

A NATURE OF THE AWARD		
1	Programme Title	Foundation Degree in Health & Medical Sciences (Applied Blood & Tissues)
2	Final award	Foundation Degree (FdSc) in Health & Medical Sciences (Applied Blood & Tissues)
3	Intermediate awards	Undergraduate Certificate in Health & Medical Sciences
4	Awarding institution/body	FdSc: University of London Undergraduate Certificate: St George's University of London
5	Teaching institution	The Faculty of Health and Social Care Sciences of St George's University of London and Kingston University, with teaching input from Merton College and the National Blood Service.
6	Programme accredited by	N/a
7	UCAS/JACS code	N/a
8	QAA benchmark statements	Foundation Degree qualification benchmark October 2004 QAA 065 10/2004
9	Date specification produced	Feb 2005

B FEATURES OF THE PROGRAMME		
1	Mode of study	Part-time for years one to four (mainly distance learning with some work based elements).
2	Usual length of programme	Four academic years.
3	Other features of the programme	Students not wishing or not permitted to progress to Level Two may be awarded the Undergraduate Certificate on satisfactory completion of 120 credits from Level One.

C EDUCATIONAL AIMS OF THE PROGRAMME	
<p>The aims of the course are to ensure that students exit with;</p> <ul style="list-style-type: none"> • An understanding of the principles, concepts and skills underpinning the role of Healthcare Scientists • The skills of critical reasoning and problem solving 	

- The skills of independent study and self evaluation
- The ability to prioritise and adapt to changing needs and demands
- The ability to critically analyse and evaluate literature and practice
- The ability to apply academic and reflective skills to working with patients

D LEARNING OUTCOMES OF THE PROGRAMME		
	<i>Advanced knowledge and understanding of:</i>	<i>Related teaching and learning methods and strategies</i>
1	The basic and applied science subjects underpinning Healthcare Scientist practice.	Virtual on-line Self directed study
2	Professional autonomy and accountability	Face to Face
3	Professional relationships within the complexity of the health and social care environment.	<i>Assessment</i> On-line MCQs Quizzes Essay Study Guide
	<i>Cognitive skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	Apply the skills to audit to reflect on and review their practice.	On-line evidence/ problem based learning
2	Demonstrate an understanding of body systems and processes as applied to Healthcare Scientist practice.	Workshops Discussion boards
3	Demonstrate an understanding of research and evaluation methodologies	<i>Assessment</i> Case studies
4	Demonstrate the ability to utilise reflective practice.	Reflective Accounts Written reports
	<i>Practical skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	Use IT for library searches and information retrieval	Workbased learning Skills laboratory Simulation
2	Undertake computer analysis of data and data presentation	<i>Assessment</i> Reflective accounts Practice portfolios
3	Give presentations of scientific experiments/case reports or overviews of a detailed scientific topic	
4	Demonstrate an understanding of risk assessment and the ability to maintain a safe working environment.	

5	Write clearly and concisely – e.g. scientific reports, reviews of scientific literature and examination essays	
6	Interpret data as a basis for scientific and clinical research	

	<i>Transferable skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	Structure and communicate ideas both orally and in writing	Virtual on-line Self directed study Face to Face
2	Assess evidence critically	<i>Assessment</i> <i>MCQs on line</i> <i>Reflective accounting</i> <i>Practice portfolios</i>
3	Find and use information technology	
4	The ability to set independent learning objectives beyond those established in the teaching room	

E Programme structure and features

The programme leading to the FdSc normally lasts four academic years, commencing in September.

Students are registered with St George's University of London (under whose regulations they come), but also have Associate Student status with Kingston University.

The programme is modular, with modules at either Level 0 or Level 1 or Level 2. Students take most modules sequentially and are assessed on each module independently. Each module is allocated a number of credits, where one credit equates to approximately 10 hours study time.

The course commences with a Level 0 Preparatory module (30 credits), which acts as an introduction to studying at higher education level, particularly the combination of distance e-learning, work-based learning and classroom learning. The remainder of Level One (years one and two) consists of the following compulsory modules totalling 150 credits.

Preparatory Module	30
The Healthcare Scientist and Patient Care	15
Introduction to Biological Chemistry	15
Cells and Tissues	15
Introduction to Genetics	15
Biology of Disease 1 – Principles of Pathology	15
Essential Haematology	15
Essential Immunology	15
Human Function	15

Students passing all Level One modules (see G below) may progress to Level Two. A student not wishing to progress to the FdSc could be awarded the Undergraduate Certificate in Health & Medical Sciences on satisfactory completion of 120 credits, but could not then subsequently be awarded the FdSc.

During years Three and Four students study seven Level two modules totalling 120 credits:

Negotiated Work-Based Learning	30
Applied Molecular Genetics	15
Biology of Disease 2 – Clinical Pathology	15
Transfusion Science	15
Tissues and Transplantation	15
Applied Microbiology	15
Research Methods and Medical Ethics	15

The description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as full and definitive. For up-to-date information, see the course handbook.

