

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University Medicine Malaysia (Iskandar Puteri Campus) and Newcastle University
3	Final Award	BSc (Honours)
4	Programme Title	Biomedical Sciences
5	UCAS/Programme Code	1213U / B941
6	Programme Accreditation	Royal Society of Biology
7	QAA Subject Benchmark(s)	Biomedical Science; Bioscience
8	FHEQ Level	6
9	Date written/revised	May 2022

10 Programme Aims

The academic aims of the programme are as follows:

- To produce graduates who have a sound knowledge and understanding of the Biomedical Sciences.
- To produce graduates who have a core knowledge and understanding in the subject areas of physiology, biochemistry, molecular genetics, immunology, microbiology, human anatomy and pharmacology.
- To produce graduates who have a multidisciplinary approach to understanding the functioning of the human body in health and disease and a knowledge of current major advances in the scientific understanding of human health and disease.
- To develop students' intellectual and general transferable (key) skills including the ability to communicate effectively, to use IT and library resources appropriately, to prioritise work and to meet deadlines, to work alone and with others, to use initiative and solve problems, to use critical and analytical skills to analyse problems, propose solutions and critically to assess alternatives.
- To produce graduates who have well developed practical skills in relation to the biosciences, have an awareness of good practice in laboratory work and health and safety, and are able to apply quantitative and qualitative analysis to biological investigations and presentational skills including data analysis and statistics.
- To produce Honours graduates who are capable of carrying out independent research.
- To produce graduates who have an understanding of ethical reasoning and the ethical issues associated with current biomedical research.
- To provide a flexible programme which leads to a qualification which meets the criteria for an Honours degree laid down in the Malaysian Qualifications Framework, the Quality Assurance Agency's (QAA) National Qualifications Framework, UK and which fully meets the QAA Benchmarking Statement in Biosciences.
- To produce graduates capable of working in a wide variety of careers, including: 1) careers in biomedical and related sciences in research, development and education; 2) graduate careers in which there is greater emphasis on non-subject specific skills; 3) further advanced study.

Aims in relation to the needs of stakeholders:

The programme aims to ensure that our graduates are equipped with up-to-date knowledge and skills in relation to their degree subjects, in line with the needs of employers of bioscientists. The emphasis on development of intellectual and transferable skills ensures that our graduates are also well equipped for the broader non-specialist graduate job market. The inclusion of vocationally-related components and emphasis on career development

throughout the programme also ensures the employability of our students.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Biosciences and Biomedical Sciences.

Knowledge and Understanding

On completing the programme students will have:

- A1. Gained a core knowledge and understanding of their subject specialism and a variety of related disciplines.
- A2. Gained knowledge of the scope of the subject specialism.
- A3. Gained an in-depth knowledge of selected areas of their disciplines up to the current research level and developed an understanding of the experimental basis of this knowledge.

Teaching and Learning Methods

The teaching and learning strategy is designed to encourage a progressive acquisition of knowledge and understanding. The first three semesters of the programme are concerned with providing core knowledge and understanding of the subject specialism. The later parts of the programme aim to develop students' knowledge of the breadth and scope of the biomedical sciences and an in-depth knowledge of selected areas of their disciplines and of the experimental basis of this knowledge up to the current research level (A2, A3). There is a gradual change of emphasis over the three years from strongly supported teaching, such as lectures which provide the core themes, the scope of the knowledge and understanding required, and explanation of concepts to a greater use of study groups and more independent self-directed learning from the scientific literature. Knowledge and understanding are further promoted by seminars, tutorials and coursework (A1, A2, A3), which allow students to explore material in more depth and to exchange ideas with staff and fellow students. Practical classes reinforce the taught curriculum (A1, A2). A3 is promoted through individual student projects and in-depth analysis of current research literature.

The importance of a solid foundation of maths, biology and chemistry knowledge to successful studies is emphasised by the use of formative tests in each of these subject areas during the first few weeks of stage 1. Students use the tests to identify key areas that need support and are directed to remedial on-line and other forms of support material.

