UNIVERSITY OF
WOLVERHAMPTON

School of Applied Sciences

Department of Biomedical Science & Physiology

Postgraduate courses

in

Biomedical Science

MSc Biomedical Science (generic)
MSc Biomedical Science (Cellular Pathology)
MSc Biomedical Science (Clinical Biochemistry)
MSc Biomedical Science (Haematology)
MSc Biomedical Science (Medical Microbiology)

Course Guide

2012/13
This version is valid for the current academic year.
The University reserves the right to change details in this guide without notice

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POSTGRADUATE PROGRAMMES IN BIOMEDICAL SCIENCE
COURSE Guide 2011-2012
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1. WELCOME TO THE POSTGRADUATE PROGRAMMES IN BIOMEDICAL SCIENCE

Courses and Routes:
PG Certificate/PG Diploma Biomedical Science (full time or part-time, as interim or final awards)
MSc Biomedical Science
Full-time & Part-time generic MSc Biomedical Science
or with specialist routes leading to:
MSc Biomedical Science (Clinical Biochemistry)
MSc Biomedical Science (Cellular Pathology)
MSc Biomedical Science (Haematology)
MSc Biomedical Science (Medical Microbiology)

The staff of the Department of Biomedical Science and Physiology and School of Applied Sciences welcome you to the University for what may be your first experience of post-graduate studies. The Course Team aim to make your time with us not only demanding and interesting but also a valuable step in your career.

The courses offer a wide range of routes and courses available from postgraduate certificate through to the innovative doctorate of professional practice.

The MSc in Biomedical Science at the University of Wolverhampton is a long-established (25 years) programme which has been a valuable career-development qualification for hundreds of students over this period. The course now features the addition of specialist routes for both full-time and part-time students (we hope in the near future to introduce the option to study part-time for an MSc in a specialist discipline of Biomedical Science). More detail is given about these in the subsequent sections of this guide. Admission to the MSc programmes requires applicants to hold a minimum 2ii Honours degree in Biomedical Science or equivalent. Other qualifications may be considered if the applicant can demonstrate an appropriate background of study at an equivalent level and/or professional experience (this latter situation will be evaluated by the School of Applied Sciences APA committee).

All of the courses are offered in both full-time and part-time modes and the course matrices shown later illustrate the two modes of study. You will see that there are slight differences in the recommended module choices available in the different modes (and according to the chosen route). These differences anticipate your likely experience and qualifications and your expected requirements. However, whether you are a full-time or part-time student the aim is to provide flexibility and the Course Team are happy to discuss alternative schemes, subject to timetabling constraints and the demands of professional accreditation.

The MSc courses in Biomedical Science are advanced courses in the field which are designed to further develop your knowledge and research-based understanding of it. As such they can be a

valuable enhancement to those who are already working as registered Biomedical Scientists and will provide advanced training for those who have yet to attain registration. Students should note however that the courses,whilst being accredited by the IBMS (Institute of Biomedical Science) do not lead directly to registration (see below) – and indeed this applies to all accredited postgraduate Biomedical Science courses in the UK. The courses therefore do <u>not</u> provide a <u>direct</u> opportunity for employment as a registered Biomedical Scientist. However there are widespread employment opportunities afforded by successful completion of the MSc including in the Pharmaceutical Industry, in Biomedical Research and, once registration is separately attained, in hospital Biomedical Science laboratories.

<u>Professional Bodies and Registration</u>

The Institute of Biomedical Science (IBMS) verifies professional competence against the Health Professions Council's Standards of Proficiency. The Institute then awards a Certificate of Competence that can be presented as part of an application to the Health Professions Council (HPC) to register as a biomedical scientist. The recommended route to registration is to graduate with honours from an accredited undergraduate degree [coterminus], where the award of the degree and the Certificate of Competence can be simultaneous. The Certificate of Competence can be alternatively attained by undertaking education accepted by the Institute **and** an IBMS Registration Training Portfolio. If your undergraduate award was not an Institute accredited BSc (Hons), i.e. **not** included in the list held on the IBMS website, you will need to submit your non-accredited degree programme to the IBMS for assessment. Subsequent to the assessment, candidates may be required to undertake supplementary education from an IBMS accredited **undergraduate degree** to satisfy the educational requirements of the HPC *Standards of Proficiency*. Practitioners of biomedical science, who have qualified **and practised** in a laboratory abroad, should apply directly to the Health Professions Council (HPC) for admission to the register via their 'international route' rather than through the IBMS.

Within the current membership structure, IBMS accredited masters awards act as one of the entry criteria for the Higher Specialist Diploma examination. Masters level qualifications also enable eligible members of the Institute to be recognised as Chartered Scientists.

Part-time and Full-time modes of study:

Full time MSc students: The taught modules of the courses extend over one academic year with the project normally completed over the Summer.

Part time MSc students: Many part-time students will wish to complete their course in the minimum two years but we do realise that this may not always be possible. Indeed, the most likely minimum completion period for part-time students in employment is five semesters allowing time for submission and assessment of the research project. For part-time students seeking future employment we can plan programmes of study over three or four semesters. The courses are therefore designed to be flexible and can be spread over a longer or shorter time to suit your personal circumstances. Please consult us about any changes you wish to make and we will be very willing to advise and negotiate a personal timetable that suits your individual needs.

However, you must enrol with the University in each year you are submitting work for assessment and once you have registered for any module you must complete it in the same semester (or academic year for year-long modules). Please note that we recommend that you register for the project module in the academic year in which you expect to submit, not when you plan to start (if you are doing so in the preceding academic year).

Finally, it is important for postgraduate students to join in the social life of the University in the same way as undergraduates, and to balance these activities with the demands of academic study. Full-time students have many opportunities for this, but we recognise that it can be more difficult for part-time students who have to meet the additional demands of employment. Despite this we feel it is important that all students appreciate that they are full members of the University and fully entitled to take part in the wide range of extra-mural activities available through the Students' Union.

We wish you every success in your studies.

Professor Paul Nelson (Course leader for MSc Biomedical Science)
Dr Simon Dunmore (Postgraduate programmes manager)

COURSES AND ROUTES

What is a Course?
When you arrive at university will you be enrolled onto a postgraduate Course (programme) in Biomedical Science. Your course will be defined further by a specific Course Title, for example MSc Biomedical Science, MSc Biomedical Science (Clinical Biochemistry) etc. Students completing certain stages of the course will be entitled to interim awards of PostGraduate Certificate (PGC) after 60 credits of level four (new level seven) study and PostGraduate Diploma (PGD) following 120 credits of study at level four (new level seven) and so on up to MSc.

What is a Route?
A route is best described as the defined list of modules that you must study for your course. Rules will define the exact requirements of individual routes. Your mode of study will also be important in defining your course. For example, some students will study in a part time mode. The modules and rules will be given in an unique course for that award and mode of study.

HOW TO USE THIS HANDBOOK

The Course Handbook provides a quick reference guide to the rules and regulations of your chosen course programme.

All the basic information which the Course Teams think you need for your period of study at the University of Wolverhampton is summarised and included in this Course Handbook. Keep the booklet to hand at all times - the format should make it easy for you to find the answers to your general questions about the operation of the course. More detailed day to day information about the course is contained in the individual module guides issued each semester for each of the modules you undertake. These give definitive information on important aspects of a module – including syllabus and details of assessment. Read all these very carefully - as mature post-graduate students taking substantial responsibility for your own studies we will assume that you have familiarised yourself with all aspects of your course at each stage. Both the Course Handbook and individual module guides are available on-line on the WOLF (Wolverhampton On-Line Framework) system, accessible for registered students from the University Web-page (www.wlv.ac.uk). WOLF also provides a range for further support for the module including timetables of classes, lecture notes, assignment details etc. Please note that you will usually need to be registered for a module before you can access the WOLF topic for that module.

If you have any general queries please approach either the Course Leader or another member of the course team (see below), while queries relating to individual modules should be addressed to the appropriate Module Leader. The staff list and the section on counselling will help you to choose the right person. We recommend that you use e-mail as much as possible to contact staff. If you wish to make an appointment with a member of staff this can be done via the SAMS system which will be explained to you at induction (you can also contact the SAS Student Support Office for further information about SAMS and for other support issues relating to your studies).

Module Guides are available from WOLF under the relevant topic or from the SAS Student Portal topic. As mentioned above, the guides are important and not only indicate the exact scope of the module and the range of topics covered but also define the assessment rules and show an assessment timetable. Each module is assessed differently and it is important to check this right at the beginning and match your studies to the assessment programme. It is highly recommended that you maintain a diary containing all assessment dates and other information to facilitate this planning process. Failure to submit work on time usually incurs penalties (see later) but if you have difficulties with deadlines please see your tutor.

