

BSc (Hons) Clinical Technology Programme Specification

<https://www.bradford.ac.uk/courses/ug/clinical-technology-bsc/>

Academic Year: **2021/22**
Degree Awarding Body: **The University of Bradford**
Target award: **Honours Degree of Bachelor of Science [Framework for Higher Education Qualifications (FHEQ) level 6]**
Interim awards: **Ordinary Degree of Bachelor [FHEQ Level 6]; Diploma of Higher Education [FHEQ Level 5]; Certificate of Higher Education [FHEQ Level 4]**
Programme Admissions: **September**
Programme duration: **3 years full-time (UCAS H900); 4 years full-time with placement (UCAS H901)**
Programme Accreditation: **IET (Institution of Engineering and Technology)**
QAA Subject Benchmark: **Engineering 2015**
Date last approved by Faculty Board: **June 2021**

Please note: This programme specification has been published in advance of the academic year to which it applies. The curriculum may change, subject to the University's programme monitoring and review processes. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Minor Modification Schedule

1. March 2016: Programme Specification written on new template.
2. February 2017: Programme learning outcomes and waivers re-written.
3. March 2019: Modification to curriculum structure.
4. March 2020: Minor modification to module titles and module study periods. Introduction of core module at level 5 from the Faculty of Health Studies.
5. October 2020: Specification reformatted and made accessible.
6. June 2021: Annual changes for 2021/22. Updated Admissions and Study Abroad.

Introduction

The National Health Service, together with the associated medical services industry, needs skilled and qualified graduates to provide vital technical support in hospitals. These graduates require a multidisciplinary skills profile, including elements of engineering, life sciences and health studies.

The BSc in Clinical Technology course aims to provide this skill base, equipping students for careers in a range of health-related technology disciplines. The programme is run in collaboration with local hospitals, adding a clinical perspective to the teaching.

Faculty strategic objectives

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:

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

Lecturers at Bradford are active researchers in their fields of expertise producing peer-reviewed knowledge through publications in journal articles 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. Participating in programmes of study including research that include an emphasis on application, experiential learning and real-world engagement will make a major contribution to students developing 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 of the diversity of the students and staff, and that addresses attainment gaps within our student body, particularly those between BME and white students. The University 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. Students 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.

Designed for the next generation of engineers

Our programmes have been designed as part of the CDIO educational framework for producing the next generation of engineers. This will provide a learning experience that stresses the engineering fundamentals set within the context of Conceiving-Designing-Implementing-Operating (CDIO) real-world systems and products. This framework has been developed by universities across the globe and benefits from the ongoing collaborative experience of engineers and educationalists. This will mean that students learning will reflect the real world, their work in teams to solve real-world problems and in the process they will develop professional skills alongside technical skills.

We also recognise that the future for engineers is one where they will be working in interdisciplinary teams to solve new, complex and evolving problems that will require innovative solutions. Student's ability to work across engineering disciplines and collaboratively with experts in other specialist fields will be crucial to creating the solutions of tomorrow. We have designed our programmes to encourage and experience interdisciplinary working, to develop breadth as well as depth of skills and knowledge, and in this way we believe students will be ideally equipped to be successful and employable. All our engineering students begin with an interdisciplinary year which ensures that all students have a good understanding of the breadth of what is encompassed by the word 'engineer'. This year provides students with the fundamental skills and knowledge as well as specific projects that they will work on with other students in their discipline and a final project which will be on interdisciplinary project working with a range of engineers from different disciplines.

Learning with and as part of a research community

The School places emphasis on both teaching and research. We have particular research strengths in biomedical engineering (design of implants, scaffolding for tissue replacement, and prosthetics); biomaterials (including the creation of complex components from powders, composites, and polymers); computer modelling and design (human movement, virtual testing, and rapid prototyping). We conduct this research jointly with many companies including Johnson & Johnson, Smith & Nephew, Siemens Medical and others and this work shapes and informs our undergraduate programmes.