F General teaching and learning strategies

The approach to learning and teaching recognises that the majority of students will be mature learners bringing a diversity of background and work experience, but many may be new to higher education.

Students learn through a mixture of three main activities:

- (a) distance-learning, using the Virtual Learning Environment (a mixture of group/tutor work and independent study).
- (b) face-to-face learning in groups with teachers in classroom-based sessions
- (c) work-based observation

The e-learning components of the course use a range of activities to promote learning. These include discussion boards, group work, problem based learning and on-line tutorials.

G Assessment

Each module is assessed independently, and students are required to pass all modules. Modules are assessed by a variety of means including multiple-choice and extended-matching questions in formal written examinations, reflective portfolios, practice-based portfolio, course-work assignments and presentations. Students are required to pass each separate assessment element in order to pass the module.

Much assessed work is undertaken by the student in his or her own time during the module, and submitted by the end of the module. Formal examinations and practical tests are usually scheduled towards the end of the module.

A student who does not pass a required assessment element may re-submit or re-take that element once in the same academic year.

Students who are unable, for a good reason, to take assessments for one module in Year One may, exceptionally, be permitted to progress provisionally to Year Two.

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H	Support for students and their learning
	<p>Students have full access to the library and computing facilities of both St George's and Kingston University, and will be taught largely on the St George's site.</p> <p>Personal academic support to students is provided by the Course Director and individual module leaders. Each student is allocated a Personal Tutor for academic guidance and pastoral support, and students have access to the professional Student Counselling service at SGUL and the Occupational Health service at SGH.</p> <p>Specific assistance with study skills, profiling, careers advice and module choices is provided by the Admissions Tutor and AP(E)L Adviser.</p> <p>Student and module handbooks provide guidance on content and assessments Module leaders and liaison lecturers provide links with clinical areas.</p>

I	Criteria for admissions
	<p>For admission to the programme, a student should be employed in a NHS or private pathology laboratory. Evidence of recent study and demonstrable ability via AP(E)L or profiling to engage with the level of study required for each pathway within the programme will be individually assessed.</p> <p>The normal minimum entry requirements for the Foundation Degree are 1 A Level and 5 GCSEs (grade A-C including English and Maths) or equivalent. However, staff who have substantial relevant work experience but do not meet these qualifications may also be accepted onto the programme.</p> <p>All applicants will be required to attend a selection interview.</p>

J	Career opportunities
	<p>On successful completion of the Foundation Programme students may gain entry to level 3 of the Kingston University BSc degree in Biomedical Science.</p>

K	Methods for evaluating and improving the quality and standards of teaching and learning
	<p>Modules are subject to annual reviews by the Course Committee which includes feedback from students, staff, and those delivering work-based teaching. There is also an annual Programme Review undertaken by the Faculty Quality Committee.</p> <p>The programme is subject to periodic review or re-validation by the Validation and Review Committee according to the rules defined in the Quality Handbook (including any major revisions to the programme).</p> <p>There is a structured Staff development programme for FHSCS staff to enhance and update their skills in teaching, assessment, and programme development.</p>

The Board of Examiners includes a Visiting Examiner from outside the teaching institutions, who makes a report to the Board (copied to the Faculty Quality Committee) on standards and procedures. The Board of Examiners meets at least annually and reports directly to SGUL Senate.

The programme is managed by a Course Committee, which includes student representatives. This committee reports to the Faculty Quality Committee.

The Faculty Learning and Teaching Sub-Committee has oversight of all learning and teaching matters for the Faculty and is responsible for ensuring good practice is disseminated.

L Regulation of assessment

- Assignment guidelines specify what students need to achieve for each module
- Assessment Criteria specify general standards to be met at each level
- Students need to pass each module to achieve credit and awards
- Visiting examiners sample programme work and see all examination scripts
- The Board of Examiners approves all marks and final awards

M Indicators of quality and standards

- Module reports are reviewed by the Course Director
- The Course Committee meets each term and includes student representatives
- The Annual Programme Report is presented to the Faculty Quality Committee
- The Programme Report includes Programme Committee minutes and Visiting Examiner Reports
- Reviews of the programme will take place initially at the end of first year and at the conclusion of the first cohort's studies
- Any quality issues arising from the programme may be referred to the Academic Quality Assurance Committee and thence to Senate if required
- A summary of all Visiting Examiner reports and action taken is also compiled annually by the Academic Registrar and forwarded to the University of London

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook and, where they are produced, separate module guides.

Key sources of information are:

Course documents

Student Handbook

The SGUL prospectus and the Kingston University prospectus

Course leaflets

The SGUL internet site and the Kingston University internet site

The SGUL General Regulations for Students and Programmes of Study

QAA subject review reports

