

Programme Specification

Programme title: MSc Advanced Biomedical Engineering

Academic Year:	2018-19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	Master of Science [Framework for Higher Education Qualifications (FHEQ) level 7] MSc Postgraduate Diploma Postgraduate Certificate
Programme accredited by (if appropriate):	Institution of Mechanical Engineering (IMechE)
Programme duration:	1 year full time
QAA Subject benchmark statement(s):	Engineering
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	

Introduction

Biomedical Engineering is the application of engineering principles to the Biomedical and healthcare sector. It combines engineering expertise with biology to solve biomedical problems and improve the wellbeing of patients. Although less established than more traditional specialties such as electrical or mechanical engineering, it is nonetheless a growing discipline which is increasing in importance. Indeed, many significant diagnostic and therapeutic advances have been pioneered by biomedical engineers.

Biomedical engineering is a fast evolving interdisciplinary field, which has been at the forefront of many biomedical advances in recent years. As such, it is a research-led discipline, which sits at the cutting edge of advances in medicine, engineering and biology. It is highly interdisciplinary in nature and requires engineers who are flexible, able to acquire new skills, and who have a broad knowledge base. In particular, given the research-lead nature of the discipline, there is demand for engineers who can work effectively in a research-lead environment and who can push forward technological boundaries. Consequently, there is need for people with

advanced knowledge and skills, who have a good appreciation of developments in the clinical and biological fields. Thus, this MSc programme at the University of Bradford is designed to provide an advanced Biomedical engineering education and to give students an opportunity to develop advanced knowledge and understanding in specialist subject areas. In particular, the programme contains a large project component which allows students to develop advanced knowledge and research skills in their specialist area. As such, the programme also aims to develop a multidisciplinary understanding of the subject, which can be applied in a variety of clinical, biomedical and industrial settings.

The Faculty of Engineering and Informatics places emphasis on both teaching and research, believing them to be mutually dependent. This MSc programme has grown out of the internationally recognised research activity of the Biomedical Engineering Research Team which has a long and established record of delivering Bachelors level teaching in the Biomedical and healthcare field. As such, the programme draws on the broad range of expertise within the Biomedical Engineering Research Team and integrates this in a coherent programme of study. The Biomedical Engineering Research Team has particular research strengths in Human movement analysis; Biomaterials science; Biophysics; Tissue/Cell Engineering; and Medical Electronic Devices. It has research links with local hospitals in Yorkshire and works closely with clinicians from these establishments. It has on going collaborative research with various commercial organizations, including, Smith and Nephew, DePuySynthes (J&J), Biomet Healthcare UK Ltd, GE Healthcare, BRI, LGI and Dyson Ltd.

With reference to teaching and learning, the Faculty aims to produce postgraduates who aspire to challenging careers in industry, commerce and the public sector or to developing their own enterprises. Students should therefore be able to move directly into responsible roles in employment with a minimum of additional training. This aim is achieved by:

- Providing a supportive, structured environment in which students are encouraged to develop independent learning and research skills;
- Developing subject knowledge and understanding, developing discipline skills and developing personal transferable skills, to enable graduates to pursue programmes of advanced study, or to move directly into responsible employment.

The University

The University of Bradford has four key strategic objectives: excellence; internationalisation; equality and diversity; and sustainability. We believe in doing research and teaching to deliver career opportunities for our students as well as for economic development and job creation.

The Faculty of Engineering and Informatics strongly believes that each programme subscribes to these four objectives through the three key streams of the University vision:

- The creation of knowledge through fundamental and applied research.
- The dissemination of knowledge by teaching students from all backgrounds.
- The application of knowledge for the prosperity and wellbeing of people.

Lecturers at Bradford are active researchers in their fields of expertise, developing new knowledge, contributing to peer-reviewed journals and books. This research permeates to their teaching practice giving students access to world leading

professionals, equipment and ideas within the University's academic themes of Innovative Engineering, Advanced Healthcare and Sustainable Societies. Each year students will engage in enquiry-based projects allowing learning through research. The programmes of study will include research with an emphasis on application, experiential learning and real-world engagement. This will make a major contribution to students skill set, in the skills and attributes for enhanced employability.

We recognise that society benefits from the talents of all, and that the development of creative, collaborative engineers, skilled in communication and teamwork is vital. Diverse engineering teams are known to be more innovative. We help students to contribute to and learn from the varied perspectives of their tutors and peers. We want to equip our graduates with the knowledge and skills to respond to the many different needs of our businesses and communities.

The Faculty welcomes and celebrates the diverse cultural and national backgrounds of our students. We are committed to an educational experience that is inclusive, one where gender and ethnicity are central elements in developing engineering solutions that address the needs of a diverse society. The University currently holds Bronze Athena Swan accreditation from the Equality Challenge Unit.

