**PROGRAMME SPECIFICATION**

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| --- | --- | --- |
| **1** | **AWARDING INSTITUTION** | University of Huddersfield |
| **2** | **TEACHING INSTITUTION** | University of Huddersfield |
| **3** | **SCHOOL AND DEPARTMENT** | Applied Sciences  Department of Biological and Geographical Sciences |
| **4** | **PROGRAMME ACCREDITED BY:** | None |
| **5** | **MODE OF DELIVERY** | Full-time/sandwich |
| **6** | **FINAL AWARD** | BSc (Hons) |
| **7** | PROGRAMME TITLE | Biomedical Science |
| **8** | **UCAS CODE** | C900 |
| **9** | **SUBJECT BENCHMARK STATEMENT** | Biomedical Sciences (Nov 2015) |
| **10** | **DATE OF APPROVAL** | N/A |

# 11 EDUCATIONAL AIMS OF PROGRAMME

The aims are:

* To develop creativity and innovation.
* To provide a structured, progressive and thematic training in areas of Biomedical Science which will provide students with a knowledge and understanding appropriate for subject-specific graduate employment.
* To prepare graduates for careers with a wide variety of employers such as hospitals, government agencies, pharmaceutical and biotechnological industries by delivering a curriculum that is relevant to the needs of society.
* To develop key transferable skills to prepare students for more general graduate employment.
* To develop the intellectual and practical skills necessary for progression to postgraduate research and training.
* To encourage academic curiosity which will prepare students for lifelong learning by challenging the students’ attitudes and approaches to learning in order to enable them to fulfil their potential, and to promote independent learning.
* To offer a range of core and some optional modules which allow students to specialise in particular areas of biomedical science.
* To offer all students the opportunity to conduct a substantial research project.
* To contribute to the University’s commitment to widening access by recruiting students of different ethnic origins and with a wide variety of educational backgrounds and to accommodate a spectrum of abilities and prior knowledge.
* To operate within a caring and supportive environment in which students can develop confidence in their own abilities.

# 12 INTENDED LEARNING OUTCOMES

The learning outcomes for this programme have been derived directly from the Quality Assurance Agency Biomedical Sciences Benchmark Statement (November 2015) and map to the module content in the matrix at the end of the document to guarantee compliance. The following sections have been used:

# Section 4. Graduate and key transferable skills.

# Section 5. Core biomedical sciences knowledge, understanding and skills.

# Section 6. Subject Specific Knowledge in Biomedical Science.

**Section 4 Graduate and key transferable skills**

**Intellectual skills**

Biomedical Science graduates should be able to:

1. recognise and apply subject-specific theories, paradigms, concepts or principles (for example, the relationship between genes and proteins, or the nature of essential similarities and differences between prokaryote and eukaryote cells);
2. make evidence-based decisions;
3. obtain and integrate several lines of subject-specific evidence to formulate and test hypotheses;
4. apply subject knowledge and understanding to address familiar and unfamiliar problems;
5. recognise the moral and ethical issues of investigations and appreciate the need for ethical standards and professional codes of conduct.

**Practical and professional skills**

Biomedical Science graduates should be able to:

1. demonstrate competence in the basic experimental skills appropriate to the subject(s) studied;
2. demonstrate an awareness and knowledge of quality assurance and quality control principles as part of an understanding of the need for quality management systems and a culture of continued quality improvements of relevance to the subject(s) of study;
3. plan an experiment in terms of hypothesis, sample, test or observation, controls, observable outcomes and statistical analysis;
4. conduct and report on investigations, which may involve primary or secondary data (for example from a survey database). These data may be obtained through individual or group projects in the appropriate subject;
5. obtain, record, collate and analyse data using appropriate practical techniques, working individually or in a group, as is most appropriate for the subject;
6. undertake practical investigations in a responsible, safe and ethical manner, paying due attention to risk assessment, relevant health and safety regulations, ethical issues, procedures for obtaining ethical permission and informed consent and issues relating to animal welfare and showing sensitivity to the potential impact of any investigations on the study and on other stakeholders.