2.   ABOUT YOUR COURSE

Post-graduate qualifications are now needed for career advancement in many areas of science and the MScs in Biomedical Science and specialist disciplines at Wolverhampton were designed to suit this purpose. The table below is from the IBMS website (http://www.ibms.org/go/education-development:professional-qualification) detailing the Institutes examination structure and its relationship to its membership structure and external academic awards:

HCS Career Framework Stage		Membership Class	Additional optional qualifications
9	**Professional Doctorate**		
8	**Advanced Specialist Diploma** ↑	Fellow	
7	**Higher Specialist Diploma*** ↑ MSc	Member	Diploma of Expert Practice & Certificate of Expert Practice
6	**Specialist Diploma*** ↑	Licentiate	
5	**Certificate of Competence** ↑ BSc (Hons) Biomedical Science		

The syllabus and teaching methods of post-graduate courses in Biomedical Science at the University of Wolverhampton have been chosen to provide each student with the skills to keep

abreast of advances in rapidly developing areas of science and to apply them to practical problems. A fundamental aim of the MSc course is to provide a professionally recognised qualification at post-graduate level for biomedical laboratory staff and for those in related professions.

All Biomedical Science courses at the University of Wolverhampton are modular in structure. A module is a separately assessed part of your course programme, successful completion of which carries 20 (or 60 in the case of research projects) level 7 credits, each credit representing 10 hours of student study time respectively. Postgraduate modules are taught within the new four teaching blocks (or "terms") allocated by the University. These blocks run (approximately) as follows: Block (term) 1: October-December; Block 2: January-March; Block 3: April-June; Block 4: July-September (the postgraduate academic calendar for the current acadmic year is shown below – this varies slightly from year to year depending on the position of Easter).

All taught modules normally comprise 8 weeks of teaching plus around 2 weeks for revision and assessment (exams) and are timetabled within the four postgraduate teaching blocks. Projects and level 8 modules are generally not confined to the semester system because post-graduate courses operate over a full calendar year. All modules are available to Associate Students subject to appropriate prerequisites, and some are also offered for the purpose of Continuing Professional Development for practising Biomedical Scientists.

There are 5 possible routes through the MSc available in both full-time and part-time modes. These are the generic MSc in Biomedical Science and the four specialist routes in Cellular Pathology, Clinical Biochemistry, Haematology and Medical Microbiology. The generic route allows you to study across the range of disciplines in Biomedical Science whilst the specialist routes allow you to concentrate especially on an area of Biomedical Science that is of interest and of career relevance to you by focusing 90 of your 180 credits of MSc study in the specialist area (60 credits of the research project plus a further 30 credits of modules being taken in the specialist discipline).

Finally, the course operates in accordance with University Postgraduate Regulations approved by Academic Board. Care has been taken to ensure that the information in this document is correct but all courses evolve and changes may be made from time to time. The University reserves the right to make changes without advance notice.

POSTGRADUATE ACADEMIC CALENDAR 2012/13

Week commencing	Teaching Blocks
15 October 2012	PG Block 1 Induction
22 October 2012	PG Block 1 Teaching begins
10 December 2012	
17 December 2012	PG Block 1 Teaching ends (21

Week commencing	Teaching Blocks
	December)
Saturday 22 December 2012 – Wednesday 2 January 2013	University CLOSED
7 January 2013	Revision Week for PG Block 1
14 January 2013	Assessment Week (PG modules)
21 January 2013	PG Block 2 Teaching begins
28 January 2013	
18 March 2013	PG Block 2 Teaching ends (22 March)
25 March 2013	Good Friday 29 March - CLOSED
1 April 2013	Easter Monday – 1 April CLOSED Tues 2 April CLOSED
8 April 2013	Revision Week for PG Block 2
15 April 2013	Assessment week for PG Block 2
22 April 2013	PG Block 3 Teaching begins
17 June 2013	PG Block 3 Teaching ends
24 June 2013	Revision Week for PG Block 3
1 July 2013	Assessment Week for PG Block 3
8 July 2013	PG Dissertation Block begins
22 July 2013	
29 July 2013	
26 August 2013	
2 September - 9 September 2013	
30 September 2013	Deadline for submission of PG Dissertations (2012/13 students)

THE MAIN FEATURES OF THE COURSE PROGRAMMES

MSc programme:

1. Rapidly advancing areas of biomedical sciences are included: Clinical Immunology and Molecular Genetics and Genomics cover the important cross-disciplinary area of molecular biology.

2. Principles of Integrated Biomedical Science considers the underlying biology of disease states to enable a broader understanding of interdisciplinary approaches in their diagnosis and treatment.

3. The Specialist taught modules and Specialist Study Modules provide opportunities for work at the forefront of at least one biomedical speciality.

4. Research Methods in Biomedical Science and its sister module Approaches to Research in Biomedical Science cover research design and methodology, and statistics and data handling in addition to useful transferable skills and is ideal preparation for the research project modules.

More information on all modules is given in the module guides.

COURSE AIMS

The MSc Biomedical Science courses have the following aims:

Generic route: To develop a systemic understanding of the knowledge base in the key disciplines in Biomedical Science; this generic route will be of particular value to students who wish, or need, to have a broad-based MSc in Biomedical Science

Specialist routes: To develop a systemic understanding of the knowledge base in the key disciplines in Biomedical Science and to provide those taking these routes with a specific in-depth understanding of the specialist area (Cellular Pathology, Clinical Biochemistry, Haematology or Medical Microbiology)

All routes:

To assimilate information and draw conclusions from current research findings.

To develop a comprehensive understanding of current laboratory techniques and appreciate the current limitations and problems with diagnostic techniques in current practice and consider solutions.

To be critically aware of recent developments within professional practice and professional body requirements in Biomedical Science

To foster the development of key skills needed for employment in situations requiring the exercise of initiative, personal responsibility, and decision making in complex and unpredictable situations.

This course has the following benefits:

•   The MSc is accredited by the Institute of Biomedical Science *(NB the accreditation for the revised 20 credit course is pending at the time of writing)*
•   There is a wide range of career opportunities afforded by the MSc including those in a variety of NHS and private pathology laboratories, in the pharmaceutical industry and in research (including further study towards PhD and Doctorate of Biomedical Science qualifications)

3.   HOW THE COURSES ARE MANAGED.

The course is under the day to day control of the Course Teams who are responsible to Head of the Department of Biomedical Science and Physiology the Dean of School. A course committee with student representation meets once per year and its main function is to discuss issues and identify and resolve problems which affect the quality and smooth running of the courses. Minutes of the course committee meetings are available the WOLF "PG Biomedical Science Awards" topic.

Feeding back your views: Student matters are included on the agenda for each meeting and student representatives (one from each year of the part-time course and one from the full-time course) are members of the committees – contact details of the current representatives are the WOLF "PG Biomedical Science Awards" topic. The role of your student representative is important in giving the staff insight into your views of your respective Course. At the end of each year the student representatives are requested to produce a report which is included in the Course Annual Report.

Because the courses are modular, the module teams are your day to day contact with University staff and you should discuss any academic problems with them. Each module has a module leader who administers the module and should be able to resolve any problems arising within it. The appropriate Course Tutor (see later) is the first point of contact to deal with problems which are not specific to the subject material of a module.

Most modules contain some continuous assessment with an end of module exam at the end of the relevant teaching block, while some are entirely continuously assessed. Resit examinations are held once a year, normally during the first week in July. Module results are confirmed by the School of Applied Sciences Postgraduate **Module Results Board** which meets after each block's final module assessments. Confirmation of successful completion of an course takes place at an **Award Board** which meets in July and September. The Course Team, module leaders and

external examiners attend Subject and Award boards which are usually chaired by the Associate Dean of School.

COURSE MANAGEMENT
The MSc Course Team:

		ext:	*email:*
Course Leaders:	**Prof P Nelson**	**1140**	**P.N.Nelson@wlv.ac.uk**
	Dr S Dunmore	**1128**	**S.Dunmore@wlv.ac.uk**
Postgraduate courses manager	**Dr S Dunmore**	**1128**	**S.Dunmore@wlv.ac.uk**
Professional Liaison (IBMS/HPC):	**Ms S Smith**	**1149**	**S.Smith2@wlv.ac.uk**
Head of Department	**Dr R Shiner**	**1124**	**R.A.Shiner@wlv.ac.uk**
Research Institute in Healthcare Science (RIHS) Director (& Dean of SAS)	**Prof J Darling**	**2136 (PA)**	**J.Darling@wlv.ac.uk**

NB If the matter is urgent and you are not able to speak to your personal tutor, either course leader listed above can deal with your query, sign Registry forms etc. You can also contact the SAS Student Support Office for help.

