Module Descriptor

Title	Professional Practice in Biomedical Science		
Session	2026/27	**Status**	Published
Code	BIOL09029	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Fraser Craig		

Summary of Module

The employee's role within the organisation, taking account of their own job remit and range of responsibility. Analysis of the range of knowledge and skills required for and used in the job. Operational and managerial structures in the organisation at local and national levels, and the impact on the employee. The Biomedical Scientist as a professional Registered Practitioner. Responsibilities and conduct of a BMS, training and education of BMS. Confidentiality and safe working practice in the BMS role. Features of specimen handling, Quality Assurance systems, risk management and Incident Reporting.

The working environment, opportunities for training and development of self and/or others. Informal learning opportunities in the workplace. Induction and training procedures. Line management vs. operational management; structures and policies. Formal organisational policies and procedures for delivering education and training, both in-house and external.

Mechanisms for evaluation of WBL/training; career review and performance-related methods. Discipline-specific BMS laboratory training as appropriate.

Reflective practice, work log/diaries and their role in PDP. Evaluation of mechanisms used by the employer to assess work experience and performance. Students will keep a log of activities during the module, using the VLE-based PDP feature (i.e. e-Portfolio), to enable assessment of the work experience and to deliver the outcomes of the module.

This module will work to develop a number of the key "I am UWS" Graduate Attributes to make those who complete the module.

Culturally aware.

Ethically-minded.

Emotionally intelligent

Effective communicator

Autonomous

Incisive

Effective communicator

Resilient

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) NHS Based Training Laboratory	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Reflect on the importance of conduct, performance and ethics in being a HCPC registered Biomedical Scientist.
L2	Demonstrate a broad and integrated knowledge of organisational structures and employee roles in an applied setting.
L3	Demonstrate the capacity to critically reflect on the nature of work-based learning from a personal perspective.
L4	Assess critically the impact of work-based learning with regard to value to the employer.
L5	Relate elements of the work experience to themes and issues of academic study relevant to the Biomedical Sciences programme and the student's prior experience.

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 9** To develop detailed knowledge and understanding in a specialised area relevant to Biomedical Science. Knowledge and understanding of a range of relevant established analytical techniques.
Practice: Applied Knowledge and Understanding	**SCQF 9**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Practice in a professional context specifically relevant to Biomedical Science (e.g. haematology, microbiology). Use skills, practices and techniques which are specialised and advanced.
Generic Cognitive skills	**SCQF 9** Critically identify, define, conceptualize, and analyse complex/professional level problems and issues. Critically review and consolidate knowledge, skills and practices.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a wide range of routine skills in addition to some advanced and specialised skills.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative and also work as part of a laboratory team. Exhibit awareness of responsibilities in a multi-user environment such as a laboratory. Work effectively with other staff. Adopt a professional code of conduct.

Prerequisites	**Module Code**	**Module Title**
	Other Co-requisites: Also, availability of workplace experience either as an employee or as a short-term placement arrangement with a suitable biomedical science IBMS-accredited laboratory. Employer agreement is required to enable the module to be completed using workplace experience.	
Co-requisites	**Module Code** BIOL09028	**Module Title** Professional Laboratory Training in BMS

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module is designed to support the preparation for, and completion of, the laboratory placement. During the module students will be required to complete a reflective diary and to evaluate aspects of their role in the organisation.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	120
Practice-based Learning	2
Independent Study	66
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Biomedical Science Practice: Experimental and Professional Skills (Fundamentals of Biomedical Science) 3rd Edition

Glencross H., Ahmed N. & Wang Q. (2022), OUP, ISBN: 978-0198831228

An Introduction to Biomedical Science in Professional and Clinical Practice: Pitt S. J. & Cunningham J., Wiley-Blackwell, 978-0470057155

HCPC Guidance on conduct and ethics for students (2024). https://www.hcpc-

uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf

HCPC Standards of Proficiency for Biomedical Scientists (2023). https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---biomedical-scientists.pdf

Good Professional Practice and Conduct in Biomedical Science (2023): 1good-professional-practice-and-conduct-in-biomedical-science-2023.pdf

Information on relevant professional and regulatory body websites (HCPC, IBMS, UK NEQAS/CPA, MHRA, HTA)

Registration Portfolio Resources: https://www.ibms.org/education/onefile/

(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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attendance at synchronous sessions (module tutorials and supervisor meetings/tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module. This module requires you to attend the placement provider.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

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.

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

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Biology
Moderator	Richard Thacker
External Examiner	S Haliti
Accreditation Details	IBMS/ HCPC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Placement. This module is a pass/fail module. Students must obtain 40% in the assessment to pass.
Assessment 2
Assessment 3
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Changed to reflect new EE	22/11/2024	Fraser Craig
Indicative Resources	July 2025	F Menzies