**Analytical, data interpretation and problem solving skills**

Biomedical Science graduates should be able to:

1. receive and respond to a variety of sources of information: textual, numerical, verbal, graphical;
2. carry out sample selection; record and analyse data in the laboratory or elsewhere; ensure validity, accuracy, calibration, precision, replicability and highlight uncertainty during collection;
3. prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programmes for presenting data visually;
4. demonstrate an understanding of statistical significance and statistical power.
5. solve problems by a variety of methods, including the use of appropriate software;
6. evaluate published claims by interpreting methodology and experimental data, and make judgements about the strength of the evidence.

**Communication, presentation and information technology skills**

Biomedical Science graduates should be able to:

1. communicate about their subject appropriately to a variety of audiences using a range of formats and approaches and appropriate scientific language;
2. cite and reference work in an appropriate manner, including the avoidance of plagiarism;
3. use a range of media critically as a means of communication and a source of information.

**Interpersonal and teamwork skills**

Biomedical Science graduates should be able to:

1. identify individual and collective goals and responsibilities and perform in a manner appropriate to these roles, in particular those being developed through practical, laboratory and/or field studies;
2. recognise and respect the views and opinions of other team members;
3. use negotiating skills;
4. evaluate their own performance as an individual and a team member;
5. evaluate the performance of others;
6. develop an appreciation of the interdisciplinary nature of science and of the validity of different points of view.

**Self-management and professional development skills**

Biomedical Science graduates should be able to:

1. develop the skills necessary for self-managed and lifelong learning (for example working independently, time management, organisational, enterprise and knowledge transfer skills);
2. build on knowledge and understanding of the role and impact of intellectual property (IP) within a research environment;
3. identify and work towards targets for personal, academic, professional and career development;
4. develop an adaptable, flexible and effective approach to study and work.

**Section 5 Core biomedical sciences knowledge, understanding and skills**

Biomedical Science graduates will have the following core knowledge/abilities:

1. engagement with the essential facts, major concepts, principles and theories associated with biomedical science;
2. competence in the basic experimental and/or survey skills appropriate to biomedical science;
3. understanding of information and data within the context of biomedical sciences, accompanied by critical analysis and assessment to enable understanding of the subject area as a coherent whole;
4. familiarity with terminology, nomenclature and disease classification systems;
5. methods of acquiring, interpreting and analysing biomedical sciences. information with a critical understanding of the appropriate contexts for its use through the study of texts, original papers, reports and data sets;
6. awareness of the contribution of their subject to the development of knowledge about the complexity of human health and disease;
7. knowledge of a range of communication techniques and methodologies relevant to the particular subject, including data analysis, information technology and the use of statistics;
8. engagement with current developments in the biomedical sciences and their applications, and the philosophical and ethical issues involved;
9. awareness of the contribution of biomedical sciences to debate and controversies, and how this knowledge and understanding forms the basis for informed concern about the quality and sustainability of health and well-being**;**
10. awareness of intellectual property (IP) and how scientific advances can be secured and progressed by the application of intellectual property rights (IPRs);
11. understanding of the applicability of the biomedical sciences to the careers to which graduates will be progressing.

Students working to acquire graduate and professional attributes appropriate to the biomedical sciences need to recognise that much of what they are taught is likely to change in the future, particularly in the light of continuing scientific advances.

**The attributes include:**

1. an appreciation of the complexity and diversity of life processes;
2. the ability to read and use appropriate literature with a full and critical understanding, while addressing such questions as content, context, aims, objectives, experimental design, methodology, data interpretation and application;
3. the capacity to give a clear and accurate account of a subject, the ability to marshal arguments, mediate and debate both with specialists and non-specialists, using appropriate scientific language;
4. critical and analytical skills including a recognition that statements should be tested and that evidence is subject to assessment and critical evaluation;
5. the ability to employ a variety of methods of study in investigating, recording and analysing material;
6. the ability to think independently, set tasks and solve problems;
7. an understanding of how to identify, protect, and exploit intellectual property (IP) as part of the scientific innovation process.

Graduates in the biomedical sciences are expected to have a broad basic understanding of how cells, organs and systems function in the human body in health and disease, the common causes and effects of disease, the body's defence mechanisms and approaches to treatment. These form the foundation for the more in-depth and advanced knowledge specific to the biomedical sciences (see section 6).

