Criteria and Requirements for the Accreditation and Re-accreditation of MSc degrees in Biomedical Science
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INTRODUCTION: CRITERIA AND REQUIREMENTS FOR M-LEVEL DEGREES IN BIOMEDICAL SCIENCE

The Institute of Biomedical Science (henceforth referred to as ‘The Institute’) is the professional body for biomedical scientists and has been accrediting biomedical science programmes for over thirty years. Accreditation is a process of peer review and recognition by the profession of the achievement of quality standards for delivering BSc (Hons) Biomedical Science programmes which conform to the QAA subject benchmark statement for biomedical science (November 2015) and Masters level programmes.

Reasons for Institute Accreditation of M level Awards

1. Advances professional practice to benefit healthcare services and professions related to biomedical science.
2. Develops specific knowledge and competence that underpins biomedical science.
3. Provides expertise to support development of appropriate education and training.
4. Ensures curriculum content is both current and anticipatory of future change.
5. Ensures research is embedded in academic teaching and student development.
7. Ensures qualification is fit for purpose and relevant to employment in the biomedical science sector.
8. Recognises the achievement of a benchmark standard of education.
9. The degree award provides access to professional body membership as a Member and/or Chartered Scientist.
10. Strengthens links between the professional body, education provider, employer and student.

As part of a continuing and substantial programme, the Institute will consider accrediting or re-accrediting full time and part time postgraduate degree programmes relevant to biomedical science as defined by the QAA Subject Benchmark Statement November 2015. (Note: The benchmark statement defines the subject area of biomedical science relating to BSc Honours degrees in Biomedical Science). Although there are no specific QAA subject benchmarks relating to Biomedical Science at postgraduate level, Institutions should ensure that the learning outcomes of postgraduate courses at least meet, if not exceed, those stipulated in the relevant qualification descriptors for a higher education.
qualification at level 7 (Master's degree) as defined by QAA, August 2008.  
http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp.

In designing the curriculum, Institutions may wish to take into account the Department of Health’s proposed postgraduate training programme for Healthcare Scientists detailed in the project entitled ‘Modernising Scientific Careers’ of Scientists working within the National Health Service (NHS).

Individuals awarded a Masters degree accredited by the Institute are eligible for the title of Chartered Scientist and the designation CSci if they meet the other eligibility criteria of corporate membership and active engagement in CPD. A Masters level qualification will also give direct entry into the membership grade of Member and designation MIBMS for individuals who are not already members of the Institute.

The aim of professional body accreditation is to ensure that, through a spirit of partnership between the Institute and HEI a good quality degree is achieved that prepares the student for employment in circumstances requiring sound judgement, critical thinking, personal responsibility and initiative in complex and unpredictable professional environments.

The Framework for Higher Education Qualification in England and Wales (FHEQ) defines Masters Level as presupposing that students can show originality in the application of knowledge, and the ability to deal with complex issues both systematically and creatively, showing originality in tackling and solving problems.

Students at this level should be able to demonstrate:

- A systematic understanding of knowledge and a critical awareness of current problems much of which, is at, or informed by, the forefront of the academic discipline.

- A comprehensive understanding of techniques applicable to their own research.

- Originality in the application of knowledge.

- A conceptual understanding that enables the student to evaluate critically current research in their discipline.

Masters Graduates should be able to:

- Deal with complex issues systematically and creatively and communicate findings to specialists and other professional groups.

- Demonstrate self-direction and originality in problem-solving across a variety of areas.

- Continue to advance their knowledge and understanding, and to develop new skills to a high level and possess the necessary qualities and transferable skills at an advanced professional level.
Postgraduate study involves development of reflective practice, such that the individual can modify personal professional activity, critically evaluate scientific information sources and methodologies and possess the capacity to carry out such activities autonomously.

More specifically, MSc Biomedical Science programmes should aim to produce graduates who:

• Have a flexible approach to problem-solving in the field of biomedical science.

• Have sufficient knowledge/skills to enhance their biomedical science practice at a supervisory level.

• Are able to work independently, reflect on their practice and use initiative in solving the diverse problems that may be encountered.

• Are capable of developing a critical appraisal of the relative merits and limitations of the techniques employed in their chosen specialism within biomedical sciences.