Module Leaders:

Module Code	MODULE	Leader	Tel Ext	Email (follow by @wlv.ac.uk)
7BC002	**Molecular Genetics & Genomics**	**Dr M Whitehead**	**2154**	**M.Whitehead**
7BM001	**Clinical Biochemistry**	**Dr S Dunmore**	**1128**	**S.Dunmore**
7BM002	**MSc Research Project**	**Dr I Nicholl**	**1128**	**I.D.Nicholl**
7BM003	**Principles of Integrated Biomedical Science**	**Dr S Perera**	**1140**	**S.A.Perera**
7BM004	**Clinical Immunology**	**Dr S Perera**	**1140**	**S.A.Perera**
7BM005	**Medical Microbiology**	**Dr S Perera**	**1140**	**S.A.Perera**
7BM006	**Diagnostic Cellular Pathology**	**Ms S Smith**	**1149**	**S.Smith2**

7BM007	Haematology	Dr J Vickers	1136	J.Vickers
7BM008	Specialist Study Module 1	Dr J Vickers	1136	J.Vickers
7BM009	Specialist Study Module 2	Dr J Vickers	1136	J.Vickers
7BM010	Research Methods in Biomedical Science	Prof P Nelson	1128	P.Nelson
7BM011	Approaches to Research in Biomedical Science	Prof P Nelson	1128	P.Nelson

All 'phone extensions can be accessed externally by direct dial: prefix (01902) 32(extension #}

3.1   COUNSELLING AND PLANNING YOUR COURSE

Course Tutors

Students are allocated a personal tutor (from the course team listed above) who takes responsibility for academic counselling and other aspects of progress whilst studying at the University. Academic counselling is offered on an individual basis at the start of each semester and at other times by appointment.

Module Selection

The module selection will depend on the route chosen The modules available by route and the study options are laid out in the section on Course structure (3.2).

At the start of each teaching block/term you will have the opportunity to discuss the modules available with a member of your Course Team. Once you have registered for a module in a given term (or year in the case of year-long modules) you must satisfactorily complete the module in the same term (/year) unless you can demonstrate acceptable mitigating circumstances. If there are errors in your module selection and/or changes have been discussed and agreed with your tutor, you should obtain a module amendment form from Evision and have the completed form signed by your course leader or tutor before submitting to Registry in MD block. There are clearly laid down procedures for obtaining approval for late submission of assignments and for illness or other mitigating circumstances affecting academic performance, including absence from examinations (see later). All students must familiarise themselves with these procedures and follow them at all times.

Academic and Personal Counselling

Academic counselling is offered to all students at the commencement of the course and at regular intervals thereafter. In addition, from time to time all students experience personal problems which may affect their studies. These will be dealt with sympathetically by the course

team who will offer any help that they can in seeking a solution. If you find yourself in this situation please do not hesitate to seek assistance. The University offers counselling and advisory services which are available to all students. The initial point of contact is normally the designated Course Tutor who will introduce you to the appropriate university service if the problem cannot easily be resolved.

If you have any academic problems, or other problems affecting your performance on a module, these are usually solved by direct discussion between student(s) and the specialist lecturer or module leader. If this does not resolve the matter you are advised to contact your Course Tutor who will attempt to mediate. If this is not successful then an appointment with the Postgraduate Coordinator or the Dean/Associate Dean can be arranged. University procedures are available for the resolution of more intractable problems. The Student Support Office can advise about this.

3.2   COURSE STRUCTURES

The University of Wolverhampton operates postgraduate modular courses within a 4 term (teaching block) system. There are four terms in each academic year, each of 10 weeks duration. Part-time students normally study one (occasionally two) 20 credit level 7 modules per term; full-time students study two or sometimes 3 modules per term, but most undertake no more than 40 credits per term. In addition, projects are undertaken by all Masters students. Projects for full-time students normally run from term 3 (April) to the end of term 4 (September); for part-time students there is more flexibility (see the individual module guide for more detail).

Staged awards are available for each programme: Post-Graduate Certificate (PGC), Post-Graduate Diploma (PGD) Biomedical Science, and Master of Science (MSc) in Biomedical Science (generic or in a Specialist Route). All are modular courses with credits awarded at Masters level: 60 credits are required for the award of a PGC in Biomedical Science, 120 credits for PGD Biomedical Science and 180 credits for MSc. Each Level 7 credit represents approximately 10 hours work on the part of the student, so a 20 credit Level 7 module represents around 20 hours of study per week for one term/teaching block (approximately 200 hours in total).

Full-time and part-time options are available for all of the routes and the recommended module choice is slightly different for each. This is to meet the predicted needs and backgrounds of the two groups of students. Postgraduate students are expected to be highly motivated and intellectually curious, and the pairing of full-time and part-time students for group activities will help to broaden the outlook of both groups.

The Part-Time Route

This route is designed primarily for students in full time employment in biomedical science and the taught modules of the MSc can normally be completed in two years of attendance at the University for one day per week, (an additional one or two terms may be required to complete

the project at the workplace). Most part-time students will have relevant professional experience and for this reason the Course modules encourage integration of academic and professional environments through literature reviews, projects, group work and assignments related to your specialist experience.

Unless otherwise indicated, all part-time students in employment in biomedical laboratories will follow one of the prescribed routes shown in section 3.3. The normal two to three calendar years of study for the MSc degree may be extended if required up to a maximum of four years.

Other options are available and can be discussed with your tutor at the start of each semester.

The Full-Time Route

The majority of full-time students have mainly academic backgrounds with limited professional experience and the recommended module options should lead to a range of career opportunities. These options will be discussed during academic counselling. The teaching and learning strategies enhance the professional relevance of the course and provide a broadening experience by interaction with part-time students.

All full time students are encouraged to make full use of the University Careers Service. Early consideration of employment options is encouraged, and all students should engage in career planning in full consultation with Careers Advisors.

Modules Available

Two types of module are available within the Course structure:

1. *Core modules*
   These are modules which must be successfully completed in order to qualify for a particular award (see below).

2. *Option modules*
   These are modules from which a certain number must be selected and passed.

Postgraduate Certificate in Biomedical Science:

This may be awarded for the study of any 60 credits of modules (excluding the project)

NB approval of PGC(at this or any University) by IBMS as supplementary education to fulfil the HPC Standards of Proficiency 3.1a is not usually acceptable You are advised to contact the IBMS about this and to obtain an assessment of your current qualifications.

Postgraduate Diploma in Biomedical Science

For the Award of a PGDip in Biomedical Science students will have successfully completed a total of 120 level 7 credits which may, or may not, include the project.

MSc in Biomedical Science (generic)
Awarded on successful completion of the programme as shown below.

MSc in Biomedical Science(specialist route)
Awarded on successful completion of the programme as shown below.

Class Contact and Student Study Hours

For any taught module, class contact would not normally exceed four hours in any week. In line with the University Masters regulations, the total of class contact plus independent student study hours will average 20 hours per week for any taught 20 credit module. Specific details of how the hours are constituted are shown in individual module guides.

3.3 COURSE MATRICES

Course matrices for the MSc are shown below in the table in section A. Each matrix shows eight taught modules (120 credits) which when combined with the Research Project (60 credits) give a total of 180 credits for the award of the MSc degree. The Matrix for the Doctor of Biomedical Science is shown in section B. There are a total of 540 credits comprising the Doctorate, 180 of which are by APA of the entry-qualifying MSc. The level 8 module credits are divided up as 180 credits of doctoral research project and a further 180 credits covering evidence-based practice and your own practice evaluation.

