### EVIDENCE TEMPLATE

### *Please complete this template as succinctly as possible providing links to the evidence (e.g. citing specific learning outcomes, module codes, handbooks etc.). All wording in italics must be deleted, it provides brief guidance, it is not a comprehensive list of what should be included.*

### Section 1 - The degrees submitted

| Scope of Application |
| --- |
| Accreditation subject area | *Molecular Aspects of Biology**Whole Organism Biology**Ecological and Environmental Sciences**(select all that apply)* |
| Proposing University | *Name of University* |
| Department/Faculty/School etc. | *Name of department etc.* |
| Programme title and titles of awards covered | *List titles of awards* |
| Programme duration | *State duration* |
| Date applying university approved programmes | *Provide month and year* |
| Planned review date | *Provide month and year (any large internal review, or periodic external review of the programmes)* |
| Is the programme delivered in English? | *Yes/No. If no, please ensure all programme documentation is translated into English for the accreditation review purposes and please state language of delivery.*  |

**Section 2 - Summary of Evidence**

*The items of evidence should be provided electronically, and may come from a variety of sources. All evidence, wherever possible, should be easily accessible from the documentation provided (e.g. by reference to specific folders, file names, modules etc.). Please ensure when referencing modules in the matrix that you include both module code and title and that the file name for module descriptors is clearly recognisable. On-line access to the institution’s e-learning facilities should be made available to the Panel. The following table should be completed in order to signpost the assessors to the relevant aspects of the course or documentation. The evidence column in the table can be divided into levels in the programme as desired.*

|  |  |
| --- | --- |
| **Criteria** | **Evidence** |
| 1. Does the documentation indicate that the programme will incorporate a graduating level, capstone, experience which includes the analysis and critical evaluation of data within an independently produced piece of work? The capstone experience should contain the following elements:
 |
| 1. The capstone experience will integrate and develop the skills and knowledge gained in earlier years; bring reflection and focus to the whole of the degree experience; and provide students with the opportunity to demonstrate and apply the understanding and skills that they have developed
 | *Provide items of evidence appropriate to the criteria for the capstone experience, the experience must be at least 30 credits cite the module code(s) for the capstone experience. The Society requires that the capstone experience must be passed for students to achieve an accredited honours degree, please provide evidence of the appropriate degree regulation* |
| 1. The capstone experience will be an extended piece of enquiry-based work, relevant to the degree, with a justified approach that effectively communicates its outcomes
 |  |
| b. The capstone experience will be underpinned by a range of relevant sources, and will show recognition of health and safety, environmental and ethical considerations |  |
| c. The capstone experience will be contextualised, and show recognition of the provisional nature of knowledge, building to an appropriate conclusion |  |
| d. The capstone experience will be based on the processes of critical thinking, synthesis, reflection and evaluation |  |
| 1. Demonstration of the acquisition of technical skills and familiarity with the practical environment. There will be evidence of:
 |
| 1. Students learn in a hands-on, practical environment, and are trained in the technical skills appropriate to their main subject interest
 |  |
| 1. Skill acquisition is demonstrably a progressive process
 |  |
| 1. There is a list of the core, assessed, technical skills used in the laboratory, field or other setting which form the foundation for the degree(s)
 |  |
| 1. There is competency in the core technical skills for all students on the programme
 |  |
| 1. Training in research study design and the principles of data management, such as Good Laboratory Practice
 |  |
| 1. Students will appreciate the concept of ‘Big Data’ and its importance in understanding the living world
 |  |
| 1. The development and use of transferable graduate skills
 |
| 1. Graduates will have the basic skills of word processing, use of spreadsheets, and presentation software
 |  |
| 1. Graduates will be able to find, cite and use appropriate information
 |  |
| 1. That students will consider and approach a wide range of problems and problem types critically, confidently and independently
 |  |
| 1. Students will communicate through both oral and written approaches, and to a range of audiences
 |  |
| 1. Graduates will be experienced in teamwork approaches, including the concepts of leadership; the recognition of individual contributions; and the significance of group dynamics to effective teamworking
 |  |
| 1. There will be acquisition of general management skills including project management
 |  |
| 1. Regulatory and ethical issues, including environmental and social aspects, are considered and addressed by students at appropriate times throughout their programme of study
 |  |
| 1. Foundation in mathematics, statistics, chemistry and physics within a biological context appropriate to the discipline
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| 1. The coverage of chemistry and physics is of sufficient depth and breadth to provide the necessary knowledge and understanding for students to appreciate and apply these subjects within a biological context
 |  |
| 1. The knowledge and appreciation of mathematical principles is sufficient to support the understanding and application of key biological concepts, and underpin problem solving at the theoretical and practical levels
 |  |
| 1. Graduates will be equipped with the appropriate knowledge and skills needed to handle variation in data at different levels of complexity
 |  |
| 1. Specific skills and knowledge appropriate to the degree title
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| 1. Bioscience graduates will have knowledge of the fundamentals of biology, including: an overview of biodiversity and the biological environment; molecular, cell and whole organism biology; biochemistry, genetics, and the concept of evolution
 |  |
| 1. Degrees adhere to the relevant recommendations within the QAA Subject Benchmark Statements for Biosciences and/or Biomedical Sciences, with reference to other Benchmark Statements as appropriate
 |  |
| 1. Specialist degrees meet the subject-specific requirements of the relevant Learned Societies as listed in Appendix B
 |  |
| 1. Developing Creativity and Innovation
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| i. Students are taught to apply and evaluate original or unconventional ideas, and to tackle problem solving using techniques designed to develop individual and group creativity, evidenced through assessment approaches which recognise and reward such thinking |  |
| 1. Graduates are expected to have an understanding, embedded in the teaching of their subject(s), of the following concepts **(a-e)**:
 |
| 1. There is a contextualised learning experience using real-world scenarios to gain better alignment with expected key employability skills
 |  |
| 1. Graduates will understand the notion and value of intellectual property
 |  |
| 1. Graduates will understand the importance of evaluating feasibility and impact through a reflective approach
 |  |
| 1. Graduates will understand the interdisciplinary nature of enterprise
 |  |
| 1. Students have financial literacy in the context of developing commercial awareness
 |  |

**Checklist**

Have you included in your electronic submission (See Appendix A of handbook for full details):

* The Letter of Intent
* Programme Specifications with:
	+ Details of programme structure
	+ Learning outcomes
	+ List/definitions of terms and acronyms used by the university
	+ Assessment strategy
* Module descriptors
* Resource documents
	+ Overview of facilities
	+ Brief résumés of staff
	+ Relevant handbooks or guidance
	+ Equality and Diversity Policy
* Internal or external reviews or reports
	+ Periodic review file
	+ External examiners’ reports for previous two years
	+ Link to most recent QAA reviews, internal reviews or equivalent
* Confirmation of procedures within university for ethical approvals, relevant licences (where applicable)
* Destination statistics of graduates
* Most recent summative assessments, marking criteria and model answers
* Accreditation template/matrix
* Table of technical skills