• Are able to develop a responsible attitude to the promotion of new developments and the maintenance of standards within biomedical science.

Accreditation is normally awarded for a period of five student cohorts. During the final year of intake the HEI will be notified that a re-accreditation visit is required for accreditation of further student cohorts. This is conducted in accordance with the specific and general guidelines appropriate to initial accreditation, with additional requirements, and can be regarded as a process of periodic review and an opportunity for quality enhancement.

A database of accredited programmes is held by the Institute and updated annually. It is a condition of accreditation that the HEI notifies the Institute of any changes that are significantly different from the programme at the time the current period of accreditation was conferred. For example, changes that might affect the delivery and outcomes of the programme, course title, new pathway, overall aims or changes to teaching staff. The HEI is also required to provide programme information as an annual report to the Institute and may from time to time be expected to provide other information when requested. All information will be treated as confidential.

For further information about accreditation please contact education@ibms.org. For information about the Institute visit www.ibms.org
A. PROGRAMME SUBMISSION

A1 It is preferred that programmes are submitted for accreditation/re-accreditation visits between October and the end of June, to allow for appropriate processes to be completed for student admissions in September. It is recognised that it may be preferable to coincide accreditation visits with the HEI’s internal validation review. However, accreditation events must be confined to biomedical science programmes unless agreed by prior arrangement with the Institute. The Institute may also consider applications for accreditation/re-accreditation of BSc (Hons) programmes in biomedical science at the same event (see separate document for Criteria and Requirements for Accreditation of BSc (Hons) Biomedical Science Programmes).

A2 Confirmation of the date must be made to the Institute three months prior to the proposed accreditation/re-accreditation event.

A3 HEIs applying for Institute accreditation or re-accreditation of Masters level degree programmes are required to supply detailed submission documents according to the guidelines in sections D and E of this document.

A4 Documents must be submitted for consideration by the Institute and its representatives a minimum of six weeks before the scheduled accreditation event. Documents should be focussed and must be relevant to the programme.

A5 A fee of £1500 is payable to the ‘Institute of Biomedical Science’ on application for accreditation/re-accreditation. This will cover administration costs, standard travel, overnight accommodation and reasonable subsistence expenses for the panel for UK accreditation events.

A6 E-Learning programmes must meet the same criteria and requirements as other accredited degree programmes. On-line access must be made available to the Institute’s representatives. In addition, details about student/tutor and student/student contact time must be clearly defined, together with any specific requirements relating to employer support and the use of multimedia communications.

B. PROGRAMME ACCREDITATION

B1 The Institute will normally appoint a panel of at least one academic Representative and one practitioner representative, in addition to an education executive to review the submitted documentation and visit the HEI to discuss the proposed programme. The Institute may also appoint additional members of the panel for the purpose of training or quality assurance.

B2 Discussions will take place with senior management staff of the university, programme leaders and their team, external lecturers, placement providers, members of the employer liaison group and students.
B3 An independent panel Chair is appointed by the HEI (usually Head of a different school).

B3 Secretarial support for the Chair and panel must be provided to record deliberations and findings of the day.

B4 At the end of the visit the panel members of the Institute communicate the outcome of the visit to the management including programme leaders and the teaching team. This will be one of the following:

- Accreditation without conditions
- Accreditation with conditions
- Accreditation declined

Recommendations for consideration by the HEI when further developing the programme may also be made and the panel may also wish to make commendations regarding exemplary practice.

B5 A draft report of the visit is prepared by the panel secretary and a final version agreed with the Institute’s representatives. A copy of the final report must be submitted to the Institute’s Education Officer.

B6 A report of the visit is made to the Institute’s Education & Professional Standards Committee with a recommendation to accredit or not accredit the programme, whether this is subject to any conditions and if any recommendations and commendations were also made. Accreditation is usually awarded for five student intakes, subject to the HEI meeting any conditions of accreditation within the designated timeframe.

B7 The HEI is notified in writing of the Committee’s decision. Any appeals to the outcome must be made in writing within one month of notification of the Committee’s decision.

B8 Accredited programmes will be advertised on the Institute’s website and the HEI will receive an accreditation certificate for the period of accreditation and permission to use the Institute’s Accredited University logo. Only programmes with up to date accreditation will be advertised on the institute’s website.