Students will be directed to appropriate options depending on their entry qualifications and academic background

MSc BIOMEDICAL SCIENCE PROGRAMMES

Students may take the following routes:

MSc Biomedical Science – generic
MSc Biomedical Science (Medical Microbiology)
MSc Biomedical Science (Clinical Biochemistry)
MSc Biomedical Science (Cellular Pathology)
MSc Biomedical Science (Haematology)

Module codes, names and term running

Module Code	MODULE	Teaching Block/term
7BC002	Molecular Genetics & Genomics	1
7BM001	Clinical Biochemistry	2
7BM002	MSc Research Project	3&4 (1-4 year 2 p/t)
7BM003	Principles of Integrated Biomedical Science	1
7BM004	Clinical Immunology	3
7BM005	Medical Microbiology	2
7BM006	Diagnostic Cellular Pathology	3
7BM007	Haematology	3
7BM008	Specialist Study Module 1	2&3
7BM009	Specialist Study Module 2	2&3
7BM010	Research Methods in Biomedical Science	2
7BM011	Approaches to Research in Biomedical Science	2

TABLE 1: MSc Biomedical Science – generic

Full-time structure

Block 1	Block 2	Block 3	Block 4
7BM003	7BM010	7BM004	
7BC002	7BM001** or 7BM005**	7BM007** or 7BM006**	
			7BM002

**student on this route must take at least two of these specialist taught modules

Part-time structure – Year 1

Block 1	Block 2	Block 3	Block 4
7BM003	7BM001** or 7BM005**	7BM004	

Part-time structure – Year 2

Block 1	Block 2	Block 3	Block 4
7BC002	7BM010	7BM007** or 7BM006**	
			7BM002 (up to end of block 1 year 3)

**students on this route must take at least two of these specialist taught modules

TABLE 2: MSc Biomedical Science (Medical Microbiology)

Full-time structure

Block 1	Block 2	Block 3	Block 4
7BM003	7BM011	7BM004	
7BC002	7BM005	7BM008 or 7BM009**	
			7BM002**

**students on this route must take a specialist study module (7BM008 or 7BM009) and project (7BM002) in an approved subject relevant to Medical Microbiology)

Part-time structure – Year 1

Block 1	Block 2	Block 3	Block 4
7BM003	7BM005	7BM004	

Part-time structure – Year 2

Block 1	Block 2	Block 3	Block 4
7BC002	7BM011	7BM008 or 7BM009**	
			7BM002 **(up to end of block 1 year 3)

**students on this route must take a specialist study module (7BM008 or 7BM009) and project (7BM002) in an approved subject relevant to Medical Microbiology)

TABLE 3: MSc Biomedical Science (Clinical Biochemistry)

Full-time structure

Block 1	Block 2	Block 3	Block 4
7BM003	7BM011	7BM004	
7BC002	7BM001	7BM008 or 7BM009**	
			7BM002**

**students on this route must take a specialist study module (7BM008 or 7BM009) and project (7BM002) in an approved subject relevant to Clinical Biochemistry)

Part-time structure – Year 1

Block 1	Block 2	Block 3	Block 4
7BM003	7BM001	7BM004	

Part-time structure – Year 2

Block 1	Block 2	Block 3	Block 4
7BC002	7BM011	7BM008 or 7BM009**	
			7BM002** (up to end of block 1 year 3)

****students on this route must take a specialist study module (7BM008 or 7BM009) and project (7BM002) in an approved subject relevant to Clinical Biochemistry)

TABLE 4: MSc Biomedical Science (Cellular Pathology)

Full-time structure

Block 1	Block 2	Block 3	Block 4
7BM003	7BM011	7BM004	
7BC002	7BM008 or 7BM009**	7BM006	
			7BM002**

****students on this route must take a specialist study module (7BM008 or 7BM009) and project (7BM002) in an approved subject relevant to Cellular Pathology)

Part-time structure – Year 1

Block 1	Block 2	Block 3	Block 4
7BM003	7BM008 or 7BM009**	7BM004	

Part-time structure – Year 2

Block 1	Block 2	Block 3	Block 4
7BC002	7BM011	7BM006	
			7BM002** (up to end of block 1 year 3)

****students on this route must take a specialist study module (7BM008 or 7BM009) and project (7BM002) in an approved subject relevant to Cellular Pathology)

TABLE 5: MSc Biomedical Science (Haematology)

Full-time structure

Block 1	Block 2	Block 3	Block 4
7BM003	7BM011	7BM004	
7BC002	7BM008 or 7BM009**	7BM007	
			7BM002**

**students on this route must take a specialist study module (7BM008 or 7BM009) and project (7BM002) in an approved subject relevant to Haematology)

Part-time structure – Year 1

Block 1	Block 2	Block 3	Block 4
7BM003	7BM008 or 7BM009**	7BM004	

Part-time structure – Year 2

Block 1	Block 2	Block 3	Block 4
7BC002	7BM011	7BM007	
			7BM002** (up to end of block 1 year 3)

**students on this route must take a specialist study module (7BM008 or 7BM009) and project (7BM002) in an approved subject relevant to Haematology)

MSc PROJECT MODULE & ARRANGEMENTS FOR APPROVAL

BM4025 MSc Research Project

The research project provides experience of carrying out a research project at advanced level and should result in a report which is of publishable quality. Projects should normally be laboratory based although appropriate "audit" or systematic review/meta-analysis projects may also be accepted. In the case of part-time students the project will normally be work-based on a topic, approved to be of Master's standard by the Validation Committee, which is of interest to the employing laboratory and supervised jointly by them in conjunction with the University; the project results and report should be of value to the employer. The Validation Committee approves the supervision arrangements which are set out in a learning contract.The workplace supervisor acts as the main supervisor and will be an experienced research supervisor and/or have taken an approved supervisor's training programme. Full-time students will normally undertake projects in association with one of the established research groups of the University (usually in the Research Institute for Healthcare Sciences), but may if they wish negotiate suitable topics to be investigated in other approved laboratories, subject to the approval of both the laboratory and the Validation Committee. NB If you are studying for a specialist route or award your project must be approved by the Validation Committee or Module Leader as being situated within the appropriate discipline namely:

- haematology
- clinical biochemistry
- cellular pathology
- medical microbiology

3.5   ASSESSMENT AND AWARD

The course follows the standard University of Wolverhampton Academic Principles and Regulations, particularly with regard to APA (APEL) credit and operates within the University's Postgraduate degree regulations (see section 5 below).

The award is based on credit accumulation, and a Masters Degree in Biomedical Science will be awarded when 180 credits have been accumulated from the module programmes specified in the course matrices, normally within 4 years of first registration. A Postgraduate Certificate in Biomedical Science may be awarded on successful completion of 60 credits from taught modules and a Postgraduate Diploma on successful completion of 120 credits.

Submission dates are agreed in a learning contracts at the outset of the MSc Project. Failure to meet these may be penalised and could require the authorisation of a completely new Learning Contract. It is possible to repeat failed assessments once only in any module. A second failure will require the module to be retaken in its entirety and no further retakes will be permitted beyond this.

Methods of Assessment

MSc Project

The assessment of the project will be based on the evaluation of the project report. This may be reinforced by a *viva voce* examination which may also include an assessed seminar presentation. The relative weight of each part of the assessment will be agreed at the beginning of the module and, in the case of part-time students, formalised as part of a learning contract agreed between the academic and professional supervisors and the student.

Specialist Study Modules

These are assessed by submission of a literature review and *viva voce* (ISM1) or by a submission of a presentation abstract and by giving a substantial oral presentation and satisfactorily answering audience questions on the presentation (ISM2).

Taught Modules

A variety of methods will be used, including:

data handling/case study assignments
seen examinations
unseen examinations
home assignments or extended essays and dissertations
seminar presentations
peer/self assessment
assessment of practical performance.

The combination of assessment techniques to meet the learning outcomes of each individual module is specified in the relevant module guide. Modules often have more than one component of assessment and it is necessary to pass each component to complete the module successfully and gain the associated credits. Each module guide states the assessment strategy within the module.

All coursework completed by postgraduate students is to be submitted via registry using the barcoding system (downloadable from your e-vision account - registration on a module automatically updates the e-vision account with the barcoded submission sheets which state submission deadlines for each assignment on the module) unless electronic submission is in process for the module. Following the assessment of the coursework by the appropriate member(s) of staff students are able to obtain feedback from the module leader by making an appointment via the SAMS system. Alternatively an addressed envelope can be provided to the module leader so that the report form can be posted to the student. The items of coursework may be retained by the module leader for scrutiny by the external examiner until after the examination board. Once module grades have been approved by the examination board and external examiner, students can collect the coursework from the module leader by making an appointment on SAMs or at an alternative time agreed by email correspondence.

Assignment deadlines and examination dates are shown in the module guide and on Evision. Any candidate who does not attend an examination or complete any assignment or report by the due date, except when covered by a medical certificate or for a reason accepted by the Examination Board, will be deemed to have failed that part of the module. In these circumstances students are normally offered one further opportunity to be assessed in that aspect of the module, but the maximum grade which may be awarded for any re-assessed component is a straight pass.

3.6   TYPES OF AWARD

3.6.1   Post Graduate Certificate in Biomedical Science.

A minimum of 60 credits (not normally including the project) are required for the award of the Post Graduate Certificate in Biomedical Science.

3.6.2   Post Graduate Diploma in Biomedical Science.

A total of 120 credits, which may or may not include the project, are required for the award of the Post Graduate Diploma.

3.6.3   MSc in Biomedical Science.

The Master of Science degree will be awarded after successful completion of 180 credits including 60 credits from the Project. The Award Board may award a degree with distinction or merit. A **distinction** is awarded to students obtaining A grades in modules totalling 120 credits including the Research Project; A **merit** is awarded to students obtaining at least B grades in modules totalling 120 credits including the Research Project; (arrangements are slightly different for students with APA and are detailed in University Regulations for Masters Courses).