**The Biomedical Science Programme will include the following:**

1. Human anatomy and physiology: the structure, function, neurological and hormonal control of the human body, its component parts and major systems (musculoskeletal, circulatory, respiratory, digestive, renal, urogenital, nervous, endocrine) and their relationship to each other;
2. Cell biology: the structure and function of prokaryotic and eukaryotic cells; the cell as the fundamental unit of life; cell division, cell cycle, stem cells, cell specialisation and cooperation;
3. Biochemistry: key chemical principles relevant to biological systems, the structure and function of biological molecules and the biochemistry of processes which support life including cellular metabolism and its control;
4. Genetics, genomics and human variation: the structure and function of genes, the principles of their inheritance, genetic disorders with particular biomedical significance, evolution and population biology;
5. Molecular biology: the structure and function of biologically important molecules including DNA, RNA and proteins and the molecular events that govern cell function. Molecular biology overlaps with biochemistry, genetics and cell biology;
6. The nature of disease and fundamentals of pathology to include the development of age-related diseases and the impact of lifestyle upon health and disease;
7. Bioinformatics and systems biology: the computation of high volumes of biological data and the properties of a network of interacting components in a system, as well as the components themselves, including an appreciation of the algorithms to decipher biological relationships;
8. Microbiology: the structure, physiology, biochemistry, identification, classification and control of micro-organisms, including the roles of normal flora;
9. Immunology: acute and chronic inflammation, structure, function and mechanisms of action of the components of the immune system; innate and acquired immunity;
10. Pharmacology: the importance of drug actions in the living organism for prevention and treatment of disease; the principles of drug-receptor interactions and the relationship between dose and response, routes of administration, types of drugs, how drugs are metabolised and eliminated from the body, toxic effects; approaches for drug discovery; personalised medicine;
11. Developmental biology, which may include topics such as human life cycles, ageing, stem cells and regenerative medicine;
12. Physics and chemistry sufficient to support understanding of biochemical and biophysical processes and instrumentation.

**Section 6. Subject Specific knowledge, understanding and skills: Biomedical Science**

In addition to those areas outlined in sections 4 and 5, a biomedical science graduate will have the following subject specific knowledge, understanding and skills:

61. Cellular pathology is the microscopic examination of normal and abnormal cells (cytopathology), and tissues (histopathology) for indicators of disease. A biomedical science graduate will have a knowledge of:

* the gross structure and ultrastructure of normal cells and tissues and the structural changes which may occur during disease - **SHB4021**
* reproductive science, including infertility and embryology - **SIB2016, SIB2002**
* the preparation of cells and tissues for microscopic examination - **SHB4021**
* the principles and applications of visualisation and imaging techniques, including  microscopy, to aid diagnosis and treatment selection - **SHB4021**

62. Clinical biochemistry is the investigation of the function and dysfunction of systems, organs and tissues by the measurement of biochemical markers. A biomedical science graduate will have knowledge of:

* the range, and methods used for the collection of, clinical samples that may be subjected to biochemical analysis - **SHB4021**
* the principles and applications of biochemical investigations used for screening, diagnosis, treatment and monitoring of disease - **SHB4021**
* therapeutic drug monitoring and investigation of substance abuse - **SHB4021**

63. Clinical immunology is the study of immunopathological conditions and abnormal immune function. A biomedical science graduate will have knowledge of:

* the principles of the function and measurement of effectors of the immune  response the causes and consequences of abnormal immune function, neoplastic  diseases and transplantation reactions together with their detection, diagnosis,  treatment and monitoring - **SIB2017,** **SHB4012,** **SHB4019**
* immunological techniques used in clinical and research laboratories - **SIB2017, SHB4021**
* prophylaxis and immunotherapy - **SHB4019**

64. Haematology is the study and investigation of the different elements that constitute blood in normal and diseased states. A biomedical science graduate will have knowledge of:

* the structure, function and production of blood cells - **SIB2017**
* the regulation of normal haemostasis - **SIB2017**
* nature and diagnosis of anaemias, haematological malignancies, hemorrhagic and thrombotic diseases - **SIB2017**
* techniques for their investigation - **SIB2017**