The Bradford Graduate

Upon graduation students will be able to join the world of work as clinical technologist within the NHS and healthcare industries. They will have the capacity for professional growth to continue the path to Chartered Engineer (CEng) status. However, unlike graduates from many other universities they will have high-level professional and interpersonal skills built from learning which has been developed through a team-based environment. An education where students have spent their time conceiving, designing, implementing and operating solutions to problems that they have tackled as part of a learning team. Students will be adept at working with complex value-added engineering systems, they will be familiar with experimentation, system thinking and have a solid understanding of the business and enterprise context. We value sustainability at Bradford and to that end we have embedded sustainable development across all of our

programmes. In a future where sustainability is to become increasingly important students will have sound understanding of the challenges and the potential for solutions in a world where the actions of human industry is creating new pressures on resources.

All our programmes are designed to provide three progression routes for graduates. Upon graduation students will be equipped to be employed as a clinical technologist. If this is their goal, they should seriously consider a placement year as this will be invaluable. Alternatively, students could pursue a research career, they will have highly developed research skills and their personal tutor can help them identify postgraduate research opportunities here at Bradford. The third route open to students on graduation is to develop their own business. As a Bradford clinical technologist graduate, students will have the skills to design and develop healthcare products, processes, or systems that could have serious commercial potential. We have a long track record of supporting and developing new companies and helping students on those first steps as an entrepreneur.

The ability of a clinical technologist to think clearly, logically and ethically is widely appreciated by many other professions and studies at Bradford may well be a stepping stone to many alternative careers other than NHS or healthcare industries. As a clinical technologist graduate from Bradford students have a real foundation for life and for a lifetime of learning.

Programme Aims

The programme is intended to:

- Develop graduates with a solid grounding in engineering and healthcare technology fundamentals and experience of interdisciplinary working.
- Help students to develop a firm foundation in the engineering, science, design and technology of healthcare.
- Provide the educational requirements to permit progression to careers in Clinical Technology within the National Health Service and related industries.
- Provide the educational requirements (in compliance with UK-SPEC) to permit progression to Chartered Membership of the Institute of Engineering and Technology as well as registration with ECUK as a Chartered Engineer.

Programme Learning outcomes

To be eligible for the award of **Certificate of Higher Education** at FHEQ level 4, students will be able to:

PLO1 Select and apply physical principles to describe fundamental engineering and technology processes.

PLO2 Select and correctly apply quantitative methods to analyse the performance of engineering and healthcare technology components and systems.

PLO3 Select and use appropriate and relevant materials, equipment, tools, processes, or products.

- PLO4 Apply simple computational techniques to simulate and visualise the solution to specified engineering problems.
- PLO5 Apply skills in problem solving, working with others, information retrieval, and effective use of general IT facilities, and communicate work to technical and non-technical audiences.
- PLO6 Exercise personal and professional responsibility, which may be as a team member, and include evidence of safe and effective workshop and lab practice.

Additionally, to be eligible for the award of **Diploma of Higher Education** at FHEQ level 5, students will be able to:

- PLO7 Understand the essential concepts, principles and theories of clinical technology.
- PLO8 Select mathematical and statistical methods necessary to underpin the engineering discipline and proficiently apply tools and notations in the modelling, analysis, solution, and evaluation of engineering problems.
- PLO9 Apply analytical and computational methods to solve and visualize problems in the engineering discipline and to implement appropriate action.
- PLO10 Apply problem-solving skills, technical knowledge and understanding to create/adapt and evaluate design solutions that are fit for purpose (inc. operation, maintenance, reliability etc.).
- PLO11 Apply relevant practical and laboratory skills to obtain accurate data to evaluate system performance and/or validate system models.
- PLO12 Plan and apply safe methods of construction and manufacture to semi-open projects, deriving solutions that consider technical, regulatory, and client requirements.
- PLO13 Work effectively as a specialist within in a multidisciplinary team towards a shared objective.

Additionally, to be eligible for the award of **Degree of Bachelor** at FHEQ level 6, students will be able to:

- PLO14 Generate innovative designs for products, systems, components or processes to fulfil new needs.
- PLO15 Select, apply, and evaluate quantitative tools and data collection methods to underpin the engineering and clinical technology discipline, and apply a range of tools and notations proficiently and critically in the analysis and solution of engineering problems.
- PLO16 Select, apply and effectively integrate knowledge of other engineering disciplines to support study and evaluation of the engineering discipline.
- PLO17 Apply principles of organisation and management (project management, change management, health and safety, self-management) to achieve engineering and technology objectives.

