**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **BSc (Hons) Biology**  **BSc (Hons) Biology with a Sandwich Year**  **BSc (Hons) Biology with a Professional Year**  **BSc (Hons) Biology with a Year Abroad** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | Biosciences |
| 1. **Teaching Site** | Canterbury |
| 1. **Mode of Delivery** | Full-time |
| 1. **Programme accredited by** | All accredited by the Royal Society of Biology, with the Sandwich Year having advanced accreditation |
| 1. **a) Final Award** | BSc (Hons) |
| 7. **b) Alternative Exit Awards** | BSc (non hons) Biology;  Diploma in Biology;  Certificate in Biology |
| 1. **Programme** | Biology |
| 1. **UCAS Code (or other code)** | C103 Biology  C105 Biology with a Sandwich Year  C105 Biology with a Professional Year  C106 Biology with a Year Abroad |
| 1. **Credits/ECTS Value** | 360 credits (180 ECTS) for three year programmes  480 credits (240 ECTS) for four year programmes |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Biosciences 2015 |
| 1. **Date of creation/revision** | Sept 2014/revised FSO Dec 2017 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2019 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| 1. Instil in you a sense of enthusiasm for the application of different methods and disciplines to biology, confront the scientific, moral and ethical issues raised by your study of biology, and engage in critical assessment of the subject material covered. 2. Provide you with a broad and balanced foundation of the science that underpins general biology and methodology in a modern society. This will include a detailed knowledge of the biological techniques and methods of assay, analysis and examination used by biologists, together with the essential biomolecular and organismal knowledge required for understanding of life at all levels of complexity. 3. Provide a stimulating, research-active environment for teaching and learning in which you will be supported and motivated to achieve your academic and personal potential. 4. Educate you in both the theoretical (subject-specific knowledge) and practical (laboratory skills and methods) aspects of biology. 5. Facilitate your learning experience (integration and application of knowledge) through a variety of teaching and assessment methods. 6. Give you the experience of undertaking an independent research project (e.g. laboratory or library-based). 7. Prepare you for further study, or training, and employment in both biology and non-biology based careers, by developing your transferable and cognitive skills. 8. Develop the qualities needed for employment in situations requiring the exercise of professionalism, independent thought, personal responsibility and decision making in complex and unpredictable circumstances. 9. Provide access to as wide a range of students as practicable.   ***For Biology with a Sandwich Year only***   1. Give an opportunity to gain work experience as a bioscientist in a professional environment such as hospital, government and industrial research laboratories.   ***For students on the Biology with a Professional Year programme only***   1. To develop employment skills, including an understanding of how you relate to the structure and function of an organisation via the Professional Year   ***For Biology with a Year Abroad only***   1. Develop skills in appreciating learning in an international culture by allowing you to study biomedical sciences at a university in the Year Abroad. 2. Experience and gain knowledge of the scientific working practices and culture of another country. |

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| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.  The programme outcomes have references to the subject benchmarking statement for Biosciences (2015)*.* |

**A. Knowledge and Understanding of:**

1. The chemistry that underlies biochemical reactions and the techniques used to investigate them. **(SB 7.11i)**
2. The principles that determine the three-dimensional structure of biological macromolecules and be able to explain detailed examples of how structure enables function. **(SB 7.11ii)**
3. The molecular basis of genetics, and be able to explain some detailed examples. **(SB 7.11iii)**
4. Gene expression, with a detailed knowledge of specific examples; the structure, arrangement, expression, and regulation of genes; relevant experimental methods. **(SB 7.11iv)**
5. A wide range of cells (both prokaryotic and eukaryotic) and be able to explain critically how they develop and how their properties suit them for their biological function, and how they could be investigated experimentally. **(SB 7.11v)**
6. Suitable experimental methods for the investigation of relevant areas of biochemistry, organismal biology, ecology and molecular biology. **(SB 7.11vi)**
7. The chemical and thermodynamic principles underlying biological catalysis and the role of enzymes and other proteins in determining the function and fate of cells and organisms. **(SB 7.11viii)**
8. The analysis of the impact of external influences on growth, development and reproduction, and explain reproductive strategies.
9. The interactions of structure and metabolic function at cellular and organismal levels. **(SB 7.13iii)**
10. The significance of internal and external influences on the integration of metabolism for survival and health. **(SB 7.13iii)**
11. The methods and principles underlying taxonomy and classification. **(SB 7.13vi)**
12. The principles and processes governing interactions of organisms and their environment. **(SB 7.13vii)**

***For Biology with a Sandwich Year only***

1. The way a professional biologist can contribute to the organisation in which they work.

***For Biology with a Professional Year programme only***

1. How the skills (subject specific and/or generic) developed during a biomedical science degree can be applied in the workplace.

