

**Programme Specification for**  
***BSc Medical Biochemistry***



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| <b>1. Programme title</b>  | BSc Medical Biochemistry                       |
| <b>2. Awarding institution</b>   | Middlesex University                           |
| <b>3. Teaching institution</b>   | Middlesex University                           |
| <b>4. Details of accreditation by professional/statutory/regulatory body</b> |  |
| <b>5. Final qualification</b>  | BSc (Honours)                                  |
| <b>6. Year of validation</b><br><b>Year of amendment</b>                     |  |
| <b>7. Language of study</b>  | English  |
| <b>8. Mode of study</b>  | Full-time/ Part-time/ Thick Sandwich Programme |

**9. Criteria for admission to the programme**

- 5 GCSEs (Grade C or above) or 5 GCEs (Grade C or above) including English Language, Mathematics.
- And one of the following:
  - a) A2 – 280 UCAS points including Biology or Chemistry at grade C or better as well as a second science related subject;
  - b) QCF Extended Diploma in Applied Science (from 2010). Extended Diploma/Diploma at DMM/ D\* D\*;
  - c) HNC/HND Applied Biology (new award since 2010). HNC Students may be eligible to enter Year 2 with a Level 5 pass;
  - d) ACCESS to science course in relevant science subject (biology, chemistry, physics, science pathway) with a minimum of a pass mark. Should include significant amount of biology and chemistry;
  - e) mature students will be interviewed by the programme leader to discuss suitability for study at Level 4;
  - f) students who do not have the standard entry qualifications but who have relevant professional experience may apply to enter the programme using APEL (accreditation of prior experiential learning) – discuss your application with the programme leader;

g) entry to Year 2 or Year 3 of the programme – students are welcome to apply with appropriate prior qualifications. Year 2 available from 2018 and Year 3 from 2019.

- Overseas students are required to demonstrate competence in English e.g. TOEFL of 550 or IELTS 6.0 with a minimum of 5.5 in each component.
- The programme is open to students with disabilities. Students who have a disability are welcome to contact the programme leader prior to applications to discuss any specific needs.

## 10. Aims of the programme

The programme aims to:

- develop critical awareness of science fostering an interest in the ever changing nature of knowledge, significance of new developments within the field of medical biochemistry and subsequent impact on society;
- introduce students to the cross disciplinary nature of biochemistry and its applications in research and medicine;
- develop competence in scientific methods of enquiry and problem solving;
- provide experience of current diagnostic techniques and practical skills relevant to medical biochemistry and appropriate for employment;
- produce graduates able to carry out research and within an ethical framework;
- prepare students for work at postgraduate level and/or for employment in relevant fields.

## 11. Programme outcomes

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. Underpinning scientific principles.
2. Biological concepts, from molecular to cellular to whole organism.
3. Chemical concepts, from atoms to molecules to reactions.
4. Biochemical concepts including metabolism, immunology and gene expression and control.

### Teaching/learning methods

Students gain knowledge and understanding through:

- attendance and participation in lectures, seminars, workshops, laboratory classes, excursions and group discussions;
- blended learning, utilised in modules integrating taught, self-directed and e-learning;
- critical discussion during practical and seminar work;
- participating in different formats of assessment.

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| <p>5. Applications of biochemistry on health, medical diagnostics and pharmacy.</p> <p>6. Use of diagnostic techniques and their applications.</p>   | <p><b>Assessment methods</b></p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> <li>• online learning exercises;</li> <li>• peer evaluation;</li> <li>• in-course tests;</li> <li>• feedback of sample work;</li> <li>• seen and unseen examinations;</li> <li>• laboratory work reports;</li> <li>• portfolios;</li> <li>• essays;</li> <li>• case studies;</li> <li>• oral and poster presentations.</li> </ul>   |
| <p><b>B. Cognitive (thinking) skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Review evidence and evaluate new information.</li> <li>2. Analyse and apply theories.</li> <li>3. Critically evaluate information collated by experiment or in literature.</li> <li>4. Solve problems.</li> <li>5. Design a research project and collect, analyse, interpret and evaluate data.</li> <li>6. Appreciate ethical problems associated with biochemistry research and applications.</li> </ol> | <p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> <li>• participation in seminars, workshops and group discussions;</li> <li>• peer review of oral presentations and written documents;</li> <li>• problem solving exercises;</li> <li>• engaging in assessment activities.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed by</p> <ul style="list-style-type: none"> <li>• case studies;</li> <li>• laboratory activities;</li> <li>• engaging in workshops and seminars;</li> <li>• designing and giving seminars;</li> <li>• summative assessments such as examinations, group work, problem solving exercises and case studies, laboratory reports and portfolios and a dissertation.</li> </ul> |
| <p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Competently perform laboratory techniques.</li> </ol>  | <p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> <li>• participation in laboratory classes, virtual labs and video demonstrations;</li> <li>• project work for the dissertation.</li> </ul>  |