4.   Other Information

4.1   TEACHING AND LEARNING

Teaching and learning on a post-graduate course should train you to take responsibility, initiate investigations, analyse results and take decisions for future action. To achieve these aims the postgraduate programmes in Biomedical Science at the University of Wolverhampton rely extensively on 'student centred learning' where you are expected to find the information needed to solve problems for yourself after guidelines have been set in an initial briefing. This is a much more demanding and difficult environment than the lecture situation where students often absorb information which has already been sifted and organised. It is important that you understand the level of self-motivation required, are prepared to struggle with problems and solve them with minimal help, but also know when to seek help and advice.

Given the nature of the students undertaking the course, it is considered important to recognise the knowledge and experience that each will bring with them. Teaching, learning and assessment strategies will reflect adult learning theories, recognising that you are:

    a) highly motivated to learn
    b) an autonomous individual capable of self direction
    c) capable of defining and attaining your own learning objectives

d) progressively more able to devise methods of achieving your educational objectives.

Within the course you will identify and examine critically the nature of Biomedical Science, challenge the assumptions of science in general, and consider how it is applied to laboratory practice.

You will be encouraged to regard staff as facilitators and to accept shared responsibility for your own learning. Self assessment, peer assessment and learning contracts will form part of this process. Assessment is intended not only to reflect your problem solving abilities and your application of theory to practice, but also to meet the demands of professional accreditation.

4.2   TRANSFERABLE SKILLS

The course is designed not only to acquaint students with modern developments in Biomedical Science but also to develop a range of transferable skills. Skills which are not specific to one job but can be used in a wide range of occupations are highly important in a modern world where several career changes or retraining programmes are likely to become the norm during a working life. Particular attention is paid to the following transferable skills:

(a)   recognition and development of existing knowledge and skills;

(b)   analysis of work-related situations, development of problem solving skills and the application of a flexible approach to laboratory practice;

(c)   reinforcement of the participants' personal, organisational and informative skills by assessed assignments, seminar presentations and reports;

(d)   development of the participants' learning and collaborative skills by enterprise teaching techniques.

(e)   extension of participants' competence in research techniques and methodologies which may then be applied to laboratory practice;

(f)   promotion of research awareness; the ability to evaluate research findings critically and to consider their relevance to professional practice;

(g)   application of the principles of information technology to laboratory medicine.

A positive approach has been taken to the development of transferable skills which permeate all modules. Teaching by problem solving extends students and lead to a deeper understanding of the subject than the more traditional lectures. Problem solving varies between solo and group exercises; group exercises have the additional advantage of obliging students from diverse laboratory backgrounds to work together and share and apply experiences. You must, however,

take careful note of the University Regulations relating to plagiarism and collusion and, if in doubt, seek advice from the module leader or your Course Tutor.

All modules are suitable for the development of transferable skills. Examples are:

(i) The Research Methods or Approaches to Research modules, which offer experience in a variety of techniques such as communication and data analysis, and also shows how to store and retrieve information from databases for future investigations and epidemiological studies. These techniques can be applied to a wide range of professional activities.

(ii) Specialist modules encourage group work and communication skills to cope with and adapt to rapidly changing concepts and technologies.

(iii) The Project gives experience in literature searching and the presentation of complex data, in addition to the planning of extended investigations.

4.3   THE TWO WAY CONTRACT

In higher education, with its emphasis on ideas, it is expected students to have a positive wish to learn, most particularly at postgraduate level. It is important, therefore, to realise that you are entering into a two way contract and that responsibilities are shared between you and your tutors. The Course Team will offer support and advice towards completing your studies and lend a sympathetic ear when needed but it is important to realise that there are going to be a number of decisions which only you can make and details which you must check.

Some of the most important of these are that:

- you enrol with the university each year, including any year in which you expect to submit work (eg project reports).

- you attend for academic counselling where appropriate to plan your programme of studies

- you agree a module timetable to fit in with your personal circumstances

- you register for the modules you intend to study at the appropriate stage

- you attend classes at all times unless circumstances prevent you from doing so

- you complete all assignments within the deadlines prescribed

- you complete all elements of assessment according to the instructions given to you in the module guide (and check with the module leader if in doubt or in case of any amendments)

- you complete all the modules on which you have registered.

- you complete all the modules necessary for your programme

- you inform the Course Team of any circumstances likely to affect your academic performance

- you inform the University (via Registry access point) of any change of address or absence from the university

- you check WOLF on each occasion that you attend the University.

- you respond without delay to notices placed on WOLF by the Course Team.

4.4 COMMUNICATIONS

Communications are important in any course and particularly in a part time course. Lecturers are ready and willing to deal with points and problems as they arise. ***Use of email to maintain contact with tutors is strongly encouraged***.

There is also a dedicated site for the Postgraduate Programmes on WOLF (Biomedical Science Post Graduate Awards Topic) which is used to post notices and other information about the Course.

Please remember that all the lecturers have other commitments and may not be free when you call, so do make appointments through SAMS.

The Course Tutors are also available and stress the importance of making contact immediately a problem becomes apparent, not after matters have been allowed to deteriorate. The course structure is flexible and can be adapted to take care of most problems, personal and academic.

The Course Tutors are also able to provide information on central services which are available to students to help them with personal problems. Alternatively, students can find out more about support services from the Student Services Gateway situated in MB block, telephone 01902 321020 email gateway@wlv.ac.uk

Services available to all students include:

- The Student Financial Support Unit
- The Career Development Service and Jobshop
- The Student Enabling Centre
- Personal Counselling Service

Always notify Registry staff of any change of job or address immediately in case it is necessary to contact you urgently. It is sometimes necessary to change the assignment timetable given in each module guide so always be alert for any changes announced by the module team.

Similarly inform the Course Leader of any illness or absence which may alter your performance, the matter can then be brought to the notice of the appropriate examination board but please note that it is important to produce documentary evidence such as a medical certificate to back up claims. The appropriate forms are available Evision and the SAS Student Support Office.

Examinations produce a time of stress and it is important to have all the arrangements cut and dried in plenty of time. The examination dates should be available early in the semester (see individual module guides) and it is very important for part time students to obtain study leave well in advance.

To sum up:

- CHECK WOLF + E-MAILS REGULARLY AND AT LEAST EVERY WEEK
- INFORM THE UNIVERSITY REGISTRY OF ANY CHANGES OF ADDRESS
- INFORM THE COURSE LEADER OF ANY CHANGE IN CIRCUMSTANCES LIKELY TO AFFECT PERFORMANCE, BUT REMEMBER TO PRESENT EVIDENCE
- DO NOT HESITATE TO CONTACT MODULE LECTURERS FOR ADVICE ABOUT ACADEMIC PROBLEMS
- DO NOT HESITATE TO CONTACT YOUR COURSE TUTOR ABOUT MORE GENERAL PROBLEMS
- CHECK EXAMINATION TIMETABLES WELL IN ADVANCE

4.5 COMMON GRADE POINT SCALE FOR ALL MODULES (except doctoral project)

The postgraduate 6-point scale:

1. **The scheme recognises four pass grades (A, B, C and D) and two other grades: E (indicating retrievable fail) and F (Fail).**
2. **The A grade is equivalent to a Distinction grade and B, C and D reflect grades of performance within the previous overall Pass grade, indicating the achievement of learning outcomes.**
3. **Work that narrowly fails to achieve the learning outcomes will receive an E grade. On resubmission and following reassessment, the maximum grade available will be D.**
4. **Each module specification includes the module-specific criteria for achievement of each of the module grades available (typically A, B, C, D, E and F) and this is detailed in module guides.**
5. **As a guide, percentage scores equate to the 6 grades as follows:**

% scale	Module grade
70 - 100%	A
60 – 69%	B
50 – 59%	C
40 – 49%	D
30 – 39%	E
0 – 29%	F

Generic assessment criteria for postgraduate modules:

Level 7 assessment criteria

<u>Pass with Distinction (Grade A):</u> A highly creditable and distinctive performance, well in excess of that worthy of a pass grade at level 7, evidenced by all, or the majority of, the following:

- Very well structured, articulate work that demonstrates extremely sound evaluation.
- The work adheres closely to the assignment brief, and is appropriately selective or comprehensive.
- Explanations are clear and incisive, there are no significant factual errors and arguments are very well presented and cogent.
- There is evidence of wide reading, with demonstration of an appreciation of current subject knowledge including recent research findings.
- Where appropriate there is synthesis of ideas, concepts and theories.
- There is some evidence of originality, including the development of new ideas and hypotheses.
- Where relevant, theory has been applied to practice in a logical manner, and there is detailed discussion of the practicalities of implementation.