Students are provided with extensive, prioritised reading lists and internet sites and they are expected to use these to supplement the taught material, and to prepare for seminars and tutorials. Seminars allow for students to check their knowledge and understanding, and to develop their ability to apply this to novel situations. Study groups are used to reinforce the learning process and develop students as independent learners. Regular MCQ/Quiz Format tests and feedback on laboratory reports and essays enable students to monitor the progress of their learning and understanding. In the final year capstone experience (research project), students are supported by one-on-one supervision to apply their knowledge and understanding to the development of hypotheses which can be tested experimentally.

Assessment Strategy

Knowledge and understanding are primarily assessed via unseen written examinations. Understanding and the ability to apply knowledge is further assessed by coursework. The weighting of examination and coursework varies as appropriate to the module and most modules include some aspect of formative assessment (including the use of Canvas and interactive computer packages).

The format of the unseen examination also varies as appropriate to the module and the level of study but can include Extended Matching Item (EMI) and multiple-choice questions (MCQ), essays, problem solving, literature and data analysis.

The coursework element can include practical write ups/laboratory reports, study group tasks,

oral presentations, posters, in course tests (normally MCQ or EMI), extended essays, timed essays.

Peer review is sometimes employed in the assessment of study group tasks and presentations.

Practical Skills

On completing the programme students will have:

- B1. Mastered essentials of basic laboratory skills, safe working practices and the ability to carry out experiments accurately and responsibly.
- B2. The ability to obtain, record, collate, analyse and interpret data from experiments.
- B3. The ability to summarise and present such data according to scientific conventions.
- B4. Developed the ability to use primary literature and bibliographic databases.
- B5. Developed the ability to evaluate critically scientific information.
- B6. Developed the ability to undertake independent, in-depth, research in a specific area of the biomedical sciences.

Teaching and Learning Methods

The core experimental skills of laboratory work and data handling (B1, B2 and B3) are progressively developed throughout the programme through a series of practical classes. Students are introduced at Stage 1 to a Laboratory Code of Practice, where safety and responsibility in the laboratory are outlined. Students are provided with an opportunity to develop these skills further and design and execute their own experiments an individual laboratory research project in final year (B5, B6). Students are provided in their second year with training in the use of bibliographic databases including PubMed and Medline and referencing systems including Endnote (B4). Laboratory practical classes and seminars throughout the programme encourage students to critically evaluate scientific information in a range of forms (data from their own experiments, published papers and problem-solving tasks). The ability to undertake research in relation to the subject specialism is developed progressively from group-based tasks early in the programme to an individual in depth research project in the final year.

Attendance at laboratory practical classes is compulsory and feedback on laboratory work and practical reports reinforces students' acquisition of basic experimental skills (B1-B3). All submitted practical work must be presented according to scientific conventions. Feedback on assessed course work requiring the student to search bibliographic databases reinforces this skill (B4). Study Group tasks and seminars are used to encourage students to develop the confidence to evaluate critically scientific information and students are provided with feedback on these activities (B5). Feedback on study group-based and individual assignments enables students to improve their research skills and this is further reinforced at an advanced level by one-to-one supervision of research projects by academic staff who are experienced researchers. In this process students are guided to apply their own knowledge in order to design experiments to test hypotheses.

Assessment Strategy

At stage 1, students will be required to demonstrate a basic level of practical skills competence via a Practical Skills Test (B1). Practical reports require students to demonstrate the skills associated with experimental work (B1-3), and these are further assessed at advanced level by the project supervisor's assessment of the student's competence, and the project reports, poster and oral presentation. Written assignments throughout the course will assess students' ability to undertake research and to use bibliographic databases (B4, B6) and this is further assessed in the project reports. The ability to critically evaluate scientific information (B5) is assessed by various written assignments and seminar presentations, by the project reports and by unseen examination. At Stage 3 students are required to complete a project in a research active environment. The projects are assessed via a written dissertation, oral presentation and a supervisor's assessment of the competence and professionalism shown in the conduct of the project.

The ability to work independently in the research active environment (B6) is primarily

assessed by the Stage 3 project supervisors' assessment of competence and professionalism and the ability to show originality in the application of knowledge.