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| <ol style="list-style-type: none"> <li>2. Appropriately calibrate and use key equipment and record results.</li> <li>3. Interpret and evaluate data.</li> <li>4. Recognise and respond to ethical and health and safety issues.</li> <li>5. Apply practical skills to study of biochemistry and related sciences.</li> </ol>  | <p><b>Assessment methods</b></p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> <li>• formative and summative assessment such as laboratory reports and portfolios, data evaluation exercises, case studies, placement reports and the dissertation.</li> </ul>  |
| <p><b>D. Graduate skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Effectively communicate through a range of different methods.</li> <li>2. Work effectively in teams.</li> <li>3. Use information technology to support their learning.</li> <li>4. Retrieve, collate and present information drawing on a range of sources and methods.</li> <li>5. Analyse data and carry out appropriate numerical calculations.</li> <li>6. Engage in effective learning.</li> <li>7. Reflect on personal and career development.</li> </ol> | <p><b>Teaching/learning methods</b></p> <p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> <li>• participation in the programme;</li> <li>• group work;</li> <li>• practical exercises;</li> <li>• engagement with e-learning;</li> <li>• ICT and numeracy;</li> <li>• personal development portfolio;</li> <li>• attending career tutorials.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> <li>• summative and formative assessment, which include written reports, case study analysis, portfolio, group and individual presentation, through examination and individual research projects;</li> <li>• online exercises and presentations (blogs, videos).</li> </ul> |

## 12. Programme structure (levels, modules, credits and progression requirements)

### 12. 1 Overall structure of the programme

An undergraduate BSc honours degree is comprised of 360 credits of learning. In each year you will take 120 credits of learning and this will enable you to complete your award as a full-time student in three years. Part-time students normally undertake 60-90 credits of learning per year and so will complete their study in four- six years.

The learning units are comprised of 15 and 30 credit modules. In your first year you will undertake a core programme of study of 120 credits. In subsequent years you will have some core and some optional modules. The 30 credit modules are normally studied over the whole academic year of 24 weeks of learning followed by an assessment period. The 15 credit modules are normally studied for 12 weeks in term 1, or 12 weeks in term 2. Some modules may be taught in blocks of learning.

Not all optional modules or combinations might be available each year.

| <b>12.2 Levels and modules</b>   |          |  |
|--|----------|--|
| Level 4 (1)  |          |  |
| COMPULSORY   | OPTIONAL | PROGRESSION REQUIREMENTS   |
| Students must take all of the following:<br><br><b>BIO1113</b><br><i>30 credits</i><br><br><b>BIO1400</b><br><i>15 credits</i><br><br><b>BIO1524</b><br><i>15 credits</i><br><br><b>BIO1604</b><br><i>15 credits</i><br><br><b>BIO1608</b><br><i>30 credits</i><br><br><b>BIO1636</b><br><i>15 credits</i> |          | Successful students who have passed 120 credits can progress to Year 2.<br><br>Students with credit deficit may be required to repeat modules or pass outstanding assessment before progressing. |
| Level 5 (2)  |          |  |
| COMPULSORY   | OPTIONAL | PROGRESSION REQUIREMENTS   |