Additionally, to be eligible for the award of **Honours Degree of Bachelor** at FHEQ level 6, students will be able to:

PLO18 Demonstrate comprehensive knowledge and understanding of the concepts, principles and theories underpinning Clinical Technology.

PLO19 Apply engineering principles to critically analyse problems to create innovative process and product designs, with systematic appreciation of key aspects of field of study, including acquisition of coherent and detailed knowledge informed by characteristics of the engineering and technology discipline.

PLO20 Plan and implement an individual programme of work, monitoring and adjusting where appropriate in an on-going basis, utilising research skills to critically evaluate and report on technical literature and newly developed data, and reflect on personal and professional development to improve their performance

PLO21 Describe and work effectively and collaboratively in different roles within a team, and evidence responsibility of healthcare technologists and engineers to consider environmental and socio-economic aspects in the development of sustainable solutions.

PLO22 Use appropriate discipline software packages in the modelling, simulation, analysis, design, and critical performance evaluation of composite engineering systems in the discipline.

PLO23 Correctly identify and use codes of practice and industry standards.

Learning and Teaching Strategy

The teaching and learning strategy takes into consideration the learning outcomes that need to be achieved, progression through the levels of study, and the nature of the subject. One of the goals of Higher education is that students develop lifelong learning skills and are increasingly able 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 on-line and face-to-face teaching. Online lectures (including those from Visiting Lecturers) may be pre-recorded, so you can watch them at your convenience, or live interactive webinars. Tutorials and seminars will often be in smaller groups and highly interactive. We want to develop students' understanding of the vast

array of opportunities open to healthcare science professionals and therefore we look to incorporate aspects of real world 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.

Students will be involved in project work from the start of their time with us and these projects will become more complex and challenging as their skills and knowledge develop. At Levels 5 and 6 students will engage with practical work on biomedical engineering devices, movement analysis and physiological measurement in purpose built modern and up to date electronics and physiological laboratories. Students will design and manufacture biomedical equipment using standard procedures and use control and measuring techniques in a supportive and collaborative environment with their supervisors.

The University of Bradford is well known for attracting students from a wide variety of backgrounds, experiences and countries. The university encourages and supports women in engineering. Female staff and students are an integral part of 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 yourself to express what you have learned or put it to practical use, can you complete the learning journey and assess for yourself if you have understood what you have been taught and are able to apply and use those skills and the knowledge. There are two forms of assessment – formative and summative. Formative assessment provides an opportunity for our staff will give students feedback during their learning. This feedback is designed to help and guide 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 to test 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 the 'Design Project' work.

Curriculum

The curriculum may change, subject to the University's programme approval, monitoring and review procedures.

Stage 1 (Certificate)

FHEQ Level	Module Title	Module Type	Credit	Study Period	Module Code
4	Clinical Instrumentation and Imaging	Core	20	Semester 1	MHT4004-B
4	Computer Aided Engineering	Core	20	Academic Year	ENB4002-B
4	Design, Build and Test (Biomedical)	Core	20	Academic Year	MHT4006-B
4	Electronics and Mechanics	Core	20	Academic Year	ELE4013-B
4	Mathematics for Clinical Technologists	Core	20	Academic Year	ENM4005-B
4	Radiology and Radiation Engineering	Core	20	Semester 2	MHT4005-B

At the end of stage 1 (level 4), students will be eligible to exit with the FHEQ Level 4 award of **Certificate of Higher Education** if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Stage 2 (Diploma)

FHEQ Level	Module Title	Module Type	Credit	Study Period	Module Code
5	Applied Epidemiology	Core	20	Academic Year	HWS5017-B
5	Cell and Tissue Biology	Core	20	Academic Year	MHT5007-B
5	Clinical Movement Analysis	Core	20	Academic Year	MHT5011-B
5	Embedded Electronics	Core	20	Academic Year	ELE5016-B
5	Functional Anatomy and Human Physiological Measurements	Core	20	Academic Year	MHT5014-B
5	Healthcare Technology Project	Core	20	Academic Year	MHT5005-B

At the end of stage 2 (level 5), students will be eligible to exit with the FHEQ Level 5 award of **Diploma of Higher Education** if they have successfully completed at least 240 credits and achieved the award learning outcomes.