B9 Failure of the HEI to maintain compliance with the criteria for accreditation will trigger a review by the Institute that may result in accreditation status of the programme or programmes being withdrawn.
Accreditation Request
1. Receive communication that university wishes course to be accredited or re-accredited.
2. IBMS advises university that re-accreditation is due.

Agree Date
Agree date and format of the visit. (This may coincide with internal validation).

University Sends Key Documents to include:
- programme specification;
- module descriptors;
- placement handbook;
- student handbook;
- Employers handbook;
- Curriculum vitae for relevant staff; and
- External examiners’ reports for the last two years if available.

1. Acknowledge request and send appropriate criteria and requirements document; or
2. Send personalised standard letter ACS1 with appropriate criteria and requirements document

Identify Institute panel.

Send letter Confirming accreditation date and panel details to university. Letter ACS2.

Send letter thanking panel members together with criteria and requirements document (if needed). Letter ACS3

Record accreditation information on the current Accreditation Events Schedule.

Update University Accreditation Events Schedule.

Submit to next meeting of the E & D Committee.
C. ACCREDITATION VISIT

C1 Members of the Institute’s panel may be invited to act as external advisors at the HEIs internal review/validation process as full members of the validation team. It must be recognised that while it is possible for a programme to be successfully validated by the HEI, it might not satisfy Institute requirements for accreditation.

C2 The agenda for the visit will include:

i. Meetings with senior management staff with responsibility for relevant resources and research (with reference to RAE).

ii. A tour of the facilities (teaching/research laboratories)

iii. A private meeting with representative students from different academic years (or in the event of first time accreditation other science students).

iv. A meeting with the programme team (including key subject specific part time lecturers) to discuss details of the programme and research activities.

v. A meeting with employer members of the Employer Liaison Group, to discuss their input to the delivery and future development of the programme(s).

vi. If required, a final meeting with HEI representatives to clarify other issues.

vii. Private meeting of the panel.

viii. Verbal feedback report of outcomes to university staff.

NB: See Sections D and E for further requirements and guidelines for accreditation and submitted documentation. Section F has a document checklist and Section G has guidance on university-employer liaison committees.
Accreditation Visit

Private meeting with Institute Panel and Chair

IBMS panel tour facilities.

IBMS panel members meet with representative students from the programme.

IBMS panel meet with the programme team to discuss details of the programme and research activities.

Meeting with placement providers (if applicable)

Meeting with Senior Management to discuss relevant resources and research

Final meeting is held with the university representatives to clarify any other issues.

Private meeting of Panel and Chair

Feedback report is given.
D. ACCREDITATION REQUIREMENTS

The requirements for accreditation are stated below with respect to accreditation (Section D1) or re-accreditation (Section D1 and Section D2) and type of programme.

Section D1. Accreditation of MSc Degrees in Biomedical Science Subjects

Biomedical science is concerned with the integration of a wide range of subjects to understand the science of causes, diagnosis and treatment of disease (pathobiology or biology of disease). Accreditation is specific to the programme description, which must clearly demonstrate the modules/units contributing to the degree award and mode of delivery.

MSc Programmes in biomedical science may be broad biomedical science or single discipline as defined within the QAA Subject Benchmark statement for BSc (Hons) degrees in Biomedical Science (November 2015). At M level the indicative subject areas should reflect areas of study that relate to the indicative syllabus for Institute qualification awards such as the Specialist Diploma and Higher Specialist Diploma awards in the traditional disciplines of cellular pathology, clinical biochemistry, clinical immunology, haematology, medical microbiology and transfusion science, and also in Quality, Training and Management in pathology. Given that with clinical genetics these subject areas are increasingly being reconfigured into Blood Science, Cellular Science, Tissue Pathology, Infections and Molecular Science in major pathology service units in the NHS, it is expected that a range of titles will be used and that these will reflect the predominant emphasis of the award.

D1.1 Specific Requirements of Programme Content

i. The learning outcomes of the curriculum of taught postgraduate courses must meet, if not exceed, those stipulated in the relevant qualification descriptors for a higher education qualification at M level.

ii. There should not be more than 25% of undergraduate level content in a Masters programme. (This may be subject to amendment depending on possible alterations to the Quality Assurance Agency regulations).

iii. Accredited programme should be able to demonstrate the following objectives

- Acquisition of a sound knowledge base so as to support understanding of current and future aspects of biomedical sciences encountered in the working environment.