|   |  |   |
|---|--|---|
| <p>Students must take all of the following:</p> <p><b>BIO2005</b><br/><i>30 credits</i></p> <p><b>BIO2400</b><br/><i>30 credits</i></p> <p><b>BIO2413</b><br/><i>15 credits</i></p> <p><b>BIO2419</b><br/><i>15 credits</i></p> <p><b>BIO2514</b><br/><i>15 credits</i></p> <p><b>BIO2556</b><br/><i>15 credits</i></p> |  | <p>Successful students who have passed 120 credits can progress to Year 3.</p> <p>Students with credit deficit may be required to repeat modules or pass outstanding assessment before progressing.</p> |
| Level 6 (3)   |  |   |
| COMPULSORY  | OPTIONAL   | PROGRESSION REQUIREMENTS  |
| <p>Students must take all of the following:</p> <p><b>BIO3400</b><br/><i>15 credits</i></p> <p><b>BIO3413</b><br/><i>15 credits</i></p> <p><b>BIO3419</b><br/><i>15 credits</i></p> <p><b>BIO3556</b><br/><i>15 credits</i></p> <p><b>BIO3888</b><br/><i>30 credits</i></p>   | <p>Students must also choose at least 30 credits from the following:</p> <p><b>BIO3226</b><br/><i>15 credits</i></p> <p><b>BIO3227</b><br/><i>15 credits</i></p> <p><b>BIO3232</b><br/><i>15 credits</i></p> <p><b>BIO3899</b><br/><i>30 credits</i></p> | <p>Students who have gained a total of 360 credits with 120 credits each at Levels 5 and 6 will be awarded the honours degree.</p>  |

### 12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

| Module level | Module code |
|--------------|-------------|
|--------------|-------------|

|         |                                    |
|---------|------------------------------------|
| Level 4 | BIO1113, BIO1400, BIO1608          |
| Level 5 | BIO2005, BIO2400, BIO2514, BIO2556 |
| Level 6 | BIO3400, BIO3413, BIO3888          |

### 13. Curriculum map

See attached.

### 14. Information about assessment regulations

The regulations for assessment are common to the University.

Each module has one or more pieces of assessment. A minimum of 40% is required on each piece of assessment to pass. Within modules, where there is more than one component to a module assessment, and all pieces of work are at pass grade, the marks are aggregated and a grade given using the Middlesex University 20 point scale.

There are opportunities for re-assessment in failed components of work and specific details are given in the module handbooks. At Levels 5 and 6, where a student has failed a piece of work, the mark for the resubmitted work is capped at 40%.

Students must adhere to module assessment deadlines. Where a student cannot meet the deadline for extenuating reasons (for example illness, accidents, bereavement, family problems), an extension can be formally requested. Failure to participate in assessment without permission will result in a fail grade for the module.

In some modules, especially those with seminars and laboratories, participation in the sessions is essential in order to achieve the learning for the module. Students who do not attend sufficiently may not be able to submit the relevant assessment for the module.

### 15. Placement opportunities, requirements and support (if applicable)

There are two opportunities to gain relevant work experience. Students may take a one year long placement of 120 credits or a 30 credit work experience module. Both provide excellent opportunities to gain employability skills, transferable skills and experience of working in science. This may be in an industrial, research laboratory or hospital based environment for example.

The 30 credit (**BIO3899**) Work Experience module is taken either as a day release in Year 3 or as a block during the summer months between Years 2 and 3. Students would be expected to have successfully completed Year 2 before they go in to a work experience module. Students can use the Placement Office to help secure relevant

placements and are supported in the placement by the placement office. The module enables work of about 150 hours (25 days) in a relevant organisation.

The Thick Sandwich Year with a 120 credit placement (**BIO3999**) can be taken by students who have successfully completed Year 2. There are no University fees for the Placement Year.

Students will be supported in finding a placement through the University placement office. Students will be visited in their placement at least twice and supported by an in-placement mentor, the placement office and a member of the programme team. Both mentor and student will have a guide handbook to explain the requirements and students will keep an ongoing reflective diary of their experiences and also produce a critical appraisal of the organisation they work in.