65. Transfusion science is the identification of blood group antigens and antibodies which ensures a safe supply of blood and blood components. A biomedical science graduate will have knowledge of:

* the genetics, inheritance, structure and role of red cell antigens - **SIB2017**
* immune mediated destruction of blood cells - **SIB2017**
* the preparation, storage and use of blood components - **SIB2017**
* the selection of appropriate blood components for transfusion and possible  adverse effects - **SIB2017**

66. Clinical genetics is the identification of genetic mutations and polymorphisms and their influence on disease processes. A biomedical science graduate will have knowledge of:

* genomic, transcriptomic, proteomic methods used to analyse and study human  chromosomes and DNA - **SHB4007**
* the application of molecular biology and Bioinformatics in medicine - **SHB4007**
* pharmacogenetics and personalised medicine - **SHB4007**
* genetic testing and associated ethical issues - **SHB4007**

67. Medical microbiology is the study and investigation of pathogenic microorganisms. A biomedical science graduate will have knowledge of:

* the pathogenic mechanisms of a range of microorganisms - **SFB1008, SIB2015, SHB4012**
* public health microbiology - **SIB2015**
* the laboratory investigation of a range of infectious diseases, including isolation and identification of microorganisms -**SFB1008, SIB2015**
* anti-microbial and anti-viral therapy (including drug resistance) -**SIB2015, SHB4012**
* infection control - **SIB2015, SHB4012**

**Health and Care Professions Council (HCPC) Standards of Proficiency**

Accreditation by IBMS is required in order for graduates to meet the academic requirements for registration with Health and Care Professions Council (HCPC) as Biomedical Scientists.

The HCPC is the statutory regulator for several healthcare professions, including biomedical scientists. To work as a biomedical scientist in the UK, it is a legal requirement that you must be registered with the HCPC.

To become registered as a biomedical scientist with the HCPC, you need to demonstrate that you meet HCPC standards of proficiency for biomedical scientists.

This is demonstrated through a combination of academic qualifications and clinical laboratory training. Further details can be found at

<https://www.ibms.org/registration/becoming-hcpc-registered/>

The HCPC criteria for Programme Design and Delivery are set out below:

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

4.3 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

4.4 The curriculum must remain relevant to current practice.

4.5 Integration of theory and practice must be central to the programme.

4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.

4.7 The delivery of the programme must support and develop autonomous and reflective thinking.

4.8 The delivery of the programme must support and develop evidence-based practice.

4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.

4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.

**13 PROGRAMME STRUCTURE AND REQUIREMENTS, LEVELS, MODULES,**

**CREDITS AND AWARDS**

Comprehensive documentation giving module details, course structure and related matters is available online (see the Course Handbook, available on Brightspace in module SB100).

The course is studied over four years including a year on supervised placement (SSB3001). This year may be in a work or research based environment. The placement is regarded as especially valuable but it is recognised that it will not be suitable for all students and students can also opt for a full time three-year route. Study is undertaken at three levels, one for each year of University-based study. The course is based on six 20-credit modules per year, with the exception of the Final Year, which includes the 40-credit Research Project.

All assessments, including examinations, are set and marked by academic staff of the University. Assessment results are considered by the Biological Sciences Course Assessment Board (CAB), which includes the staff responsible for delivering the modules and the External Examiners. The Board determines degree classification based on a student’s best 100 credits of performance in Year Two and the Final Year, with the latter weighted by a factor of two.

Students who are unable, or do not wish, to complete the Honours programme are able to gain named intermediate awards determined by the number and type of credits as follows:

**Certificate of Higher Education**  120 “F” credits

**Diploma of Higher Education** 120 “F” credits + 120 “I” credits

**BSc Biomedical Science** 120 “F” credits + 180 “I”/”H” credits (at least 60 “H” credits)

At the discretion of the CAB a named ordinary degree may be awarded as an alternative to BSc Biomedical Science, providing an appropriate combination of ‘H’ level modules have been passed.