- Development of relevant knowledge and skills in appropriate branch(es) of biomedical science for the identification and resolution of problems.

- Development of competence in design and execution of research and interpretation of data.
• Appreciation of the advantages, limitations and applications of a range of biomedical techniques.

• Enhancement of skills in the communication of information and research results.

• Familiarity with a range of issues relevant to the management of laboratories.

• Experience in completing a substantial critical research project.

iv. The research project will normally be laboratory based within a discipline of Biomedical Science. The research project must contribute at least one third of the total credits constituting the award of Masters degree.

v. Structure of the project and arrangements for supervision and assessment must be clearly defined. This is particularly important for part time programmes to ensure they have the necessary support and resources either within a student’s work place or in the degree awarding institution. When a student is undertaking a project outside the awarding institution, a local supervisor must have undergone appropriate training approved by the Institute.

D1.2 General Requirements for Programme Delivery

(a) Management and Resources

i. Details of the infrastructure of teaching and research of biomedical science within the HEI should be stated.

ii. The programme should clearly be an integral part of the faculty/school with requisite support and resources, which should be sufficient for the projected number of students (i.e. demonstrated as Business Case). In addition there should be an infrastructure to support the research and teaching for these students (including placement if applicable), such as student-staff consultation committees and employers’ liaison committees.

iii. The HEI should have a clear strategy to provide adequate physical resources to mount or sustain the programme; including computing, information technology, audio-visual equipment, library and laboratory facilities for research and practical classes.

iv. There must be an appropriate balance between biomedical scientists, visiting lecturers and academic staff to ensure that there is a contribution from the profession to the delivery of the key laboratory specialties and the knowledge is current to the needs of professional practice.

v. The relationship of teaching staff to the delivery of modules and research interests should be evidenced in brief summary CVs (normally no more than
two A4 pages) that include a maximum of five most recent appropriate publications.

The relevant information required is:

**Name and title:**

**Present post:**

**Main teaching activities:**

**Other duties:**

**Academic qualifications:**

**Professional qualifications:**

**Research interests/profile (last 3 years only):**

**Publications (last 3 years only):**

**Professional membership/involvement (last 3 years only):**

**External professional activities (last 3 years only):**

vi. There should be a strategy for supporting on-going research relevant to the programme and development of the students in biomedical science.

**(b) Programme Delivery**

This section may in part be articulated through the programme specification document.

i. The programme specification must highlight the distinct features of the M level degree course, including overall learning outcomes.

ii. There must be clear descriptions of the modular content and mode of delivery (lectures, practicals, tutorials, flexible learning), including the level and credit points of each component, with learning outcomes and methods of assessment. The delivery of subject specific, transferable and key skills should be evident.

iii. The contents of each individual module must have sufficient detail to indicate the depth and breadth of its contents. Reading lists for each module must be current.

iv. Assessment regulations must require a pass standard to be achieved for the project at M level. The project must have been executed successfully
through independent research, centred on data generation, critical analysis and application of results.

v. Assessment methods should be clearly related to the aims and objectives of the overall programme and its specific components and related learning outcomes. These should be clearly described with examples in the submission, together with the HEI’s policy on assessment.

vi. Where deemed appropriate, the programme team may wish to designate “core or critical” modules, where compensation within or between modules is not appropriate for the degree award. This also applies to situations where averaging between assessment components is normally allowed by university regulations. Programme teams may wish to stipulate specific attainment standards in such modules (e.g. achievement of a minimum 35% work in examinations) before compensation is allowed. Criteria should be clearly identified within relevant documents such as student handbooks, module descriptors, programme specifications, modules handbooks etc.

vii. Central to the process of assessment is the involvement of external examiners with responsibility to ensure that standards are comparable with others HEIs who are offering accredited biomedical science degree programmes. If not already done, the appointment of at least one External Examiner from the programme team of an IBMS accredited degree must be made at the first opportunity.

viii. Where e-learning forms part of the degree, details will be required on course delivery and modules. Student/tutor and student/student contact time must be clearly defined together with any specific requirements relating to employer support and the use of multimedia communications.