#### **16. Future careers (if applicable)**

Skills and knowledge development through the programme coupled with the acquisition of analytical and critical appraisal skills enables graduates to enter a wide range of careers and further study programmes.

Successful graduates from this programme are well qualified and may progress to postgraduate study in a related discipline or to a research studentship. Graduates could be employed in medical diagnostic, forensic or research laboratories in hospitals, universities, private or public health facilities; the pharmaceutical or chemical industry; or the veterinary or agriculture sector.

Graduates will be in a strong position to pursue careers in science (Biology/Chemistry) teaching in secondary schools or colleges as well as other careers in education.

Employment may be sought on graduate training programmes, in laboratory or technical work, sales, marketing or technical support for biochemical and diagnostic products or laboratory equipment or in other disciplines such as journalism.

#### **17. Particular support for learning (if applicable)**

The University has a number of points of support for students. Academic support is provided by the Learning Enhancement Team (LET) advising students on literacy, English language and numeracy. The Disability Support Service offers support to disabled students during their time at Middlesex.

There is an on-line learning platform to provide module and programme support. In the specific module area, students can find all module materials as well as other information to support learning include video material, links to reading lists, quizzes and discussion boards.



Departmental Graduate Academic Assistants support students with their coursework and subject understanding in small group tutorials or on a 1:1 basis.

Student Learning Assistants provide peer-learning support and can help students with their work in class as well as by meeting them individually or in small groups, especially during their first year at Middlesex.

First year students will be offered programme progression interviews and small group tutorials.

**18. JACS code (or other relevant coding system)**

C741

**19. Relevant QAA subject benchmark group(s)**

Bioscience (2015)

## **20. Reference points**

- Middlesex University Regulations 2015/16
- Middlesex University Learning, Quality and Enhancement Handbook, 2015/16
- QAA for Higher Education, Subject Benchmarks, Biosciences, 2015
- Society of Applied Biology, 2012, Guidelines for Biology courses

## **21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

## Appendix 2: Curriculum Map

### Curriculum map for BSc Medical Biochemistry

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

#### Programme learning outcomes

| Knowledge and understanding |  | Practical skills |  |
|-----------------------------|--|------------------|--|
| A1                          | Underpinning scientific principles.  | C1               | Competently perform laboratory techniques.   |
| A2                          | Biological concepts, from molecular to cellular to whole organism.                     | C2               | Appropriately calibrate and use key equipment and record results.                    |
| A3                          | Chemical concepts, from atoms to molecules to reactions.                               | C3               | Interpret and evaluate data.   |
| A4                          | Biochemical concepts including metabolism, immunology and gene expression and control. | C4               | Recognise and respond to ethical and health and safety issues.                       |
| A5                          | Applications of biochemistry on health, medical diagnostics and pharmacy.              | C5               | Apply practical skills to study of biochemistry and related sciences.                |
| A6                          | Use of diagnostic techniques and their applications.                                   |                  |  |
| Cognitive skills            |  | Graduate Skills  |  |
| B1                          | Review evidence and evaluate new information.  | D1               | Effectively communicate through a range of different methods.                        |
| B2                          | Analyse and apply theories.  | D2               | Work effectively in teams.   |
| B3                          | Critically evaluate information collated by experiment or in literature.               | D3               | Use information technology to support their learning.                                |
| B4                          | Problem solving.   | D4               | Retrieve, collate and present information drawing on a range of sources and methods. |
| B5                          | Design a research project and collect, analyse, interpret and evaluate data.           | D5               | Analyse data and carry out appropriate numerical calculations.                       |
| B6                          | Appreciate ethical problems associated with biochemistry research                      | D6               | Engage in effective learning.  |

|  |                   |    |   |
|--|-------------------|----|---|
|  | and applications. |    |   |
|  |                   | D7 | Reflect on personal and career development. |

| Programme outcomes                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A1                                      | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| Highest level achieved by all graduates |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6                                       | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 5  | 6  | 6  |