## Course Structure

* The course may include a supervised placement year, between Year Two and the Final Year (SSB3001).
* All of the modules are Core modules unless listed under ‘Option’ in the Course structure shown below.
* Modules marked as “Compulsory” cannot be awarded a condoned pass and so must be passed with a score over 40%. See Regulations of Awards for details of progression rules:

<https://www.hud.ac.uk/registry/regulations-and-policies/awards/>

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|  | **BSc (Hons) Biomedical Science** | | |  |  |
| **Year One** | **Year Two** | **Year Three** | **Final Year** | | |
| Research Skills SFB1010  **(Compulsory)** | Research Skills 2 SIB2001  **(Compulsory)** | Optional Supervised Work / Research Experience | Research Project SHB4001 (40 credits)  **(Compulsory)** | | |
| Biochemistry 1 SFB1004  **(Compulsory)** | Haematology and Transfusion Science  SIB2017 |
| Molecular & Cellular Biology SFB1003 | Molecular Biology SIB2003 | Medical Genetics SHB4007 | | |
| Physiology 1 SFB1006 | Physiology 2 SIB2006 | Immunology and Infection SHB4012 | | |
| Medical Pharmacology SFB1011 | Infectious Diseases and Therapeutics SIB2015 | Mechanisms and Pathology of Chronic Disease SHB4019 | | |
| World of Microbes SFB1008 | **Option (x1)**  Epidemiology and Public Health SIB2016  or  Cell Biology SIB2002 | Practical Skills in Clinical Pathology and Biochemistry  SHB4021  **(Compulsory)** | | |

**14 TEACHING, LEARNING AND ASSESSMENT**

The course ensures that the intended learning outcomes can be achieved by:

1. providing modules with teaching material from visiting experts in the field with relevant clinical experience;
2. providing a coherent education with a high degree of currency in biomedical science;
3. delivering a curriculum informed by research and scholarly activity;
4. delivering a curriculum informed by feedback from employers;
5. providing a curriculum delivered by staff who engage in peer observation of teaching and participate in an annual personal development review;
6. providing experience of carrying out a wide range of laboratory procedures using modern equipment;
7. incorporating modules with a variety of types of teaching, learning and assessment;
8. providing modules that encourage students to think and work independently, culminating in a research project in the final year;
9. providing assessments that encourage students to work in teams;
10. ensuring the availability of support and guidance throughout the students’ education by allocating a personal tutor to each of them;
11. providing students with comprehensive feedback on their progress throughout their course;
12. developing progressively the students’ personal skills;
13. providing at all stages of the course a structured and supported process that enables students to reflect upon their learning, performance and achievement, and to plan their personal, educational and career development;
14. offering the opportunity of a year’s work placement;
15. making available expert careers guidance.