Intellectual Skills

On completing the programme students will have:

- C1. An ability to read and use scientific literature with a full and critical understanding, addressing content, context, aims, objectives quality of information and its interpretation and application.
- C2. An ability to critically evaluate information and data from a variety of sources, to interpret quantitatively and qualitatively scientific information, and to explain complex scientific ideas in written, visual and oral form.
- C3. An ability to assess the value and limitations of existing knowledge and experimental techniques.
- C4. An ability to use and integrate several lines of evidence to formulate key hypotheses, to test hypotheses using logical and consistent quantitative and qualitative arguments, and to identify key data in these processes in order to solve scientific problems.
- C5. Developed skills of independent learning.

Teaching and Learning Methods

Intellectual skills (C1-C5) are progressively developed throughout the programme by practical work, study group tasks, seminar work and the research projects.

At all stages students are encouraged to consider critically and evaluate information and experimental data from a wide variety of sources, including textbooks, the internet, and primary sources of scientific literature (C1-C5). In Stage 3 students undertake research projects which support the development of all of the cognitive skills (C1-C5) and students are supported in this by one-to-one supervision. In seminar discussions students are supported in critically interpreting and discussing some of the latest scientific developments in relation to their subject with experts in the various fields of research and in developing skills of problem-solving in relation to complex material through the application of knowledge and understanding (C1-C5).

Assessment Strategy

Intellectual skills are assessed via a range of coursework assignments including written exercises, seminar presentations and study group tasks. Unseen examinations further test the students' cognitive skills. The research projects have an important role in assessing all of the cognitive skills, including the ability to use scientific literature in a critical manner (C1), the ability to evaluate, interpret and explain complex information from a range of sources (C2), assessing the limitations of existing knowledge (C3), integrating several lines of evidence and testing hypotheses (C4), the ability to deal with complex issues systematically and the skills of independent learning (C5).

Transferable/Key Skills

On completing the programme students will have;

- D1. Study skills of reading, noting, recall and essay/report writing.
- D2. Gained competence in the use of digital skills including e-mail, word processing, spreadsheets, presentation software, use of the Internet and on-line library facilities.
- D3. Developed the ability to work independently.
- D4. Developed interpersonal skills, including team working.
- D5. Developed the ability to plan, organise and prioritise work activities.
- D6. Developed skills of written, oral and visual presentation.
- D7. Developed the ability to develop and work towards targets for personal, academic and career development.
- D8. Applied their knowledge and skills to solve scientific problems.

Teaching and Learning Methods

Skills of reading, noting, recall and essay/report writing (D1) are developed through study skills support sessions, and tasks included directed reading and essays on which formative

assessment is provided. Skills in the use of IT (D2) are developed through classes at various stages throughout the course and practised in a wide range of coursework. Skills of independent working (D3) are progressively developed by assignments throughout the programme. Students are initially encouraged to learn through group-based tasks and then through individual assignments culminating in the research projects. Planning, organising and prioritising (D5) are developed through study skills support sessions and the projects. The skills of written, oral and visual communication are developed in seminars and in the research project (D6). Students are challenged with increasingly complex scientific problems that they will resolve using their knowledge and skills (D8).

Interpersonal skills (D4) are developed through study group work, team working exercises, seminars and the research project. The ability to develop and work towards targets for personal, academic and career development (D7) is developed through a programme of Career Management sessions.

Students are encouraged to explore with their personal tutor the development of their study skills (D1) and, where appropriate, additional counselling with the Senior Support Officer at Newcastle University Medicine Malaysia will be arranged. Students are provided with feedback on tasks requiring the use of digital skills (D2). Students are encouraged to reflect on their team-working skills and feedback on these are provided by peer-assessment of group tasks. Skills of planning, organising and prioritising are developed by a progressively more complex series of assignments, culminating in the research projects. Students are encouraged to reflect on these skills and individual support is available from personal tutors and the Stage 3 project supervisors. Students are enabled to monitor the development of their written, oral and visual presentational skills by feedback from peer and teachers on various assignments. Students are encouraged to discuss their personal goals with their tutors. All students are required to prepare and obtain feedback on a curriculum vitae in their second year. Students are encouraged to undertake appropriate work placements in Malaysia to explore further their career goals. One-to-one supervision of the Stage 3 project encourages students to develop their ability to exercise sound judgement and to operate independently demonstrating responsibility and initiative in a working environment.