Students will have many opportunities to contribute to their Higher Education Achievement Report (HEAR) whilst with us. They can gain HEAR accreditation for becoming student representative for their course, by becoming a student ambassador, helping with open days and applicant experience days, or by being a PAL leader. The peer assisted learning scheme or PAL is where students in stages two and three support new students of the University. The PAL scheme has been very successful, providing guidance on all aspects of being a student of Bradford. PAL leaders become mentors and role models for new students. We support people to become PAL leaders but we also recognise their contribution through the HEAR.

Programme Aims

- Provide students with the advanced theoretical knowledge, concepts and skills necessary for original thought and problem analysis related to medical, clinical and biomedical engineering.
- Provide students with the academic and technical skills necessary to carry out research in medical, clinical and biomedical engineering.
- To enable students to carry out independently, but under supervision, a specific research project in medical, clinical and biomedical engineering.
- To provide bridging information to non-specialists enabling them to extend their career opportunities.

The Masters degree will provide those possessing an adequate undergraduate accredited degree the *Further Learning* educational requirements (in compliance with UK-SPEC) to permit progression to Chartered Membership of the Institution of Mechanical Engineers, and registration with the Engineering Council (UK) as a Chartered Engineer.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate at FHEQ level 7 students will have successfully completed 60 credits.

To be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will have successfully completed 120 credits.

To be eligible for the award of Postgraduate Certificate and/or Postgraduate Diploma at FHEQ level 7, students will be able to:

- LO1 Evidence comprehensive understanding of relevant scientific principles of discipline specialization, applying knowledge (possibly at discipline forefront), understanding, and skills to work with (incomplete or uncertain) information, quantifying the effect of this on the design, and using theory or experiment to mitigate deficiencies.
- LO2 Select and apply appropriate advanced modelling & analysis methods and computational tools to critically evaluate complex and multidisciplinary problems in engineering, generate (optimized) solutions, and assess their limitations, robustness, and effects of changes in design parameters.
- LO3 Evidence advanced level knowledge and understanding of a wide range of engineering materials and components.
- LO4 Critically evaluate current problems and/or new insights informed by the specialization forefront, and apply & adapt knowledge and comprehensive understanding of design processes & methodologies in unfamiliar situations.
- LO5 Work effectively in a team in order to meet shared objectives.
- LO6 Evidence awareness of the need for a high level of professional and ethical conduct in engineering, evidencing business and management practices relevant to engineering and engineers

To be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

- LO7 Evidence understanding and critical evaluation of concepts relevant to discipline, some from outside engineering, and apply them effectively (including in engineering projects).
- LO8 Integrate engineering knowledge and insight to investigate new and emerging technologies, applying professional judgements to balance risks, cost, benefits, safety, reliability and environmental impact.
- LO9 Evidence self-direction, independent learning, and originality of thought to generate innovative designs for products, systems, components or processes to fulfil new needs.
- LO10 Use software packages in the advanced analysis, design, evaluation, & optimisation of complex engineering systems.
- LO11 Apply skills in problem solving, communication, information retrieval, working effectively with general IT facilities to develop, monitor and update a plan for the solution of both technical and personnel contributions to meeting organisational need.
- LO12 Plan self-learning to improve performance as a foundation for lifelong learning/CPD, and exercise initiative and personal responsibility in professional practice, which may be as a team member or leader, evidence good negotiation, written and oral communication skills.

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

- LO13 Plan, implement, monitor & adjust on an on-going basis, a self-directed individual research programme of work, evidencing collection and critical analysis of research data, use or adaptation of appropriate analysis tools to tackle unfamiliar problems (e.g. those with uncertain or incomplete data or specification), innovation, and application of relevant skills, reflection, & research methodologies in the production of an advanced technical report.

Curriculum

The curriculum map shows the core (C) and optional (O) units for this programme, which extends over 12 months. It is made up of a taught element of 120 credits and an individual research project element of 60 credits. The taught element is structured in the form of 20 credit modules over the two semesters forming the academic session. The 60 credits MSc research project is carried out throughout the year. The curriculum may change, subject to the University's Programme approval, monitoring and review procedures, as improvements are made each year. More detail, including learning outcomes, is available for each unit.