# 15 SUPPORT FOR STUDENTS AND THEIR LEARNING

* The Personal Tutor role is seen as an important one, offering students a clearly identified and accessible ‘contact person’ for academic and pastoral concerns. The personal tutor is responsible for providing students with advice and guidance concerning academic performance and progress as well as supporting and advising students with personal difficulties (or directing them to the appropriate School/University support services). Respecting student confidentiality, they report to the Year Tutor or Course Leader about any student whose progress is a cause for concern. Tutors advise students to make use of all of the University support services for T&L and pastoral support as well as the Students’ Union.
* Personal Tutors also hold a series of small group tutorials to cover soft skills, feedback and assessment advice and personal development planning. A special feature of courses in Biological Sciences is the inclusion of “self-study” modules e.g. with the student’s Personal Tutor each student investigates a chosen topic and produce a written report and oral presentation. These appear in all levels of the courses, are designed to develop the students’ capacity for independent study (in the context of their chosen subject), in addition to their communication skills, and culminate in the Research Project in the Final Year, which requires students to undertake an individual and original piece of work.
* Students attend an induction week at the start of their course, during which they are given information about the rules, regulations, practices and procedures of the University and their first meeting with their Personal Tutor, when they are given a Course Guide and a timetable along with advice about relevant topics such as time management.
* Flying Start is a key part of all Biology courses. This is an intensive programme of lectures, laboratory practicals, problem solving sessions, group work and social activities with several objectives and aims: to build the student community by building social cohesion within the cohort and by meeting with all members of staff within the Department; to familiarize the students with good laboratory practice, local H&S procedures and build responsibility within the cohort; to demonstrate learning strategy and build clear expectations of rigour and self-discipline amongst the cohort particularly with respect to independent study, library use and problem solving individually and in set groups. The programme also covers key elements of biodiversity and the concept of evolution by natural selection through a tutorial and problem solving session involving small group work, library research and then feedback from the groups on a specific problem in biodiversity and evolution.
* The Personal Development Planning (PDP) process is facilitated by the Personal Tutor in the context of the self-study modules.
* Student attendance is monitored in accordance with the University regulations. Attendance at lectures is closely monitored and students who fail to attend regularly are contacted to ensure that there are no major problems being encountered.
* The School of Applied Sciences possesses modern purpose-built suites of chemistry and biology laboratories with technical support for students. These labs have the same equipment that students are likely to meet in a typical industry, hospital or research laboratory.
* The University Library provides students with full access to a wide range of books, journals, electronic information, IT facilities and staff support (available evenings and weekends). Services can be accessed electronically from home or workplace and orders/requests can be made by e-mail, fax or telephone. In some instances, orders can be delivered for a nominal charge.
* The Department makes full use of the Universities VLE with a range of study support material for each module.
* Supervised Work Experience is organised jointly by administrative staff and SWE tutors. They assist students with all aspects of the placement year, but especially with the process of gaining suitable employment.
* The Department of Biological Sciences has a long tradition of support for placing SWE students with major employers. These include The Welcome Trust at The Sanger Institute, Astra Zeneca Pharmaceuticals, Syngenta, Avecia, GlaxoWelcome, Pfizer, EliLily, Covance, Anthony Nolan Bone Marrow Trust the LIGHT and LIMM Institutes at Leeds and internal placements at the University of Huddersfield.
* Final Year students attend specialist sessions designed to give expert guidance on future careers.
* Fully-staffed Careers Office provides guidance on future opportunities and helps with applications
* All students in the School have access to Academic Skills tutors who can give one to one support to students requiring help with study skills.
* All students in the School have access to a Support Officer who works with the University Student Support systems to provide pastoral support as required.
* For general enquiries the School administrative office is open all day during term time on a drop in basis.
* Student Services provide specialist advice in the areas of careers advice, pastoral care and chaplaincy, counselling, accommodation and welfare, financial support, disability support and sports facilities etc.

# 16 CRITERIA FOR ADMISSION

Entry requirements for this course are normally one of the following (for 2020 entry):

* BBC at A Level including a grade B in a relevant Science subject. The endorsement for practical work is an essential part of Science A-Level study, and is a requirement for entry to our degree course.
* DMM in BTEC Level 3 Extended Diploma in Applied Science. Alternatively, a BTEC Level 3 Extended Diploma in Health and Social Care is acceptable but must be accompanied by another Science A-Level at grade C or above.
* 112 UCAS tariff points from International Baccalaureate qualifications which should include modules in a relevant Science subject.
* Access to Higher Education Diploma with 45 Level 3 credits at Merit or above to include modules in relevant science subjects
* Successful completion of the University of Huddersfield Science Extended degree course
* Applications are also welcomed from mature candidates capable of benefiting from the course

The International English Language Testing System (IELTS) tests competence in the English language. Applicants who have qualified outside of the UK, whose first language is not English and who are not nationals of a country within the European Economic Area (EEA) or Switzerland, must provide evidence that they have reached the necessary standard. HCPC registration requires a minimum of level 7 of the IELTS, with no element below 6.51.

Full details of entry requirements are given in the University prospectus and on the web site.