Assessment Strategy

Transferable/key skills D1 to D8 are all assessed via coursework e.g. study group tasks, posters, oral presentations, and essays. An assessment schedule including deadlines is set for all modules and students are penalised for late submission of work (D5). The projects have a key role in assessment of all of these skills including problem solving (D8), report-writing (D1), oral and poster presentation (D5) and digital skills including advanced word processing and the use of PowerPoint (D2). The project supervisors are asked to assess students' inter-personal skills (D4) and skills of planning and organisation (D5), as well as the ability to exercise sound judgment and show personal responsibility and initiative in the environment of the research laboratory (D7). A students' NU Reflect record is used to assess their ability to work towards targets for personal and professional development (D7).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Duration of course: 3 years full time based on 30 weeks attendance per annum.

Number of stages: 3

Total credits: 360

The first two years of the programme will be offered at the Newcastle University Medicine Malaysia (Iskandar Puteri campus) and the final year of the programme will only be offered at Newcastle University UK.

Requirements for progression:

- 1) For transfer to the UK, after the second year of studies, all students must satisfy all UK Border Agency requirements for the issue of confirmation of acceptance of studies (CAS) documentation and for the issue of a Tier 4 visa allowing study in the UK.

Students who do not progress on the programme due to either failing modules or not meeting UKBA requirements will be awarded the appropriate level award. Students who have completed their second year of studies but who have not met UKBA requirements for entrance to the UK will be advised as to potential local partners who may accept such students onto the final year of the programme(s) that they offer.

Module credits: range from 10 to 40 with each 10 credits representing 100 hours of study

To be offered at Newcastle University Malaysia (Iskandar Puteri Campus):

Stage 1 provides a multi-disciplinary foundation covering a range of related biosciences, including biochemistry, cell biology, genetics, immunology, microbiology, physiology, and pharmacology and the analytical techniques used in each of these fields to test and confirm our knowledge base. Students gain an appreciation of each of these specialisms. At Stage 1, students are introduced to those practical skills essential for studying biomedical sciences and must pass a Practical Skills Test to evidence these skills. The students are also exposed to concepts of ethical reasoning and students also develop a number of generic skills including information literacy, writing skills, numeracy skills, oral presentation skills and data handling skills. To allow students to evaluate their understanding and knowledge base of maths, biology and chemistry there are three separate formative tests that students are encouraged to use. Students identify areas needing improvement and are then directed at an early stage to on-line and other forms or support material to ensure they are appropriately prepared to study the content of stage 1 of the degree. The chemistry test in particular will evaluate the student's understanding of basic atomic theory and structure, matter, bonding, thermodynamics, types of chemical reaction and reaction kinetics, acids, bases and buffers, gases, nomenclature and terminology used in chemistry and in particular organic chemistry.

Stage 2 semester 1 builds on Stage 1 and provides students with a deeper knowledge of cell and molecular biosciences with correlations to molecular medicine. The course focuses on the technologies that underpin our current understanding in these areas, and provides students with hands-on experience of a range of modern molecular techniques. The course also explores how bioinformatics helps make sense of the ever-increasing amount of biological data. Cell biology is studied in greater depth, particularly in relation to membrane transport and signalling and the cell and molecular biology of the immune system. Emphasis throughout is on how knowledge of these areas can help in the understanding of human biology and disease.

At Stage 2 semester 2 students are introduced to research skills, and other important skills including data handling, presentation skills and team-working. Further emphasis is also given to developing the practical skills of students in those techniques considered important for biomedical science graduates.

To be offered at Newcastle University (UK) only

At **Stage 3** students further develop their research skills. A feature of the final year is a major research project undertaken within a research institute in the Faculty of Medical Sciences. They also study advanced topics in biomedical sciences. Students are able to select options that consolidate a theme or equally a diverse range of modules that give a breadth of knowledge. Students also elect an optional vocational module.

Students also further develop their skills of experimental design and critical analysis of scientific data, as well as presentation and digital skills.

Students also have the option to study a range of supernumerary modules in their second and third year including a range of language and career development modules.

Assessments

All assessments on the BSc (Hons) Biomedical Sciences programme offered at Newcastle

University Medicine Malaysia will be identical to those that will be set at Newcastle University, UK. All examinations will take place at the same time and date in both Malaysia and the UK. The only exception to this will be the timing of the year 2 resit examinations in Malaysia which are earlier than the UK to allow sufficient time for marking and for the marks to be released to students in time for students to apply for CAS and to make visa applications. This will ensure that students can commence their 3rd year studies at the start of year 3 semester 1.

