University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Published

Title of Module: Biomedical Science Quality Management

Code: BIOL11026	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Fraser Craig		

Summary of Module

This module provides an understanding of principles of quality assurance and management systems utilised within biomedical science laboratories or similar facilities.

Themes covered include quality controls and frameworks, audits, creation of standard operating procedures, calibration, validation, verification, batch acceptance, Internal and External Quality assurance schemes and reference materials etc. Areas also addressed are quality management aims, laboratory Information management systems, introduction to UKAS, laboratory accreditation, and relevant ISO. Broader themes of interlaboratory comparison, shared services and internal/external training will also be explored. Content may be modified in-line with changing regulatory guidance.

The fully online/distance learning version of the module is available only to students currently employed by an appropriate UK-based healthcare provider (e.g. IBMS-approved training site).

This module will work to develop a number of the key "I am UWS" Graduate Attributes including being WorkReady (e.g. knowledgeable and motivated for the ever-changing work environment); Universal (e.g. analytical and collaborative); and Successful (e.g. autonomous and resilient).

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓		✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Demonstrate an extensive knowledge of key quality assurance and management concepts.

L2. Critically evaluate quality management strategies and their implementation.

L3. Critically apply techniques of quality management for continuous improvement.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Demonstrate a critical awareness of the principles of quality assurance and management and approaches to continuous improvement.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Apply informed approaches to establishing and developing quality management systems
Generic Cognitive skills	SCQF Level 11. Apply critical analysis and generate creative solutions to different quality management challenges.
Communication, ICT and Numeracy Skills	SCQF Level 11. Critically evaluation of a wide range of numerical and graphical data report
Autonomy, Accountability and Working with others	SCQF Level 11. Exercise substantial autonomy and initiative in professional activities.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: **Module Title:**

	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

Students will have access to module content and resources via VLE. These may include pre-recorded (mini) lecture content, written notes, links to external resources etc. ICT will be used to analyse and present data.

Hybrid learning students will participate in a range of synchronous online or on-campus activities at set dates/times during the term.

DL students will learn fully online at a self-determined time/pace (but will be expected to meet set summative coursework deadlines). These students will have directed learning tasks aided by asynchronous online sessions and asynchronous discussion forums.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	22
Tutorial/Synchronous Support Activity	6
Laboratory/Practical Demonstration/Workshop	8
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Essential:

Resources provided, or directed to, via VLE.

Recommended:

An introduction to biomedical science in professional and clinical practice. Pitt SJ & Cunningham JM. WileyBlackwell, 2009.

Biomedical Science Practice (Fundamentals of Biomedical Science. Ahmed N, Glencross H & Wang Q. OUP Oxford, 2016.

Oakland, J.S., Oakland, R.J. and Turner, M.A. Total quality management and operational excellence: text with cases. Routledge, 2020.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, tutorials and practicals), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module. Attendance at synchronous sessions not required for NHS-based students undertaking distance learning version of module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Biology L7-11
Moderator	Gail McGarvie
External Examiner	D Stobo
Accreditation Details	This module is part of the MSc Advanced Biomedical Science programme; accredited by Institute of Biomedical Science (IBMS).
Changes/Version Number	1.03

Assessment: (also refer to Assessment Outcomes Grids below)
class test
review/article/critique/paper

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓		30	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Review/ Article/ Critique/ Paper	✓	✓	✓	70	0
		Combined Total For All Components		100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
Please refer to the UWS Equality and Diversity Policy at the following link:
https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)