Stage 3 (Degree)

Students study 100 core credits and select 1 Option module.

FHEQ Level	Module Title	Module Type	Credit	Study Period	Module Code
7	Clinical Diagnostics	Core	20	Semester 2	MHT7014-B
6	Individual Research Project	Core	40	Academic Year	ENG6003-D
6	Medical Ethics and Quality Management	Core	20	Academic Year	MHT6020-B
6	Rehabilitation and Prosthetics	Core	20	Semester 1	MHT6019-B
6	Biomaterials with Implant Design and Technology	Option	20	Academic Year	MHT6013-B
6	Renal Technology	Option	20	Academic Year	MHT6014-B

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 **Ordinary Degree** award of Bachelor if they have successfully completed at least 300 credits, achieved the award learning outcomes and attained at least 40% in individual stage 3 modules amounting to 60 credits.

At the end of stage 3, students will be eligible for the FHEQ Level 6 **Honours Degree** award of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

Placement and/or Study Abroad

This programme provides the option for students to undertake a work placement or period of study abroad between Stages 2 and 3. Students wishing to take this option will be registered for the 4-year programme.

We promote a placement or study abroad year as there is overwhelming evidence as to the benefits. Research indicates that students benefit academically and professionally from a period abroad or in work as part of their degree. For example, undergraduate students who went abroad during their studies were more likely to find a graduate job and had higher starting salaries than their non-mobile counterparts (Source: International facts and figures 2019).

Full details for the work element of a Placement Year will be given to students during Stages 1 and 2.

Instead of a placement year, students can opt to study abroad for one year in one of our partner institutions worldwide, where students will be taught in English. Any student wishing to study abroad for a year should contact at first instance the International Opportunities Team to discuss the available year abroad opportunities. Then, they will have to consult with the Faculty Exchange Coordinator on the academic aspects of the exchange including the programme and modules. The student will have significant freedom in the selection of institutions and modules during the year abroad exchange. Finally, the Bradford Programme leader will be informed and consulted about the exchange

to ensure compliance with any Bradford programme requirements. During the exchange the students will have support from the relevant University services.

- On successful completion of the ENG5002-Z, placement, students will be eligible for the award of **University Diploma Industrial Studies**.
- On successful completion of the ENG5004-Z, study abroad experience, students will be eligible for the award of **University Diploma Industrial Studies (International)**.

This programme is not eligible for Study Abroad Semester opportunities.

The list of exchange partners and network of Universities available for a Study Abroad Year, as well as further information about international opportunities can be found online at: <https://www.bradford.ac.uk/exchanges/current-students/>

Assessment Regulations

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the link below www.bradford.ac.uk/regulations

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

Academic

A typical offer to someone seeking entry through the UCAS scheme would be **112 points**, with Grade 4 (national Grade C) or above in GCSE Maths and English or the equivalents in other RQF Level 2 qualifications such as Key Skills.

Applicants interested in the University of Bradford will be made aware of the range of engineering programmes available within the Faculty, many of which share a common first year, together with a Foundation Year (Stage 0) asking a typical UCAS offer of **88 points**.

Please note: These requirements are correct for the contemporary recruitment cycle and may be different when you are reading this document. The UCAS tariff applicable may vary and is published here: <https://www.bradford.ac.uk/courses/ug/clinical-technology-bsc/>

International

The standard requirements for international students apply for English language and numeracy. International applicants who do not meet the English language requirements can study a pre-sessional English course at the University.

For details of accepted equivalent qualifications from your country, visit <https://www.bradford.ac.uk/international/country/>

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience.

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact the Disability Service before you apply at: www.bradford.ac.uk/disability/before .

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage:

<https://www.bradford.ac.uk/applicants/progression-scheme/> .

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. For more details visit our RPL webpage at:

<https://www.bradford.ac.uk/teaching-quality/prior-learning/> .