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
7	Big Data Systems and Analytics	C	20	1	COS7006-B
7	Regenerative Medicine	C	20	1	MHT7013-B
7	Genomic Coding and Genetic Engineering	C	20	1	MHT7011-B

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Postgraduate Diploma

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
7	Clinical Biomechanics	C	20	2	MHT7008-B
7	Clinical Diagnostics	C	20	2	MHT7014-B
7	Polymer and Materials Engineering	O	20	2	CPE7012-B
7	Supply Chain Management and Production	O	20	2	ENB7008-B
7	Food & Pharmaceutical	O	20	2	CPE7004-B

	Processes Engineering				
7	Data Visualisation	O	20	2	GAV7021-B

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Degree of Master

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
7	MSc Project	C	60	3	ENG7002-E

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes.

Learning and Teaching Strategy

The teaching and learning strategy takes into consideration the learning outcomes, the nature of the subject and the student intake, and the need for students to take greater responsibility for their own learning as they progress through the Programme.

Our strategy begins with the end in mind. We want students to become great engineers; that means great problem solvers, great team-workers with an inquisitive and curious mind. This should mean that by the end of their study with us they can move seamlessly into the world of work, academic research or become an entrepreneur.

The teaching and learning methods have been selected to engage students in developing their knowledge and understanding of engineering fundamentals, through **formal learning** opportunities such as lectures and tutorials, **experiential learning** through practical classes and lab sessions and informal and **social learning** through team-working in projects and competitions.

Study with us will include formal lectures (including those from visiting lecturers and invited speakers), but these will always be interactive and two way. We want to develop students understanding of the vast array of opportunities open to today's professional engineer and therefore we look to incorporate aspects of real world engineering problems and solutions where possible. To this end we make use of case studies, practical demonstrations, and provide lots of opportunities for students to design their own solutions.

As part of our focus on building a learning experience which will prepare students for the world of work our curriculum has been developed using the CDIO framework. This means that our learning strategy will be to encourage students to work in teams to **Conceive** potential solutions, **Design** new products processes or services, **Implement** (or model) and test those designs, and **Operate** the product or

solution. In line with the CDIO philosophy students will have numerous opportunities to be an active learner, to work as an engineer on real-world projects. The PG/Dip students will operate analytical instruments, under supervision, during the initial phase of their research project.

The University of Bradford is well known for attracting students from a wide variety of backgrounds, experiences and countries. The University of Bradford encourages and supports women in engineering. Female staff and students are an integral part to the University of Bradford's Faculty of Engineering and Informatics. The University of Bradford's modus operandi, Making Knowledge Work, is embedded in the philosophy of this programme.

Assessment Strategy

In the same way that our teaching and learning strategy is designed to prepare students for the world of work, academic research or entrepreneurship, our assessment methods incorporate a wide range of different methods designed to meet the needs of industry, the accrediting bodies as well as prepare students for a potential academic research career.

Assessment is a key part of the learning process, it is only through challenging themselves to express what they have learned or put it to practical use, can students complete the learning journey and assess for themselves if they have understood what they have been taught and are able to apply and use that skills and knowledge. There are two forms of assessment; formative and summative. **Formative assessment** provides an opportunity for our staff to give students feedback during their learning. This feedback is designed to help and guide students learning. All the modules will have some formative assessment and this may be in various forms including discussions or questioning from the supervisor, tests, practical activities, et cetera. These formative activities are crucial if students are to make best use of their learning experience and they are designed to prepare students for their summative assessment. **Summative assessment** is how we grade the work on a module and the details of this assessment will be available from the beginning of the module so that students understand how their grade will be determined.

A main method of assessment (as is common on all professional engineering degree programmes) is by formal written examinations. Nevertheless, many of the assessments will be tailored to the most efficient ways the learning outcomes. Therefore, project work will often be assessed on the basis of the quality of the product produced as part of the project; we use practical tests to assess practical skills and written reports to show the depth of understanding of concepts and ideas. Practical skills are often assessed via individual and group technical reports with the laboratory work linked with the taught modules. The methods of assessment of transferable skills are built in the structure of the examinations, case studies, laboratory demonstrations and project work.

Assessment Regulations

MSc

This Programme conforms to the standard University Taught Postgraduate Regulations, which are available at the link below:

<https://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

However, there is one exception to these regulations as listed below:

To gain an accredited MSc award, students must achieve 180 credits in total, comprising 160 credits at 50% or above and 20 credits at 40% or above.

Students who achieve a mark between 40%-49% in up to 60 credits worth of modules will be permitted one supplementary assessment attempt to support them to remain on the accredited MSc with no more than 2 attempts in any module.

If the above requirement is not met, but the University's taught postgraduate regulations are complied with, then a non-accredited MSc will be awarded, MSc Engineering (Biomedical).

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

In addition to satisfying the general admissions requirements of the University of Bradford, the candidates must have:

2.2 equivalent bachelors degree in Biomedical/Medical Engineering, Clinical Technology and related engineering and/or science degrees or equivalent.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)