Links between learning outcomes, curriculum and structure of the programme

The modules that comprise this degree programme are shown in the annex. Further detail can be seen in the module outline forms, which also show how the modules contribute to development of skills throughout the programme. Superimposed on the modules, there is a key skills strand running throughout the three stages of the programme that introduces students to library skills, digital skills, communication and presentation skills and careers management.

The curriculum is designed to allow systematic progression of students towards the programme's learning outcomes. Knowledge and understanding is progressively developed as students move from a broad overview of their subjects at Stage 1 to a much more specialised and detailed understanding at Stages 2 and 3. Practical techniques are also progressively developed through the course as students progress from competence in basic laboratory skills to the use of sophisticated laboratory techniques. Cognitive and intellectual skills also develop from simple problem-solving exercises at Stage 1 to more complex data handling and experimental design and data analysis at Stages 2 and 3, culminating in the research project at Stage 3 that requires students to develop a highly critical approach to the scientific literature and to their own experimental data. Key skills are also progressively developed, being first introduced to the students (e.g. in a formal lecture or workshop session) and then practised and assessed in subsequent modules.

Thus, Stage 1 provides a firm grounding in the basic sciences underpinning the disciplines. By the end of this stage the students will have:

- gained basic knowledge and understanding of subject specialisms within Biomedical Sciences and a variety of related disciplines (A1) and started to use this knowledge to address simple scientific problems (D8)
- been introduced to basic laboratory skills, safe working practices and recording and interpretation of experimental results (B1-B3)
- developed skills of independent learning (C5)
- developed study skills of reading, noting and recall (D1)
- been introduced to e-mail, word processing, library facilities and use of the Internet (D2)
- have developed the ability to work independently (D3)

At Stage 2 the course gives a broad overview of subject material considered essential to the subject of Biomedical Sciences and starts to introduce the research basis of the acquired knowledge. By the end of this stage students will have:

- developed further, at the level presented in undergraduate textbooks, knowledge and understanding of the major areas that are the 'core' of their disciplines (A2)
- experienced use of primary literature (B4)
- mastered essential elements of relevant laboratory techniques and safe laboratory practice and developed the ability to write laboratory reports (B1-B3)
- started to develop the ability to evaluate critically scientific information (B5) and to appreciate the relationship between research and knowledge gain in the discipline (B6)
- continued the development of transferable (key) skills, including the ability to use computers for information retrieval and data handling (D2, B4)
- further developed study skills of reading, noting and recall (D1) have developed the ability to work independently (D3)
- developed the ability to plan, organise and prioritise work activities (D5)

- been introduced to skills of scientific essay writing (D1) and oral and visual communication (D6)
- improved cognitive skills of reasoning, analysis of scientific literature, critical evaluation and the ability to apply their knowledge in problem-solving (C1-C4, D8)
- developed further skills of independent learning (C5)
- developed inter-personal and team-working skills through collaborative work (D4)

At Stage 3 a higher level of specialisation is achieved with students being able to choose between different areas of interest in relation to some of their taught modules and their research project. By the end of this stage the students will have:

- through core and optional modules, extended their knowledge and understanding of the curriculum up to the current research level and developed an understanding of the experimental basis of this knowledge (A3)
- be fully competent in the use of primary literature and bibliographic databases, and have an improved ability to evaluate critically scientific information (B4-B5)
- the ability to make oral and visual presentation of scientific data and knowledge (D3)
- developed skills of critical evaluation of scientific information (B3) and have acquired research and analysis skills through a laboratory-based experimental design project (B6)
- produced project work that demonstrates a range of skills including subject-specific skills (B1-B6), report-writing (D1), digital skills (D2), independent working (D3), inter-personal skills (D4), planning, organising and prioritising (D5), problem solving (D8) presentation skills (D6), the ability to develop and work towards targets for personal, academic and career development (D7), in-depth knowledge of selected areas (A3), originality in the application of knowledge (A4) and cognitive skills (C1-C6)
- had further opportunities to practise a variety of transferable (key) skills that will be valuable for a range of employment opportunities.