(c) Staff/Employer Specific

i. There should be staff development arrangements for all staff involved in delivering the programme.

ii. Satisfactory liaison must be arranged with local employers and the HEI to inform the content and development of the programme. This should include a formal mechanism (i.e. Employer Liaison Committee) for the views of employers and local Institute members to contribute to the design of the programme.

iii. Liaison with the Institute must include dissemination of Institute information for students and submission of relevant student information produced by the HEI, minutes of employer liaison committee meetings (minimum one per semester) and the internal annual monitoring report produced for the university.
(d) **Student Specific**

i. Entry requirements, together with the selection criteria used for interviews and possible exemption arrangements, should be specified.

ii. Applicants who have not had their secondary or tertiary education through the medium of English should have attained the equivalent of an IELTS score of at least 6.5.

iii. Admission procedures must give both the applicant and the education provider the information they require to make an informed choice about whether or not to take up the offer of a place on the accredited programme.

iv. There must be evidence of policies for equal opportunities and anti-discrimination in relation to candidates and students, together with an indication of how these will be implemented and monitored.

v. The student handbook must provide adequate information regarding relevant regulations, programme contents, project arrangements, pastoral care arrangements, student support mechanisms, career opportunities and role of professional body.

vi. There must be evidence of effective pastoral care arrangements and student support mechanisms.

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1 A group which advises on matters relating to the education requirements of the profession: advice on course developments, marketing, perceived profile, reviewing and refining module profiles and syllabus composition to reflect the requirements of the profession and employers. Members of the group usually include the Head of Biomedical Science, Course leader, Year Leaders, employers and an external Institute appointed nominee. Please refer to Institute guidelines in Section G for further information.

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**Section D2. Re-accreditation MSc Degrees in Biomedical Science**

As a requirement of reaccreditation, there must be a review of the existing programme. The review will cover all aspects of the programme relating to the specific and general requirements in section D1 in addition to the requirements of section D2. Particular attention will be paid to the following areas.

(a) **Programme Delivery**

i. Clear indication of any changes made to the course since the date of accreditation and the rationale underlying these changes must be included.

ii. External Examiner’s reports with responses and action taken.

iii. Internal annual monitoring reports.
iv. Critical evaluation and programme development, including input from employers.

(b) Staff/Employer Specific

i. Notes of the meetings of an employer liaison committee.

(c) Student Specific

i. Student progression and class of degree award if appropriate.

ii. Student feedback. A minimum of two student representatives from each year should be invited to the re-accreditation meeting. Representative past students should also be included.

E. GUIDELINES FOR SUBMISSION OF DOCUMENTS AND PANEL VISIT

Please note that accreditation will be based on submitted documents, which must be received, by the Institute a minimum of six weeks before the visit. All documents, ideally double sided must be page-numbered and have a contents list. Tabled documents will not usually be accepted unless for a point of clarification.

(a) Documentation

i. Detailed submission documents must clearly state the title and mode of delivery of the programme or programmes for which you are seeking accreditation.

ii. Documentation must be specific to the programme or programmes to be accredited.

iii. There must be clear descriptions of the modular content and mode of delivery (lectures, practicals, tutorials, flexible learning), including the level and credit points of each component with learning outcomes and methods of assessment. The delivery of subject specific, transferable and key skills should be evident.

iv. The contents of each individual module must have sufficient detail to indicate the depth and breadth of its contents. Reading lists for each module must be current.

v. Documentation must cover the following areas:

- **Programme specification**
  In line with Quality Assurance Agency (QAA) published revised guidelines for preparing programme specifications (2006)
  http://www.qaa.ac.uk/academicinfrastructure/default.asp

  A Programme Specification is a course synopsis presented as a short extract of the Course Handbook for each qualification conferred by the HEI.
The primary users of these documents will be current students and applicants, external examiners, Professional and/or Statutory Body (PSBs) and other external agencies, potential employers of graduates and placement students, professional, commercial and industrial advisory groups, Regional Development Agencies (RDAs) for training and skills surveys, British Council, and other national agencies and QAA Teams.

