noting and recall (D1)
- been introduced to e-mail, word processing, library facilities and use of the Internet (D2)
- have developed the ability to work independently (D3).

At stage 2 the course gives a broad overview of subject material considered essential to the subject of Biomedical Sciences and starts to introduce the research basis of the acquired knowledge. By the end of this Stage students will have:

- developed further, at the level presented in undergraduate text books, knowledge and understanding of the major areas that are the 'core' of their biomedical sciences disciplines (A2)
- developed an understanding of the management of people in organisations. (A4)
- experienced use of primary literature (B4)
- mastered essential elements of relevant laboratory techniques and safe laboratory practice (B1-3)
- started to develop the ability to evaluate critically scientific information (B5) and to undertake research (B6)
- continued the development of transferable (key) skills, including the ability to use computers for information retrieval and data handling (D2, B4)
- been introduced to skills of scientific essay writing (D1) and oral and

visual communication (D6)

- improved cognitive skills of reasoning, analysis of scientific literature, critical evaluation and the ability to apply their knowledge in problem-solving (C1-4)
- developed further skills of independent learning (C5)
- developed inter-personal and team-working skills through collaborative work (D4)

At stage 3 a higher level of specialisation is achieved. By the end of this Stage the students will have:

- extended their knowledge and understanding of the biomedical sciences curriculum up to the current research level and developed an understanding of the experimental basis of this knowledge (A3)
- knowledge about the formulation and implementation of business strategy, the concepts of creativity and its role in the innovation process and will have participated in the setting up and running of a real business with the aim of improving student employability and to widen career choice (A4, B8, C4,C5, D4, D7).
- be fully competent in the use of primary literature and bibliographic databases, and have an improved ability to evaluate critically scientific information (B4-5)
- the ability to make oral and visual presentation of scientific data and knowledge (D3)
- developed skills of critical evaluation of scientific information (B3) and have acquired research and analysis skills (B6)
- produced project work that demonstrates a range of skills including subject-specific skills (B1-B6), report-writing (D1), IT skills (D2), independent working (D3), inter-personal skills (D4), planning, organising and prioritising (D5), presentation skills (D6), in-depth knowledge of selected areas (A3), and cognitive skills (C1-4)
- had further opportunities to practise a variety of transferable (key) skills that will be valuable for a range of employment opportunities.

A major strength of the biomedical sciences programme is the close linkage between teaching and research. Virtually all teaching staff are also research active and teach in areas relating to their particular expertise. This ensures that the curriculum content is kept up-to-date and the links between scholarship and research are explicit. Furthermore, the continued participation of teaching staff in professional development programmes ensures that delivery of teaching is informed by up-to-date practice. The strong research base in the School and Faculty ensures that the most modern equipment is available to undergraduate students for their practical work. Involvement of teaching staff for the programme on committees of national professional bodies helps to ensure that the programme continues to be informed by external developments.

The modules at stage 3 are offered by various research institutes within the University and allow students to study in depth areas of particular interest that relate to

Newcastle's research strengths.

The programme also places a strong emphasis on employability of its graduates. Students may apply for part time paid employment in one of the research laboratories during their second year of study. Students are also encouraged to undertake a placement in the vacation at the end of stage 2. This may involve either laboratory work or other areas of interest (e.g. science communication). A third-year option Business for Biosciences allows students to gain an understanding of business issues relating to the pharmaceutical and biotechnology industries.

The management part of the programme is designed to provide an introduction to key concepts, terminology and knowledge in accounting and finance and to facilitate career development in business. It also provides a basic knowledge and understanding of the main subdivisions of general management of people and organisations, and an understanding of business strategy. It culminates in students gaining first hand experience of initiating, setting up and managing a new business venture which is ultimately designed to improve student employability and to widen career choice. This link between the two parts of the programme is designed to facilitate the efficient transfer of students with a detailed knowledge of the biomedical sciences into careers in commerce, industry and management within this scientific area.

**Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/>

### **13 Criteria for admission**

#### *Entry qualifications*

##### ***GCSEs required***

GCSE Chemistry (or Dual Award Science), and Mathematics are required if not offered at A or AS level.

##### ***A-Level Subjects and Grades***

Typically AAB from 18 units *preferably* including Biology at A level, and Chemistry at A or AS level.

#### *Admissions policy/selection tools*

##### ***Admissions policy***

This is consistent with the University's Admissions Policy and Equal Opportunities policy as detailed in the Prospectus. All applications are considered on merit and offers will take into account personal circumstances and relevant experience of the subject area. All candidates receiving an offer are invited to attend an Open Day.

#### *Non-standard Entry Requirements*

**Scottish qualifications** - AAAB at Higher Grade normally including Biology and Chemistry and one other science. Mathematics at Standard level if not offered at Higher level. Combinations of Highers and Advanced Highers accepted.

**Access to HE Courses** – modules in Biological Sciences and Chemistry essential at Distinction/Credit level.

**International Baccalaureate** – 32 points with Higher Level Biology and Chemistry at Grade 5 or above. Mathematics at Standard level if not offered at Higher level.

**Overseas Students** – appropriate overseas qualifications will be considered.

***Arrangements for non-standard entrants***

**Mature Students** – applications are considered on merit, although evidence of recent academic attainment is normally required. Relevant work experience is also useful.

*Additional Requirements*

*Level of English Language capability*

Evidence of English language skills sufficient to complete the programme successfully is required. IELTS scores of no less than 6.5 in any component are the normal requirement.

