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# **MSc Programme Re-accreditation Self-reflection Template**

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| **Executive Summary** |
| Outline key information on how any changes introduced at the last accreditation / re-accreditation event have been received, how the programme has been running in its current format, plus any key changes being requested at this re-accreditation event: |
| List supplementary documentation submitted in support of the executive summary (if required): |

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| **Programme Management and Resources**  |
| **Programme Management** |
| Describe the current provision of the programme, demonstrating that the programme is sustainable, fit for purpose and effectively managed. Information on all programme titles offered that have 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 support the delivery of the 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 and other content that maps to the QAA Subject Benchmark Statement for Biomedical Science and Biomedical Sciences (2023) are delivered. The overall programme design and connectivity between the modules should be demonstrated. There should be a clear description of how the Research Project is 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 the duration of the previous accreditation period. 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 for the duration of the previous accreditation period. This must include evaluation of employer feedback on the programme content, 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 reflection: |
| **Programme Annual Monitoring Reports** |
| Highlight the key themes identified in institutional annual monitoring reports (or equivalent) for the duration of the previous accreditation period. This must include evaluation of the programme content, delivery, academic achievement of students, cohort sizes, progression, retention and attainment data, plus any issues raised and good practice to share. Key themes identified must have action plans to address any issues: |
| List supplementary documentation submitted in support of the annual monitoring of the programme: |
| **External Examiner Reports and Responses** |
| Highlight the key themes identified across all external examiner reports for the duration of the previous accreditation period. 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 external examiner analysis of the programme: |