- **Course Handbook**
  This document will serve as the main reference for students, academic staff, University Office staff and external examiners.
  It must include the following information:

  - **General information**: Course title, duration, modes and all named award titles; course aims and learning outcomes; rationale for the course; links with professional or external validating bodies, if any.
  - **Philosophy/learning outcomes**: A clear statement of the philosophy of the course scheme and its relationship with cognate courses, and a summary of the learning outcomes for students completing the course at each stage
  - **Admissions requirements**: Knowledge and skills; access arrangements; credit transfer; APL/APEL; selection procedures; student induction; equal opportunities
  - **Assessment**: Details of assessment strategies and rationale; schedule of assessment; Assessment Board arrangements; details of penalties for late submission of coursework; approaches to preventing plagiarism
  - **Module descriptors**

- **Employer liaison meeting minutes (with indicative membership)**
  Staff CVs (normally no more than two A4 pages) that include a maximum of five most recent appropriate publications.

  The relevant information required is:

  **Name and title:**

  **Present post:**

  **Main teaching activities:**

  **Other duties:**

  **Academic qualifications:**

  **Professional qualifications:**

  **Research interests/profile (last 3 years only):**

  **Publications (last 3 years only):**
Professional membership/involvement (last 3 years only):

External professional activities (last 3 years only):

- **Self-Evaluation Document (for re-accreditation)**
  The self-evaluation presents the aims and objectives of the course and provides an evaluation of the student learning experience and student achievement. A self-evaluation should discuss both strengths and weaknesses in the provision. Where weaknesses are acknowledged, the HEI is encouraged to discuss the issues and the steps taken to improve quality.

  The evaluation should be organised within the below recommended headings and should be supported by evidence.

  *Curriculum Design, Content and Organisation*

  *Teaching, Learning and Assessment*

  *Student Progression and Achievement*

  *Student Support and Guidance*

  *Learning Resources*

  *Research*

  *Quality Management and Enhancement.*

  Some of the supporting material may be required for panel members to view at the meeting.

(b) IBMS Panel Visit to the Institution

i. The date of the accreditation/re-accreditation event must be agreed with the Institute three months prior to the visit.

ii. The Institute will normally nominate two representatives to participate in the event (one academic and one professional), in addition to an education executive. The Institute may wish to appoint an additional member for training or quality assurance purposes.

iii. A copy of the submission documents must be sent to the Institute’s representatives as notified to the university a minimum of six weeks before the event.

iv. Suggested agenda (variations must be agreed with the Institute’s Education Officer prior to the event).

  09.00 - 09.30 Meeting of accreditation panel (Chair, Secretary and Institute representatives) to set areas for discussion.
09.30 - 10.15  Tour of teaching and research laboratories

10.15 - 10.45  Meeting with representative students

10.45 - 11.00  Break

11.00 - 12.30  Meeting with programme team, including external practitioner lecturers

12.30 - 13.00  Meeting with employers liaison committee representatives

13.00 - 14.00  Lunch

14.00 - 14.30  Meeting with senior management team

14.30 – 15.15  Final private meeting of panel

15.15 – 15.45  Final feedback and report

Please note:

a) Secretarial support from the HEI is required for the visit, in order to report the deliberations and findings of the panel.

b) The HEI is required to nominate a Chairman who is independent to the programme team.

The specific role of the chair is generally to:

- manage the event and ensure that it is conducted in accordance with the requirements of the panel;
- encourage an ‘inclusive approach’ (with an emphasis on dialogue, as opposed to a cross questioning or adversarial approach);
- ensure appropriate introductions;
- guide discussion;
- arbitrate on disagreements;
- direct questioning in line with the requirements of the panel;
- ensure that all parties at joint visits have sufficient time to engage in discussions
- keep the joint panel to time; and
- summarise and present the conclusions of the joint panel to the programme

c) In an event which includes an HCPC approval visit the Institute will consider a revised agenda to take into consideration the requirements of the HCPC.
(c) Post Panel Visit Procedures

i. A copy of the draft accreditation event report must be circulated to the panel within two weeks following the event.

ii. A copy of the confirmed report must be sent to the panel and the Institute within four weeks following the event.

iii. The final report with panel representation will be made to the Institute’s Education and Development Committee at the next scheduled meeting.

   a. The Institute will normally accredit or re-accredit a programme for a maximum of five student intakes subject to the conditions set by the panel being met by the HEI.

   b. Supporting documentation for demonstrating the conditions have been met must be submitted to the Institute by the deadline stated in the conditions.

iv. You should contact the IBMS Office (Education) if you have any queries or concerns about the criteria, requirements or guidelines
Post Event

BMS Panel Complete their Report
- Details of outcomes mapped to accreditation criteria document.
- Commendations made if appropriate.
- Conditions set if needed and date agreed for conditions to be met.
- Copy of report is sent to the university and to the Education and Development Committee (EDC).