**14 Support for Student Learning**

*Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see [http://www.ncl.ac.uk/international/coming\\_to\\_newcastle/orientation.phtml](http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml))

*Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects. A Faculty Study Skills Advisor provides specialist advice on an individual basis as required to students.

*Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies. Additional support with maths and numeracy skills is available from the MathsAid centre within the Robinson Library. Support with writing skills is available from the Royal Literary fund Fellow and from the University Writing Development Centre.

*Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>. A good relationship between tutor and tutee is an important part of the pastoral support system. If for any reason a tutee indicates that s/he wishes to change tutor this can be arranged. Some students may prefer to be allocated a tutor of the same gender and students are notified via the Degree Programme Handbook that this can be arranged. There are also course advisors who are available to see students to discuss any issues affecting their studies.

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see

<http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

#### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see

<http://www.ncl.ac.uk/disability-support/>

#### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see

<http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English are required to take an English Language test. This is administered by INTO on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://ncl.ac.uk/langcen/index.htm>

### **15 Methods for evaluating and improving the quality and standards of teaching and learning**

#### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Biomedical Sciences curriculum committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

#### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Board of Studies and Staff-Student Committee.

#### *Student evaluations*

All modules, and the degree programme, are subject to review by student

questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at [www.thestudentsurvey.com/](http://www.thestudentsurvey.com/) With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

*Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee, questionnaires and the Board of Studies.

*Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process, see [http://www.ncl.ac.uk/aqss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php)

*Accreditation reports*

Not applicable

*Additional mechanisms*

**16 Regulation of assessment**

*Pass mark*

The pass mark is 40%

*Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage in non-core modules and there are resit opportunities, with certain restrictions.

*Weighting of stages*

The marks from Stages 2 and 3 will contribute to the final classification of the degree. The weighting of marks contributing to the degree for Stages 2 and 3 is 1:2.

*Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Honours</b>	<b>Non- honours</b>
<40	Fail	Failing
40-	Third Class	Basic

49		
50-	Second Class, Second	Good
59	Division	
60-	Second Class, First Division	Very Good
69		
70+	First Class	Excellent

*Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.



**Annex**

**Mapping of Intended Learning Outcomes onto Curriculum/Modules**

	Module title	Credits	Type	Intended Learning outcomes			
				A	B	C	D
<b>Stage 1</b>							
BGM1001	Biochemistry	20	Com	1	1,2,3	5	1,2,3
CMB1000	Cell Biology	20	Com	1	1,2,3	5	1,2,3
PDS1001	Physiology	20	Com	1	1,2,3	5	1,2,3
CMB1001	Microbiology & Immunology	20	Com	1	1,2,3	5	1,2,3
BUS1001	Introduction to Management and Organisation	20	Com	4	8	5	1,2,3,4,5,6,
ACC1003	Introduction to Accounting & finance for Non-specialists	20	Com	5	7	5	1,2,3,4,5,6,7
<b>Stage 2</b>							
CMB2002	Cell & Molecular Biosciences	20	Com	1		1,2,3,4,5	1,2,3,4
CMB2003	Molecular Medicine	20	Com	1		1,2,3,4,5	1,2,3,4
CMB2004	Infectious disease: the immune response and anti-microbial chemotherapy	10	Com	1		1,2,3,4,5	1,2,3,4
BMS2012	Respiratory Diseases & Viral Pathogens	20	Com	1, 2	4,5	1, 2	1,2,3,4,5,6
CMB2007	Human Anatomy	10	Com	1, 2		5	1, 2, 3, 4
BUS2012	Human Resource Management	10	Com	4	8	1,2,5	1,2,3,4,5,6,7
BUS2013	Human Resource Management in Practice	10	Com	4	8	1,2,5	1,2,3,4,5,6,7
BUS2019	Understanding Work & Organisations	20	Com	4	8	1,2,5	1,2,3,4,5,6,7
<b>Stage 3</b>							
CAD3000	Project	20	Com		1,2,3,4,5,6	1,2,3,4,5	1,2,3,4,5,6,7
BMS3010	Genetics of common diseases	20	Opt**	3	4,5	1,2,3,4,5	1,3,5,6
BMS3011	Chronic and nutrition-related disease	20	Opt**	3	4,5	1,2,3,4,5	1,3,5,6
BMS3012	Cancer biology and therapy	20	Opt**	3	4,5	1,2,3,4,5	1,3,5,6
BMS3013	Disease of the central nervous system	20	Opt**	3	4,5	1,2,3,4,5	1,3,5,6
BGM3039	Medical Biotechnology	20	Opt**	3	4,5	1,2,3,4,5	1,3,5,6
BGM30xx	Biology of Ageing	20	Opt**	3	4,5	1,2,3,4,5	1,3,5,6
BUS3002	Business Strategy	20	Com	4	8	1,2,4,5	1,2,3,4,5,6,7
BUS3027	Innovation & Creativity	20	Com	4	8	1,2,4,5	1,2,3,4,5,6,7
BUS2011	Business Enterprise	20	Com	4	8	1,2,4,5	1,2,3,4,5,6,7
BMS3003	Business for the Bioscientist	10	Opt*	3	4,5	1,2,3,4	6
BMS3007	Research in Biomedical Sciences	10	Opt*	3	3,4,5	1,2,3	1,2,3,4,5,6