| Module Title                          | Module Code by Level | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---------------------------------------|----------------------|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|                                       |                      | A1                 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| Biological Techniques                 | BIO1113              | X                  | X  |    |    |    |    |    |    |    |    |    |    | X  | X  |    | X  | X  | X  |    |    | X  | X  | X  | X  |
| Metabolic Biochemistry                | BIO1400              | X                  |    |    | X  |    |    |    |    |    |    |    |    |    |    |    |    |    | X  |    |    |    |    |    |    |
| Principles of Microbiology            | BIO1524              |                    | X  |    |    |    |    |    |    |    | X  |    |    |    |    |    |    |    | X  |    |    |    | X  | X  |    |
| Cell Biology and Genetics             | BIO1604              | X                  | X  |    | X  |    |    |    |    | X  |    |    |    |    |    |    |    |    | X  |    |    |    |    |    |    |
| Introduction to Chemistry             | BIO1608              | X                  |    | X  |    |    |    |    |    | X  |    |    |    |    |    |    | X  |    |    |    |    |    | X  |    |    |
| Physiology and Anatomy                | BIO1636              | X                  | X  |    |    |    |    |    |    |    |    | X  |    |    | X  | X  |    |    |    |    |    |    |    |    |    |
| Research Methods and Project Planning | BIO2005              |                    |    |    |    |    |    | X  | X  | X  | X  | X  | X  |    |    | X  | X  |    |    |    | X  | X  | X  |    | X  |
| Functional Biochemistry               | BIO2400              | X                  |    |    | X  |    |    | X  | X  | X  |    | X  |    |    |    | X  |    |    | X  |    |    | X  |    | X  |    |
| Immunology and Endocrinology          | BIO2413              | X                  | X  |    | X  |    |    | X  | X  | X  |    |    |    |    |    | X  |    |    |    |    |    |    |    |    |    |
| Pharmaceutical Chemistry              | BIO2419              | X                  |    | X  |    | X  |    |    | X  |    | X  |    |    |    |    | X  |    | X  | X  |    |    |    | X  |    |    |
| Medical Diagnostic Techniques         | BIO2514              | X                  |    |    |    | X  | X  |    |    | X  |    |    |    |    | X  |    | X  | X  |    | X  | X  | X  | X  | X  |    |
| Molecular Biology                     | BIO2556              | X                  | X  |    | X  |    |    | X  | X  | X  |    |    |    | X  | X  |    | X  |    | X  |    |    |    | X  |    |    |
| Gene Technology                       | BIO3226              | X                  |    |    | X  |    |    | X  |    | X  |    |    |    | X  |    |    | X  | X  |    |    |    |    |    |    |    |

|                                       |         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |   |   |   |
|---------------------------------------|---------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|
| Current Topics in Bioscience          | BIO3227 |   |   |   |   | X |   |   |   | X |   |   |   |   |   |   |   | X |   |  | X |   | X |   |
| Bioinformatics                        | BIO3232 |   |   |   |   | X |   |   | X |   | X |   |   |   | X |   |   |   | X |  | X |   |   |   |
| Biochemistry of Human Disease         | BIO3400 | X |   |   | X |   |   |   | X | X |   |   | X |   |   |   |   | X |   |  |   | X |   |   |
| Clinical Biochemistry and Diagnostics | BIO3413 |   |   |   |   | X | X | X |   |   | X |   |   |   | X | X |   |   | X |  |   | X |   |   |
| Pharmacology and Toxicology           | BIO3419 | X |   | X |   | X |   |   | X |   | X |   |   |   |   |   |   |   |   |  |   | X |   |   |
| Gene Expression and Control           | BIO3556 | X | X |   | X |   |   |   | X | X |   |   |   |   |   |   |   | X |   |  |   |   |   |   |
| Dissertation                          | BIO3888 | X |   |   | X |   |   | X | X | X | X | X | X | X | X | X | X |   | X |  |   | X | X | X |
| Biology Work Experience               | BIO3899 |   |   |   |   | X |   |   |   | X |   |   |   | X |   | X |   | X |   |  | X |   | X | X |
| Biology Placement                     | BIO3999 |   |   |   |   | X |   |   |   | X |   |   |   | X |   | X |   | X |   |  | X |   | X | X |