<u>Pass (Grades B, C and D):</u> Satisfactory performance at level 7 which achieves the desired learning outcomes, ranging from "acceptable" to "very good", evidenced by all, or the majority of, the following:

- The work adheres to the assignment brief and meets the desired learning outcomes
- Work is literate, well-structured and presented in an appropriate manner, with evidence of sound evaluation.
- There are few factual errors, points are explained well and arguments are well presented.
- The student has demonstrated at least an adequate subject knowledge and understanding commensurate with "Masters" level, with evidence of analysis and evaluation.
- There is evidence of sufficient background reading and the application of recent research findings.
- The student has demonstrated a good understanding at an advanced level of the principles of the subject area, and an ability to set these into a wider context.
- The student has demonstrated an understanding of recent developments in the field of their study and an ability to criticise and evaluate current research.
- Where theory has been applied to practice there is consideration of the issues involved.

Recoverable Fail (Grade E): **Performance which does not meet the criteria for the award of a "Pass" grade, but which has the potential to achieve the desired outcomes after revision.**

- The student has demonstrated some knowledge in the subject area, but this is limited or superficial and is insufficient to warrant a pass.
- The factual knowledge demonstrated is at times incomplete and may contain significant errors or may be irrelevant.
- Work is presented in a poorly organised manner and is lacking in originality of thought with weak evaluation.
- There is insufficient reference to recent developments and/or research findings.
- Where present the application of theory to practice is poorly thought out.

Fail (Grade F): **Performance which does not meet the criteria for the award of a "Pass" grade, and which does not have the potential to achieve the desired outcomes after revision.**

The student has demonstrated little or no evidence of knowledge, comprehension or application of the subject material. There is no discernible synthesis, evaluation or analysis. There is little evidence of original thought. The student must achieve the desired outcomes after further study of the component/module.

4.6   GLOSSARY

Board, award: an examination board convened under the regulations of the university to consider students final assessment profiles and award degrees where appropriate.

Board, module results: an examination board convened under the regulations of the university to
consider the assessment standards of modules in a subject area.

Academic credit: represents achievement based on 10 hours work at the appropriate level.

Postgraduate grade system: A 6-point grade scheme from grade A to F (see above)

Module: a separately assessed fraction of the programme worth 15 credits for each 150 hours work at Masters level (or _pro rata_ for larger or smaller modules).

Module guide: the detailed description of a module's content and assessment, normally handed out at the first session of the semester.

Module leader: member of staff responsible for the organisation of a module.

Reassessment: the requirement to repeat any assignment or examination awarded an Recoverable Fail grade. The maximum grade possible in a resit (without mitigation) is Pass.

Semester: a period of 15 weeks, comprising one week for induction, 12 weeks formal study, 1 week for revision and 2 weeks for examinations.

Transferable skills: skills which are not restricted to one career or specialist area of study but which can be usefully applied to a range of occupations and professional situations.

5.   University Regulations

5.1   ILLNESS AND ABSENCE

If you are ill and believe your performance has been or will be affected, you must let the Course Leader have appropriate medical self-certification and complete the appropriate forms for extenuating circumstances on e:vision prior to the submission / assessment date. It is essential that all the necessary details are completed on the form and, where appropriate, a medical certificate or other evidence are submitted to Here2Help. The form will be handled in confidence by Registry, who will inform module leaders and the Examiners boards whether mitigation has been approved. In the absence of information to the contrary, Boards will conclude that the work has not been completed and will confirm a Fail grade.

5.2   OTHER PERSONAL OR DOMESTIC PROBLEMS

Other personal or domestic problems may also affect your performance. Again it is essential to complete an extenuating circumstances form and apply in confidence for mitigation via e:vision prior to the submission / assessment date. Failure to complete this form, and any required supporting evidence, in good time will result in the Examiners Board being unaware of mitigating factors that may have affected your performance.

5.3   SUBMISSION OF COURSEWORK

You should note carefully all details given to you in your module guide and by a module leader / teaching staff with regard to deadlines and venues for submission of work to be assessed, and follow those instructions carefully. Your grades are naturally very important to you and work not submitted according to instructions can, and occasionally does, go astray.

5.4   LATE SUBMISSION OF COURSEWORK

Late submission of coursework and application for extensions is not appreciated by the teaching staff, nor by other students who have worked hard to meet a deadline. **It is a University regulation that assignments which are not submitted by the deadline are graded Fail; it is thus very important that deadlines are met** and that should you anticipate missing a deadline for a valid reason you apply in advance for an extension. Extensions of up to a maximum of one week may be granted by the SAS Student Support Office and must be applied for prior to the assessment deadline. You will need to make an appointment with the Student Support Administrator to discuss your claim, and must bring in suitable evidence to support your application.

5.5 FAILURE, RETRIEVAL AND COMPENSATION

1. Where a student fails in either all or part of the assessment for a module, she/he has the right to be reassessed for the module at the next opportunity within two calendar years. Students are required to register their reassessment intentions with the University. Non-registration or registration followed by subsequent non-submission or non-attendance at a resit examination, may lead to penalties.

2. Where a student fails part of the required assessment for a module, but succeeds in the other part(s) already passed, he/she is entitled to be reassessed in that component, provided the overall grade achieved for the module is at least a Recoverable Fail. If the overall grade achieved is Fail, the student will be required to repeat the failed module, or to substitute an alternative module, provided the module failed is not an essential requirement for the award.

3. Although a student who has achieved an overall grade of Recoverable Fail is entitled to resit the failed component at the next available opportunity, if she/he subsequently passes the module, the grade awarded for that component will be a minimum Grade D regardless of the actual level of achievement (unless mitigation has been granted).

CREDIT ENVELOPES

Academic regulations have defined the concept of a Credit Envelope whereby there is a maximum number of modules which may be attempted within an Course programme. In the case of all Postgraduate awards the maximum number of credits <u>studied</u> towards any Award below doctoral level will be 240, with success required in 180 for a Masters Degree, 120 for a Postgraduate Diploma and 60 for a Postgraduate Certificate.

5.6 ACADEMIC MISCONDUCT

1. Definition of Academic Misconduct

Cheating is defined as any attempt by a candidate to gain unfair advantage in a assessment by dishonest means, and includes all breaches of examination room rules, impersonating another candidate, falsifying data, and obtaining an examination paper in advance of its authorised release.

Plagiarism is defined as incorporating a significant amount of unattributed direct quotation from, or unattributed substantial paraphrasing of, the work of others. It also includes unacknowledged concepts and ideas, for example: failure to cite scientific work correctly in any review of the literature, dissertation or research project.

Collusion occurs when two or more students collaborate to produce a piece work to be submitted (in whole or in part) for assessment and the work is claimed to be that of a single person.

Where a case of cheating, plagiarism or collusion is suspected in a piece assessable work contributing to an award of the University, the matter must referred to the relevant committee set up under the Dean of School or nominee.

2. Guidance to Students on Regulations and Penalties for Cheating, Plagiarism and Collusion

Cheating is any action by a candidate or candidates in an examination or other form of assessment, which is intended to give the candidates an unfair advantage over other candidates. Plagiarism and collusion (see below) are also forms of cheating and all three types of action are treated as serious offences by the University. If any member of staff or student has reason to believe that cheating, plagiarism or collusion may have occurred, this will be formally investigated by the University authorities. Where an offence is admitted or an independent panel decides that cheating, plagiarism or collusion has occurred a penalty will be imposed. The severity of the penalty may vary according to the nature of the offence, and to the circumstances of the offender, but in all cases will be greater than if the candidate had simply failed the assessment in question. Postgraduate students may be required to withdraw from the University.

3. Guidelines on Plagiarism

The University "Learning for Success" guide offers advice on how to use other people's work (published or unpublished) to seek information and support your own arguments and analysis, in essays, seminar papers and projects. The use of available literature is an essential part of demonstrating your knowledge of a particular field but you must take care to acknowledge it properly. Citing the authors you have read will show how thoroughly you have researched your

topic and will earn you credit. On the other hand, not citing the authors whose work you have drawn on might leave you open to an accusation of plagiarism - stealing some else's work and passing it off as your own.

The University's procedure for investigating allegations of cheating or plagiarism defines plagiarism as "incorporating a meaningful amount of unattributed direct quotation from, or unattributed substantial paraphrasing of, the work of another individual or individuals".

That other individual might be a published author or an unpublished authority (e.g. a private report, dissertation or thesis lodged in the University library or some other library) or it might be a fellow student or past student of your acquaintance. If you steal their work, their words or their ideas and fail to acknowledge them properly, you are guilty of intellectual theft.