**17 METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND**

**STANDARDS OF TEACHING AND LEARNING**

* There is a comprehensive framework for the monitoring and improvement in quality and standards.
* The School of Applied Sciences Board monitors quality and standards, with a devolved responsibility being taken by the School Teaching and Learning Committee. The Biology Suite Course Committee manages the courses. This is a sub-committee of the School Board. The Course Committee considers all feedback and evaluation.
* **Student Feedback** is an integral part of course evaluation and improvement. Students provide feedback through a variety of means including formal module and course evaluation questionnaires, the Student Panel and membership of the Course Committee.
* **Employer Feedback** is sought through feedback questionnaires involving employers of our graduates and through monitoring from placement providers.
* **External Examiners** provide evaluation of the standards achieved by the students. The course team is required to formally respond to comments raised by External Examiners and to report on progress made in addressing any areas on concern.
* All forms of feedback, including a review of progression and completion rates are included in the annual course monitoring report. This is considered through the process of annual evaluation of courses and enables areas of weakness to be identified and clear action plans to be determined and monitored. The School has introduced a rigorous module review process that is undertaken by Year Tutors prior to annual evaluation to ensure necessary changes to modules can be implemented immediately. In addition to the annual monitoring processes the University organises a quinquennial review at school level.

**18 REGULATION OF ASSESSMENT**

**Assessment rules and honours classification**

The university regulations for awards can be found at the following link:

<https://www.hud.ac.uk/media/universityofhuddersfield/content/documents/registry/regulationsandpolicies/awardsregulations/Full%20Handbook%20August%202016.pdf>

**Role of External Examiners**

External Examiners are appointed by the School Board and approved by the University Teaching and Learning Committee. The role of the External Examiners is to ensure academic and professional standards are maintained through:

* The review of coursework and examinations.
* Attendance at the Course Assessment Board.
* External Examiners’ report to the University.

