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# **MSc Programme Initial Accreditation Context Statement Template**

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| **Executive Summary** |
| Outline the institutional background to the development of the programme, its relevance to the sector, market analysis for applicants, USPs of the programme, institutional context and involvement of biomedical scientists in the design and development of the programme etc: |
| List supplementary documentation submitted in support of the executive summary (if required): |

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| **Programme Management and Resources** |
| **Programme Management** |
| Describe the proposed provision of the programme, demonstrating that the programme will be sustainable, fit for purpose and effectively managed. Information on all programme titles proposed for initial IBMS accreditation, their distinctive features and entry criteria must be discussed: |
| List supplementary documentation submitted in support of the programme management below: |
| **Programme Resources** |
| Describe the staff resource and physical resources that will support the delivery of the proposed programme(s). Staff development opportunities for academic staff and visiting lecturers must be demonstrated: |
| List supplementary documentation submitted in support of the programme resources below: |
| **Module Content and Organisation** |
| Provide a brief overview of how the clinical laboratory specialisms as described in the QAA Subject Benchmark Statement for Biomedical Science and Biomedical Sciences (2023) will be delivered. The overall programme design and connectivity between the modules must be demonstrated. There should be a clear description of how the Research Project will be organised, allocated and supervised (for both internally and externally delivered projects): |
| List supplementary documentation submitted in support of the module content and organisation below: |
| **Assessment** |
| **Assessment Design and Delivery** |
| Provide an overview of the assessment strategy that includes details of authentic and varied assessment types. |
| List supplementary documentation submitted in support of the assessment design, organisation and delivery for the programme: |
| **Assessments and Progression** |
| Provide evidence that formal, closed book assessments are required across the duration of the programme and clearly articulate the institutional progression criteria and exit awards. |
| List supplementary documentation submitted in support of the requirement for closed book assessments, the institutional progression criteria and exit awards: |
| **Research Project** |
| Provide evidence that the research project module is 60 credits and cannot be compensated or condoned. |
| List supplementary documentation submitted with respect to assessment of the research project module: |
| **Programme Evaluation, Curriculum Development and Quality Assurance** |
| **Student Voice** |
| Highlight the key themes identified from student voice data for similar post-graduate taught programmes. This must include evaluation of module feedback, staff student liaison committee issues raised and Postgraduate Taught Experience Survey (PTES) data, noting the key themes and what has been done to address any issues: |
| List supplementary documentation submitted in support of the Student Voice analysis: |
| **Employer Liaison Group** |
| Highlight the key themes from Employer Liaison Group meetings held during the development of the programme. This must include evaluation of employer feedback on the programme content, proposed delivery of clinical specialism modules, any issues raised, actions taken and good practice to share: |
| List supplementary documentation submitted in support of the Employer Liaison Group activities: |
| **Programme Annual Monitoring Reports** |
| Highlight the key themes identified in institutional annual monitoring reports (or equivalent) for similar existing programmes for the previous 3 years. This must include evaluation of the programme delivery, academic achievement of students, cohort sizes, progression, retention and attainment data, plus any issues raised and good practice to share. Key themes identified should have action plans to address any issues: |
| List supplementary documentation submitted in support of annual monitoring of existing programmes: |
| **External Examiner Reports and Responses** |
| Highlight the key themes identified across external examiner reports for similar existing programmes for the previous 3 years. This should include evaluation of the module content, delivery of the programme, academic achievement of students, academic standards and quality assurance processes, plus any issues raised and good practice to share. Key themes identified should have action plans to address any issues: |
| List supplementary documentation submitted in support of the engagement with external examiners for similar programmes: |