Key features of the programme (including what makes the programme distinctive)

A major strength of the programme is the close linkage between teaching and research. This ensures that the curriculum content is kept up-to-date and the links between scholarship and research are explicit. Furthermore, the continued participation of teaching staff in professional development programmes ensures that delivery of teaching is informed by up-to-date practice. The strong research base in the Faculty ensures that the most modern equipment is available to undergraduate students for their practical work during their research project. Involvement of teaching staff for the programme on committees of national professional bodies helps to ensure that the programme continues to be informed by external developments.

Students will be offered the opportunity to transfer to one of the following BSc (Hons) programmes: BSc Biochemistry; BSc Biomedical Genetics; BSc Biomedical Sciences and Medical Microbiology; BSc Physiological Sciences; BSc Pharmacology, offered by Newcastle University UK after their first year of study provided that the following entrance requirements are met: 1) the entrance criteria for the degree programme offered at Newcastle University UK has been achieved; 2) all other academic requirements are met to allow such transfer 3) students must satisfy all UKBA requirements for the issue of confirmation of acceptance of studies (CAS) documentation and for the issue of a Tier 4 visa allowing study in the UK. All students considering such transfer will also be made aware that they will be required to pay the full international student academic fees of Newcastle University UK. Students on the BSc (Hons) Biomedical Sciences at Newcastle University Medicine Malaysia may also apply for transfer onto the MBBS programme offered at Newcastle University Medicine Malaysia only. This will be a competitive scheme with a limited number of places as determined by the CEO of Newcastle University Medicine Malaysia. Students will be selected on the basis of academic performance in year 1 of the BSc (Hons) Biomedical Sciences programme, a personal statement and an interview. Successful students will enter the first year of the MBBS programme.

A distinctive feature of the course is the final year research project which provides an

important opportunity for students to develop their practical skills to a high level. The optional modules at Stage 3 are offered by various research institutes within the University and allow students to study in depth areas of particular interest that relate to Newcastle's research strengths. Virtually all staff who teach in the final year of the programme are research active and teach in areas relating to their particular expertise.

The programme also places a strong emphasis on employability of its graduates, particularly within the biomedical and related sciences. Students will be encouraged to undertake a placement in the vacation at the end of Stage 2. This may involve either laboratory work or other areas of interest (e.g. science communication). This may be with one of our partner universities or colleges in the region where we have an articulated agreement for such placements or with other local institutions that encourage students to apply for such placements. Students may also apply for placements with research laboratories in the research institutes a Newcastle University although such placements in the UK will be dependent on UKBA approval. Optional modules at Stage 3 allow students to gain either an understanding of business issues relating to the pharmaceutical and biotechnology industries, an understanding of how research in biomedical sciences contributes to the advancement of medical knowledge and practice, an understanding of health care organisation and practice in the UK or to gain an understanding of science communication as a skill and explore a range of careers in communication.

Programme regulations (link to on-line version)

[-R1213U_B941_vFinal.pdf](#)

13 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://my.ncl.ac.uk/students/>

Induction

Year 1 and 2:

During the first week of the first semester at Newcastle University Medicine Malaysia students will attend an induction programme delivered by the local Newcastle University Medicine Malaysia Biomedical Sciences Director of Studies. New students will be given a general introduction to Newcastle University Medicine Malaysia life and the principal support services at Newcastle University Medicine Malaysia. General information about their programme offered in Malaysia as described in the BSc (Hons) Biomedical Sciences Newcastle University Medicine Malaysia Degree Programme Handbook, will also be provided. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/tutorials/etc. Students will also be given an overview of the programme, how it relates to the programme at Newcastle University UK and a general introduction to Newcastle University.

Year 2

At the start of Semester 2, students will be provided with information of the third year options available at the Newcastle Campus, followed up at the end of the semester with a Q&A session before module choices are selected and confirmed.