**19 INDICATORS OF QUALITY AND STANDARDS**

# Appendix 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Learning Outcome** | SFB1003 | SFB1004 | | SFB1006 | | SFB1008 | | SFB1010 | | SFB1011 | |  | | | SIB2001 | | SIB2002 | | SIB2003 | | SIB2006 | | SIB2015 | | SIB2016 | SIB2017 |  | SHB4001 | SHB4007 | SHB4012 | SHB4019 | SHB4021 |  |  |  |
| 1 | X | X | | X | |  | |  | | X | |  | | | X | | X | |  | | X | | X | |  |  |  | X | X | X | X | X |  |  |  |
| 2 |  | X | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X | X | X | X | X |  |  |  |
| 3 |  |  | |  | |  | |  | |  | |  | | |  | | X | |  | | X | | X | |  |  |  | X | X |  |  | X |  |  |  |
| 4 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X | X | X | X | X |  |  |  |
| 5 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X | X |  |  | X |  |  |  |
| 6 | X | X | | X | |  | |  | | X | |  | | |  | | X | |  | | X | | X | |  |  |  | X |  |  |  | X |  |  |  |
| 7 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  |  |  |  |  | X |  |  |  |
| 8 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 9 | X | X | | X | |  | |  | | X | |  | | |  | | X | |  | | X | | X | |  |  |  | X | X |  |  | X |  |  |  |
| 10 | X | X | | X | |  | |  | | X | |  | | |  | | X | |  | | X | | X | |  |  |  | X |  |  |  | X |  |  |  |
| 11 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X |  |  |  | X |  |  |  |
| 12 |  | X | | X | |  | | X | |  | |  | | | X | |  | |  | | X | |  | |  |  |  | X | X | X | X | X |  |  |  |
| 13 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X |  |  |  | X |  |  |  |
| 14 |  |  | | X | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X |  |  |  | X |  |  |  |
| 15 |  |  | |  | |  | | X | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  |  | X |  |  |  |
| 16 |  |  | | X | |  | | X | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X | X |  |  |  |  |  |  |
| 17 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X | X |  |  | X |  |  |  |
| 18 |  |  | |  | |  | | X | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  | X |  |  |  |  |
| 19 |  |  | |  | |  | | X | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 20 |  |  | |  | |  | | X | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  | X |  |  |  |  |
| 21 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 22 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |  |
| 23 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |  |
| 24 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |  |
| 25 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |  |
| 26 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| **Learning Outcome** | SFB1003 | SFB1004 | | SFB1006 | | SFB1008 | | SFB1010 | | SFB1011 | |  | | | SIB2001 | | SIB2002 | | SIB2003 | | SIB2006 | | SIB2015 | | SIB2016 | SIB2017 |  | SHB4001 | SHB4007 | SHB4012 | SHB4019 | SHB4021 |  |  |  |
| 27 |  |  | |  | |  | | X | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 28 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 29 |  |  | |  | |  | | X | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 30 |  |  | |  | |  | | X | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 31 | X | X | | X | | X | |  | | X | |  | | |  | | X | | X | | X | | X | | X | X |  |  | X | X | X | X |  |  |  |
| 32 | X | X | | X | | X | |  | | X | |  | | |  | | X | | X | | X | | X | |  | X |  |  |  |  |  | X |  |  |  |
| 33 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | | X | |  |  |  | X |  |  | X | X |  |  |  |
| 34 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | | X | | X |  |  |  |  |  |  | X |  |  |  |
| 35 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X | X |  | X | X |  |  |  |
| 36 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | | X | | X |  |  |  |  |  | X | X |  |  |  |
| 37 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | | X | |  | |  |  |  | X |  |  | X | X |  |  |  |
| 38 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  |  | X |  |  | X |  |  |  |
| 39 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  |  | X |  |  |  |  |  |  |
| 40 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 41 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X |  |  |  | X |  |  |  |
| 42 | X | X | | X | | X | |  | | X | |  | | |  | | X | | X | | X | | X | | X | X |  | X | X | X | X |  |  |  |  |
| 43 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X | X |  | X |  |  |  |  |
| 44 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X |  | X | X |  |  |  |  |
| 45 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  |  | X |  |  |  |
| 46 |  |  | |  | | X | |  | |  | |  | | |  | |  | |  | |  | | X | |  | X |  | X |  |  |  | X |  |  |  |
| 47 |  |  | |  | |  | |  | |  | |  | | | X | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 48 |  |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |  |
| 49 |  |  | | X | |  | |  | |  | |  | | |  | |  | |  | | X | |  | |  |  |  |  |  |  |  | X |  |  |  |
| 50 | X |  | |  | | X | |  | |  | |  | | |  | | X | |  | |  | |  | |  | X |  |  |  |  | X | X |  |  |  |
| **Learning Outcome** | SFB1003 | | SFB1004 | | SFB1006 | | SFB1008 | | SFB1010 | | SFB1011 | |  | SIB2001 | | SIB2002 | | SIB2003 | | SIB2006 | | SIB2015 | | SIB2016 | | SIB2017 |  | SHB4001 | SHB4007 | SHB4012 | SHB4019 | SHB4021 |  |  |  |
| 51 |  | | X | |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 52 | X | |  | |  | |  | |  | |  | |  |  | |  | | X | |  | |  | |  | | X |  |  | X |  |  |  |  |  |  |
| 53 | X | |  | |  | |  | |  | |  | |  |  | |  | | X | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 54 |  | |  | |  | |  | |  | |  | |  |  | |  | |  | |  | | X | | X | |  |  |  |  |  | X |  |  |  |  |
| 55 |  | |  | |  | |  | |  | |  | |  | X | |  | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 56 |  | |  | |  | | X | |  | |  | |  |  | |  | |  | |  | | X | |  | |  |  |  |  |  | X |  |  |  |  |
| 57 |  | |  | |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |  | | X |  |  |  | X | X |  |  |  |  |
| 58 |  | |  | |  | |  | |  | | X | |  |  | |  | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 59 |  | |  | |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |  | |  |  |  |  |  | X |  |  |  |  |
| 60 |  | | X | |  | |  | |  | | X | |  |  | |  | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 61 |  | |  | |  | |  | |  | |  | |  |  | | X | |  | |  | |  | | X | |  |  |  |  |  |  | X |  |  |  |
| 62 |  | |  | |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |  | |  |  |  |  |  |  | X |  |  |  |
| 63 |  | |  | |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |  | | X |  |  |  |  | X | X |  |  |  |
| 64 |  | |  | |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |  | | X |  |  |  |  |  |  |  |  |  |
| 65 |  | |  | |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |  | | X |  |  |  |  |  |  |  |  |  |
| 66 |  | |  | |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |  | |  |  |  | X |  |  |  |  |  |  |
| 67 |  | |  | |  | | X | |  | |  | |  |  | |  | |  | |  | | X | |  | |  |  |  |  | X |  |  |  |  |  |