You might think that forgetting to record or cite a reference or omitting quotation marks when quoting directly from someone else's work is not really important in a student essay or project - not stealing in the same way as theft of money or property is. However, Academic communities such as Universities deal in ideas and words, and to them the theft of other people's ideas and/or words, and allowing them to be thought of as your own, is the equivalent of theft of money.

The University's procedure for investigating Allegations of Plagiarism involves the setting up of an investigating panel (see Student Codes of Conduct, lodged in the Registry access point for details). If found guilty of plagiarism, the perpetrator will be penalised, not only by cancellation of the grade for the offending piece of work but possibly by having to repeat an entire semester or year and possibly the loss of 45 credits. In the case of Postgraduate Courses, students may be required to withdraw from the University.

You should also be aware that **intention** to plagiarise does not have to be proven for you to be found guilty. So sloppy referencing or failure to mark in rough notes when you use another person's words, arguments or ideas is no justification. Nor is the argument that you changed some of the words, or the order of the sentences. Unattributed paraphrasing is just as much plagiarism as unattributed quotation. You must take great care at all times to cite your sources properly, and for these reasons it is a good idea to get into the habit early on of using a standard format whenever you make a reference to someone else's work (published or unpublished) whether in an essay, project, seminar paper or rough notes. The preferred University standard is the Harvard Citation System, although by negotiation with module leaders other systems may be acceptable.

4. Guidenotes on Collusion

1. The University procedure for the investigation of cheating or plagiarism, also refers to **collusion** (see Student Codes of Conduct available in all Registry access points and Learning Centres). Collusion is defined as a situation where there is evidence that two or

more students have co-operated to produce a body of work to be submitted (in whole or in part) for assessment as the work of one student alone.

2.   Collusion which is intended to deceive markers or examiners that the work submitted has been independently produced by one student, is a form of cheating, and once identified, will be dealt with by the University, as a serious offence. Such collusion, which is intended to give the students concerned an unfair advantage over other students, will thus attract a serious penalty such as the cancellation of credits and grades, possibly all grades for the whole semester or year. Postgraduate students may be required to withdraw from their course of study.

3.   However, it is recognised that there are occasions on which students are encouraged or even required to work together and to produce joint reports or joint projects, which are then assessed as a joint effort. Sometimes students are asked to work together, in pairs or in a group, but to produce independent reports or projects. Sometimes it is not made clear in the Module Guide or by the Module Leader that the work should be independent. Higher Education, particularly at Postgraduate level, seeks to develop in its students, both independent study skills and teamwork/group work skills. Different modules and different assignments will tend to concentrate either on independent study skills or group work skills, although some may assess both kinds in the same module. If in any doubt as to what is required, seek advice from the Module Leader

5. Penalties

These will be determined by the academic misconduct committee and may range from a fail in a particular piece of work, through to failure of the module or (especially for repeated offences) failure of the whole course.

5.7 GENERAL ACADEMIC REGULATIONS FOR POSTGRADUATE TAUGHT PROGRAMMES

The up to date regulations may be obtained from the University website: www.wlv.ac.uk/polsregs

Section 2: School-Specific Information

SCHOOL OF APPLIED SCIENCES
STUDENT CHARTER

The University is a community of learning; each and every member, be they staff or students, have responsibilities to that community as well as to themselves. All students of the University have the right to study in an environment that promotes success. This means that no one should be distracted by the inconsiderate behaviour of others, for example by people who arrive late, or talk in lectures or the learning centre.

In order to help you achieve your objectives with us, we will strive to provide:

- effective impartial advice and guidance
- an effective introduction to the University, the School of Applied Sciences and your chosen course
- a welcoming environment with quiet places to study
- appropriate resources including books and computing resources
- qualified and professional tutors and staff
- stimulating and well planned learning opportunities
- well-defined and appropriate programmes of study
- opportunities to plan and review progress with tutors and student support workers
- access to learning support
- access to confidential counselling and careers advice

We will aim to ensure that

- timely and appropriate feedback will be provided on assessments
- you have a personal tutor
- you can book an appointment with your tutor using the on-line booking system
- you will have access to the information you need to progress on your course e.g. each module you study will be accompanied by a module guide, similarly your award / pathway will have a guide or handbook

The University expects and needs you to:

- make regular use of the electronic systems provided for your use e.g. e-Mail, e-Vision, WOLF and the student appointments system. If you do not make use of these resources you cannot perform well.

- attend regularly and punctually, this means for example, that you should not enter a teaching room after the session has started or miss appointments you have made to see staff.
- give in all your assessments on time (or they will not be marked)
- show courtesy and respect to staff and other students, this means for example, that cell phones should be turned off in all teaching sessions.
- ensure that you understand the requirements of your award / pathway
- ensure that you are aware of the requirements of each module you are studying and are aware which sessions to attend and what the assessment procedures are
- respect and abide by University Regulations, e.g. those governing Equal Opportunities Policy, ID Cards, quiet areas
- bring all the personal equipment that you require to classes / workshops
- show consideration to others by listening attentively and participating in class activities
- keep your tutor informed if you have personal problems that affect your work; if these problems make it necessary to seek extensions, to do so before the deadline
- identify for yourself what constitutes academic misconduct such as plagiarism and make every effort to avoid it.
- use the Student Support Office (Room MA104) to get quick answers to your queries without hunting for a lecturer
- seek approval for and confirm any change of programme within the deadlines
- inform the University when your address or other contact details change
- follow Health and Safety guidelines in laboratory and fieldwork settings
- behave appropriately as an ambassador for the University when working off campus

Student Support

We are keen to ensure that you have a fulfilling and productive time studying with us. Part of this experience in Higher Education involves taking a much greater responsibility for your studies than you may have done previously in your education. You will be expected to study independently, and to make sure that you are enrolled on the right modules and attend the appropriate classes. In order to facilitate this we operate a system of student support that you can turn to in the event of a problem or query.

Most information regarding your course of study can be accessed via the University electronic system, **e-vision**. You will be trained in using this system when you arrive. If however you have a

query that cannot be resolved on-line, the School of Applied Sciences operates the **SAS Student Support Office**, which is staffed regularly throughout the week. You can drop in at this information point to ask questions about your course and modules. All students are allocated a personal tutor from the academic staff; you will be introduced to your tutor when you arrive at the University. You are required to meet with your Personal Tutor on at least 3 occasions during the year.

Alternatively, there is a central University Registry Office, called *Here-2-Help*, where you can also obtain advice about your course. This is where you hand in your assessed work. It is situated in MD building next door to the Learning Centre.

Further information is available electronically, via the University web site, the University Wolverhampton On-Line Learning Framework (**WOLF**), and an interactive student support system known as **Pebble-Pad**. The Learning Centre also has a range of sources of academic student support.
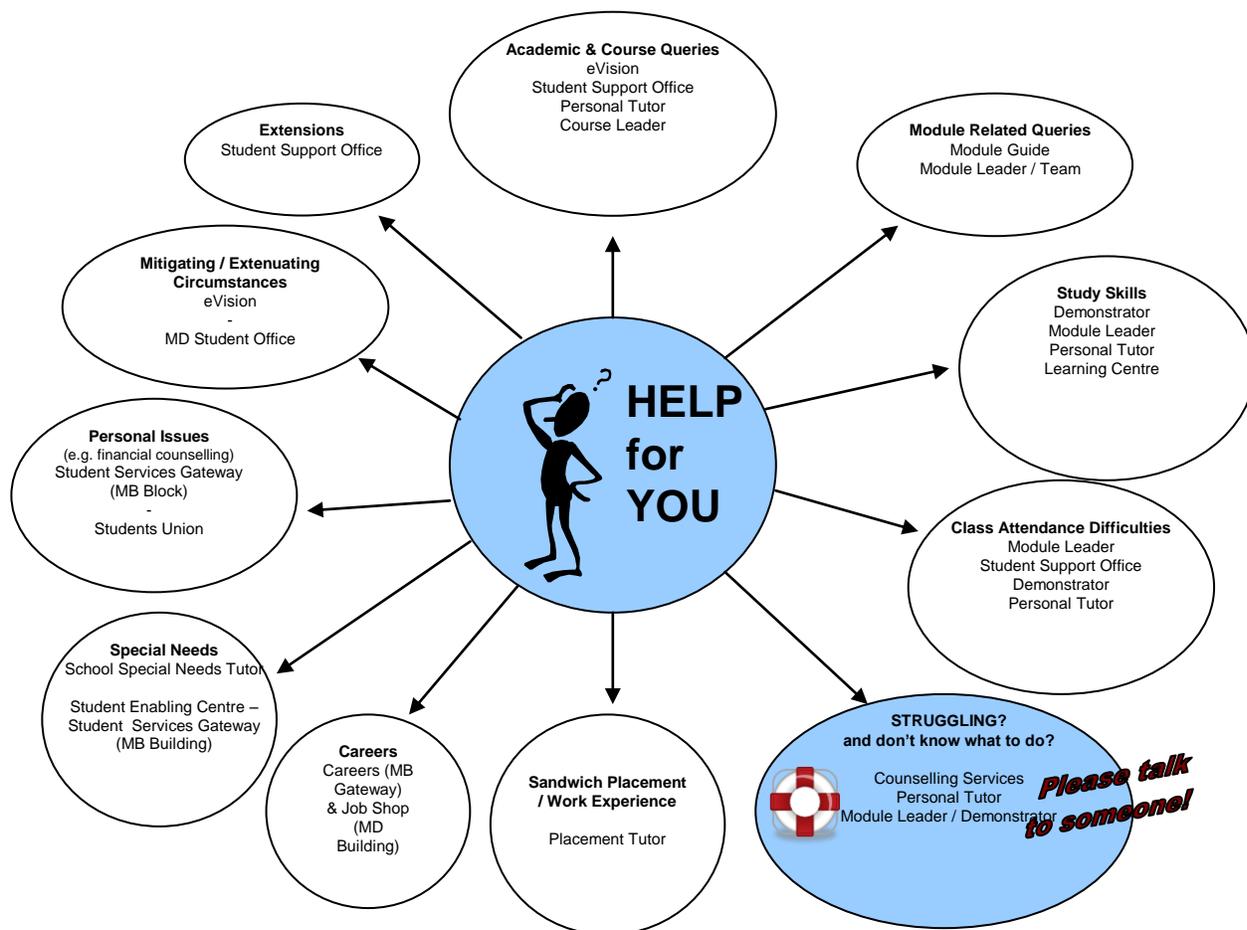
More detail regarding these support systems will be provided when you join the University, along with detail about the numerous types of learning and pastoral support provided by the central University departments.