Year 3

On arrival in Newcastle, students will be expected to attend the international student induction and orientation programme offered by the International Office in the week prior to the general induction week and the general induction given to stage 1 students (i.e. students new to Newcastle). This induction session will allow the students to orientate quickly and allow them to join the continuing UK stage 3 students later in the week to receive the same information as their peers in the Year 3 induction session.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g., time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter, the Newcastle University Medicine Malaysia Biomedical Sciences Director of Studies or Dean of Academic Affairs at Newcastle University Medicine Malaysia. The Degree Programme Director at Newcastle University UK or the Head of School of Biomedical Sciences at Newcastle University UK may also be consulted. Issues relating to the programme may also be raised at the appropriate Staff-Student Committee and/or at the Board of Biomedical Science Studies at Newcastle University Medicine Malaysia or the Board of Studies at Newcastle University UK.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/lds/student/tutoring/>

A good relationship between tutor and tutee is an important part of the pastoral support system. If for any reason a tutee indicates that s/he wishes to change tutor this can be arranged. Some students may prefer to be allocated a tutor of the same gender and students are notified via the Degree Programme Handbook that this can be arranged. NU Reflect will be used in line with University policy for both students in Malaysia and Newcastle.

Students in Malaysia will be assigned a Newcastle University, UK tutor at the start of Semester 2 Year 2 in addition to their tutor at Newcastle University Medicine Malaysia. Students will be encouraged to contact their tutors in Newcastle by e-mail, Skype and/or video-conferencing prior to starting at Newcastle University, UK.

The Newcastle University Medicine Malaysia Biomedical Sciences Director of Studies. will be available to see students at Newcastle University Medicine Malaysia to discuss any issues affecting their studies and the Biomedical Sciences Curriculum Chair and Degree Programme Director at Newcastle University will also be available to discuss such issues either with students whilst they are studying in Malaysia via Skype or video conferencing or when they arrive in Newcastle UK.

Student's progress on the programme at both Newcastle University Medicine Malaysia and Newcastle will be carefully monitored and any personal issues or issues relating to performance will, therefore, be picked up at an early stage so that the student can be counselled allowing students to get back on track as quickly as possible.

Under the banner of the Student Wellbeing Service at Newcastle University Medicine Malaysia, a one-stop-shop approach will be taken to ensure access to the very best of integrated, comprehensive provision of counselling, guidance, and support on the following matters:

- academic and study support through a network of Personal Tutors and special counsellors.
- personal counselling on emotional concerns, religion and culture, financial issues, health, disability, insurance, accommodation, travel, and personal security through a range of services delivered *in situ* and e-resources available via the student learning environment "Blackboard".

The Student Wellbeing Service at Newcastle University Medicine Malaysia is coordinated by a Student Support Officer who will work across the Newcastle University Medicine Malaysia (Iskandar Puteri campus) to implement and maintain the personal tutorial system and develop peer mentoring schemes to support students. This post is also responsible for acting as a gateway in guiding students to the support service they require.

Newcastle University UK offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer.

Support for students with disabilities

Initially any applicant who meets the academic requirements, and has declared a disability on their application form, will be contacted by the Newcastle University Medicine Malaysia Marketing and Recruitment Manager to discuss his/her support requirements. In certain circumstances applicants may be invited for an information visit to ascertain if there are any access issues. On receiving an offer to study at Newcastle University Medicine Malaysia applicants will be automatically contacted by the Marketing and Recruitment Manager to discuss their support requirements which will be arranged on an individual basis.

Newcastle University Medicine Malaysia will inform the Disability Support Service at Newcastle University UK of any students with declared disabilities prior to the students transferring onto the final year of studies at Newcastle. Disability Support Services will provide individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

Learning resources will be provided by the Learning Resources Centre at Newcastle University Medicine Malaysia and the Robinson and Walton Libraries at Newcastle University, UK (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities in both Malaysia and the UK.

14 Methods for evaluating and improving the quality and standards of teaching and learning

Governance of BSc (Hons) Biomedical Sciences 2+1 offered at Newcastle University Medicine Malaysia (Iskandar Puteri Campus) and Newcastle University UK.

The School of Biomedical, Nutritional and Sport Sciences Board of Studies is responsible for the quality and standards of learning and teaching of all programmes offered by the School, but devolves the day to day quality management and enhancement of the first two years of this programme to a local Board of Studies chaired by a local Director of Studies (Dean of Biomedical Sciences in MQA documentation). The Director of Studies is appointed by the Head of School in consultation with the Provost/CEO of Newcastle University Medicine Malaysia (Iskandar Puteri Campus).