Accreditation Approved?

Are any conditions set?

Yes

Recommendation for re-accreditation considered by EDC

No

Recommendations to EDC
- Recommendation for non-approval or withdrawal plus any observations considered by EDC.

University replies to conditions and sends evidence that conditions have been met to the panel within the agreed time-frame.

Yes

Have the conditions been met?

Yes

Recommendation to EDC
- Recommendation for (re-)accreditation plus any observations considered by EDC.

Send University post accreditation letter ACS4 detailing date which conditions must be met.

No

Recommendation to EDC
- Recommendation for non-approval or withdrawal of accreditation.

University formally advised of non-approval/withdrawal of accreditation.

1. University formally advised of non-approval/withdrawal of accreditation.
2. Update Guide to Accredited Degrees.
4. Update University Accreditation Events Schedule.
5. Update University Accreditation Events Schedule.

Administrative Process

Administrative Process

Administrative Process

Administrative Process

Administrative Process

Administrative Process

2. Send updated Guide to website manager.
3. Prepare accreditation diploma certificate ACS5
4. Formally advise university of approval (letter ACS6) and send certificate.
5. Update University Accreditation Events Schedule.
### F. DOCUMENTATION CHECKLIST

Please copy this page and complete for circulation with the submission documents

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*To include a list of laboratories where placements are made and a copy of the individual laboratory’s training programme detailing the arrangements for the placement period(s).*
20 Student/tutor and student/student contact time (applicable to distance learning courses only)

**Re-accreditation specific requirements**

1. Student enrolment
2. Student progression
3. Student feedback
4. External examiners’ reports
5. Details of any changes to the programme
6. Quality assessment procedures, results and assessment/review reports
G. UNIVERSITY/EMPLOYER LIAISON

One of the requirements for all HEIs seeking accreditation or re-accreditation of both undergraduate and postgraduate programmes is that there are satisfactory liaison with local employers and local Region or Branch of the IBMS as a formal mechanism for the views of employers and local Institute members to be taken into consideration in the design etc of the course. This will also provide a means of enhancing communication between universities, employers and the Institute.

It is important to distinguish between university liaison officers, who are a point of contact between the university and the Institute, and professional advisors who are experienced practitioners capable of inputting to the development and improvement of courses. Some of these advisors may have a teaching role on the course on a part time or visiting basis.

Role of Committee

The role of the committee should be to:

- Offer expert advice to the university Head of Biomedical Science on the applicability and effectiveness of its awards
- Contribute to the periodic review of IBMS accredited awards
- Advise on new opportunities in biomedical science education that the HEI could explore
- Inform the HEI of changing needs relating to employment

There should be clear Terms of Reference that cover the remit of the group to:

1. Ensure content of the degree is current and relevant to clinical laboratory practice
2. Ensure that the delivery and structure of the programmes takes into account the realities within the laboratory

Specific to programmes with integral clinical placement:

3. Ensure the students are trained in a supportive environment and fit to practice on graduation
4. Ensure that the quality of training is provided by reviewing student experience and making recommendations to enhance the quality of this experience.

Membership

The membership of the group should be:

- Chairman (IBMS member)
- Head of Biomedical Science
- 2-3 academic representatives from the programme team for biomedical sciences
• Professional representatives from local employers
• Local IBMS member representative approved by the Institute

**Benefits**

The benefits of university/employer liaison committees are to:

• Ensure biomedical science practitioners can input to the design of the programmes;
• Ensure the programmes reflect the professional ethos of biomedical science;
• Ensure the programme are current to the requirements of biomedical science and its practitioners;
• Ensure the programmes meet the needs of local employers;
• Provide useful advice/feedback from prospective employers;
• Provide laboratory placement and employment opportunities for students and graduates;
• Enable research strategy to include potential partnerships with employers