Formal and informal meetings are held throughout the Course of the year to review the management of teaching and Courses. Formal meetings include course committees and staff-student liaison meetings. Students are invited to bring their views to these meetings. Student representatives are elected to represent your views. Student suggestions about how a module might be improved are welcomed.

Where to get help with your course

Student Support

Should you have any problems (personal or academic), the following diagram directs you to the appropriate department or staff member.

Academic & Course Queries
eVision
Student Support Office
Personal Tutor
Course Leader

Extensions
Student Support Office

Module Related Queries
Module Guide
Module Leader / Team

Mitigating / Extenuating Circumstances
eVision
-
MD Student Office

Study Skills
Demonstrator
Module Leader
Personal Tutor
Learning Centre

HELP for YOU

Personal Issues
(e.g. financial counselling)
Student Services Gateway
(MB Block)
-
Students Union

Class Attendance Difficulties
Module Leader
Student Support Office
Demonstrator
Personal Tutor

Special Needs
School Special Needs Tutor

Student Enabling Centre –
Student Services Gateway
(MB Building)

Careers
Careers (MB Gateway)
& Job Shop
(MD Building)

Sandwich Placement / Work Experience

Placement Tutor

STRUGGLING?
and don't know what to do?

Counselling Services
Personal Tutor
Module Leader / Demonstrator

Please talk to someone!

Attendance

Except when you are undertaking independent study, or specifically identified "remote / distance learning" components, attendance at *all* taught sessions is required. Persistent non-attendance may result in your being called in for an interview. Funding agencies and / or loan companies may refuse to finance students who attend only sporadically.

Your paid work and other responsibilities outside the University must not detract from your ability to study effectively and should not interfere with your ability to attend any field visits and other meetings or classes.

Behaviour

The School of Applied Sciences expects that every student and member of staff should behave in a way that reflects the aims of the University as an equal-opportunity organisation that respects the rights of all people. If you are unhappy with the way that you have been treated, report the incident immediately to your tutor, or the School's Equal Opportunities Adviser.

Staff and students are expected to treat each other respectfully and courteously. Any breach of good behavioural conduct will be viewed extremely seriously and formal action will be taken at the highest level against anyone breaking the rules of good conduct. A student causing disruption, significant offence to others, wilfully inflicting damage to property or hurt to a person is likely to be asked to leave the learning environment immediately. This could include University premises, a work placement, field visit or overseas exchange. If abroad, this could mean instant dismissal from the venue and it would be the student's responsibility to make their way back to the UK, incurring any necessary charges.

Students are reminded of the need to behave appropriately at all times and to be a good ambassador for the University particularly whilst away from University premises.

Learning, Teaching and Assessment: What can you expect?

Learning & Teaching Resources

There is a wide range of resources available for your learning, including on-line materials for each module (on WOLF), web-based information and, importantly, the online resources provided by the Learning Centres. Module information will direct you to specific information sources, but there is an expectation, that you will research your own sources in order to enhance your achievement of the learning outcomes for the programme.

Assessment

Types of assessment

The tutor, as part of the introduction to the module, will outline the assessment tasks. A more detailed briefing for each assignment will be available via the WOLF topic that supports the module. There is a wide range of assessment (further details can be found in the Undergraduate Student Guide), including:

- written assignments
- laboratory reports
- reports
- time-constrained assignments
- examinations (open book or closed book)

Marking of assessments

The marking and grading of your work, be it for example an assignment or an exam, is a comprehensive exercise involving first-marking by tutors, moderation by the tutors in the module team and the submission of assessments to independent external examiners who monitor and advise, thereby ensuring quality and standards. The normal return period for feedback on your marked (summative) work is three weeks after the date of submission. You will receive a grade achieved and comments on whether and how you have achieved the learning outcomes.

What should you avoid? What should you seek to achieve?

- Remember that you are writing for another reader or readers. Do not assume that the reader will fill the gaps in your work.
- Use the introduction to establish what you are doing in your assignment.
- Use examples to support your analysis.
- Be objective and aim for reasoned argument. Phrases such as 'in my opinion' or 'in my view' are of little value because they are subjective. Do not use them. You should aim to support your points with evidence and reasoned analysis.

- Always acknowledge the use of someone else's work, using the appropriate system of referencing. Also, it is a very serious offence to use someone else's work, especially word-for-word or paraphrased contents of other's work. Please see the section below on academic misconduct.
- Always keep copies of the sources or keep a note of each source as you use it, so that you can reference it in your bibliography at the end of your assignment.
- Plan your work in advance so as to meet the hand-in (submission) date. Writing up your research is often more time-consuming than you expect.
- Get help from tutors and mentors if you are unsure.
- Above all, do not 'suffer in silence'; the course leader, student advisor and tutors will be able to provide guidance, so please use them.

Why are ethical considerations important when researching for assignments?
Research is an essential and vital part of teaching and learning. Much is literature-based, using books, journals, periodicals and web-based material. However, some research may involve interaction with organisations and people. You should ensure that you do **NOT** conduct research that could be intrusive or sensitive or could cause psychological harm or suffering to others.

For all modules that bring you into contact with organisations and people you will be required to follow appropriate ethical approval procedures. These will be explained to you by relevant module leaders. Where individuals or organisations have agreed to provide information to you, you may be required to produce evidence that permission has been given for access or contact.

What feedback can you expect?

What can you expect from your tutors whilst you are preparing your work?
- Normally tutors will advise you, as a group, on the assessment at or near the start of the module.
- Thereafter, you may consult your tutors by having a quick chat after a teaching session or arranging an appointment through SAMS http://sams.wlv.ac.uk

What should you not expect from your tutors?
- It is not the role of a tutor to read drafts of your work and correct them with a view to your obtaining a 'good mark'. An assignment should reflect your effort and input, and the role of the tutor is to guide and advise. It is then your responsibility to assess this advice and guidance and use it accordingly. Tutors provide this in good faith, but its use - or lack of it - by you is not an automatic route to a good or a poor grade. Other factors, particularly those pertaining to your skills and efforts, will play a vital role in your achievement.

- You will not normally receive written feedback on formal University exams. However, should you wish to discuss your performance, you can make an appointment with the relevant module leader.

After completion of the assignment
- The main feedback is through a copy (to you) of the assessment feedback sheet from tutors.
- In some modules, additional feedback may be available through distribution of an "outline answer", highlighting key points for guidance.

How you can comment on learning and teaching and assessment

We greatly value your feedback; students' views are collectively influential in how we deliver L&T and are gathered through staff-student meetings and via questionnaires, particularly the Course Evaluation Questionnaire that you will be asked to complete towards the end of the academic year. Such feedback is analysed for annual monitoring of modules, subjects and courses.