The local Board of Studies will report directly to the School Board of Studies at Newcastle in a similar manner to Curriculum Committees for the other programmes offered by the School. The School BoS at Newcastle then reports to the Newcastle University Faculty Education Committee (FEC). The Local Board of Studies will also report via the NUMed Malaysia Learning and Teaching Committee to the CEO of the Iskandar Puteri Campus in relation to resource requirements for stages 1 and 2 of the programme.

If at any time the Malaysian Quality Agency require major changes to the programme, such changes would be referred back to the FEC for consideration.

The Degree Programme Director at Newcastle University (or nominee) will visit Newcastle University Medicine Malaysia (Iskandar Puteri Campus) each year and report to Board of Studies via the TNE and Educational Partnerships Staff visit report form as specified in the University Educational Partnerships Policy document available at;

Module reviews

All modules are subject to review by questionnaires which will be considered by the local Board of Studies and reported to the School Board of Studies. Any changes to, or the introduction of new modules suggested by either Board will be made in consultation with both Boards. Student opinion will be sought at the local Student-staff Committee and/or the local Board of

Studies. The introduction of new modules and major changes to existing modules will be subject to approval by the Faculty Education Committee (FEC) at Newcastle University UK.

Programme reviews

The School of Biomedical, Nutritional and Sport Sciences Board of Studies, Newcastle University, UK conducts an Annual Monitoring and Review of all degree programmes, including the provision at Newcastle University Medicine Malaysia, and reports to FEC. The FEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Taught Programmes Sub-Committee.

External Examiner reports

External Examiner reports are considered by the School of Biomedical, Nutritional and Sport Sciences Board of Studies; this includes a separate report prepared by a visiting External Examiner as specified in the Educational Partnerships Policy (<http://www.ncl.ac.uk/ltds/assets/documents/qsh-ep-acad-governance-principles.pdf>).. External Examiner reports and the response to the External Examiner through the Board of Studies are shared with student representatives, through Boards of Study and Staff-Student Committees in both Malaysia and the UK.

Student evaluations

All modules, and stages* are subject to review through online questionnaires. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

*With the exception of intercalating years and the final stages of undergraduate programmes. Students on this programme will provide equivalent feedback via the International Student Barometer

<http://www.i-graduate.org/services/international-student-barometer/>

Mechanisms for gaining student feedback

Further feedback is channelled via the Student-Staff Committee in both Malaysia and the UK, questionnaires and the Board of Biomedical Sciences Studies at Newcastle UK and the local Board of Biomedical Science Studies at Newcastle University Medicine Malaysia.

Faculty and University Review Mechanisms

The programme is subject to the University's Learning and Teaching Review process and Transnational Educational Partnership policy available from

<http://www.ncl.ac.uk/ltds/governance/monitoring/ltr/>

<http://www.ncl.ac.uk/ltds/assets/documents/qsh-ep-acad-governance-principles.pdf>.

Including the 6-yearly Review of Partnership and International Campus Provision as defined in the Educational Partnerships Policy <http://www.ncl.ac.uk/ltds/assets/documents/qsh-educational-partnerships-pol.pdf>

Accreditation reports

Not applicable

Additional mechanisms

15 Regulation of assessment

Please refer to the Undergraduate Examination Conventions at

<http://www.ncl.ac.uk/regulations/docs/2019.html>

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, for the joint BSc (Hons) Biomedical Sciences offered by Newcastle University Medicine Malaysia (Iskandar Puteri Campus) and Newcastle University UK is appointed by the University after

recommendation from the Biomedical Sciences Board of Studies at Newcastle University, UK. The External Examiner is required to:

- i. confirm whether the standards of the University's awards meet or exceed the academic standards specified in external reference points such as the Framework for Higher Education Qualifications, the UK Quality Code, subject benchmark statements, and, where appropriate, the requirements of professional, statutory and regulatory bodies;
- ii. confirm whether the academic standards of the University's awards are consistent with those of similar programmes in other UK higher education institutions;
- iii. report on whether the University's processes for assessment measure student achievement rigorously and fairly and are conducted in line with University policies and regulations;
- iv. identify, where appropriate, examples of exemplary practice and innovation in learning, teaching and assessment;
- v. visit the NUMed campus to review provision once every two years
- vi. comment on opportunities to enhance the quality of the learning experience provided to students.
- vii.

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

The University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.