***For Biology with a Year Abroad programme only***

1. The way biologists are taught and trained in a different cultural setting.

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Recognising and applying subject-specific theories, paradigms, concepts or principles. For example, the relationship between genes and proteins, or the nature of essential nutrients in microbes, cells, plants and animals.
2. Analysing, synthesising and summarising information critically, including published research or reports. **(SB 4.2i)**
3. Obtaining and integrating several lines of subject-specific evidence to formulate and test hypotheses. **(SB 4.3)**
4. Applying subject knowledge and understanding to address familiar and unfamiliar problems. **(SB 4.3)**
5. Recognising the moral and ethical issues of investigations and appreciating the need for ethical standards and professional codes of conduct. **(SB 4.4ii)**

**C. Subject-specific Skills:**

1. Ability to handle biological material in general and chemicals in a safe way, thus being able to assess any potential hazards associated with biological experimentation. **(SB 5.6iv, vi)**
2. Perform risk assessments prior to the execution of an experimental protocol.
3. To be able to use basic and advanced experimental equipment in executing the core practical techniques used by biologist.
4. To find information on biological topics from a wide range of information resources (e.g. journals, books, electronic databases) and maintain an effective information retrieval strategy. **(SB 5.7i)**
5. To be able to plan, execute and assess the results from experiments using acquired subject-specific knowledge. **(SB 5.6ii,iii)**
6. To identify the best method for presenting and reporting on biological investigations using written, data manipulation/presentation and computer skills. **(SB 4.4)**
7. Designing, planning, conducting and reporting on investigations, which may involve primary or secondary data (e.g. from a survey database). These data may be obtained through individual or group projects; obtaining, recording, collating and analysing data using appropriate techniques in the field and/or laboratory, working by themselves or in a group, as is most appropriate for the subject under study; undertaking field and/or laboratory investigations of living systems in a responsible, safe and ethical manner. For example, students must pay due attention to risk assessment, relevant health and safety regulations, and procedures for obtaining informed consent. **(SB 5.6)**
8. An appreciation of the complexity and diversity of life processes through the study of organisms, their molecular, cellular and physiological processes, their genetics and evolution, and the interrelationships between them and their environment. **(SB 5.3i)**
9. Be aware of the employment opportunities for biology graduates.

**D. Transferable Skills:**

1. Identifying individual and collective goals and responsibilities and performing in a manner appropriate to these roles. **(SB 4.5i)**
2. Recognising and respecting the views and opinions of other team members; negotiating skills. **(SB 4.5ii)**
3. Evaluating performance as an individual and a team member; evaluating the performance of others. **(SB 4.5iv,v)**
4. Developing an appreciation of the interdisciplinary nature of science and of the validity of different points of view. **(SB 4.5vi)**
5. Receiving and responding to a variety of sources of information: textual, numerical, verbal, graphical. (**SB 4.3i)**
6. Communicating about their subject appropriately to a variety of audiences using a range of formats and approaches. **(SB 4.4i)**
7. Citing and referencing work in an appropriate manner. **(SB 4.4ii)**
8. Sample selection; recording and analysing data in the field and/or the laboratory; validity, accuracy, calibration, precision, replicability and uncertainty during collection. **(SB 5.7ii)**
9. Preparing, processing, interpreting and presenting data, using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually. **(SB 5.7iii)**
10. Solving problems by a variety of methods including the use of computers. **(SB 5.7iv)**
11. Using the internet and other electronic sources critically as a means of communication and a source of information. **(SB 4.4iii)**
12. Developing the skills necessary for self-managed and lifelong learning (e.g. working independently, time management and organisation skills). **(SB 4.6i)**
13. Identifying and working towards targets for personal, academic and career development. **(SB 4.6ii)**
14. Developing an adaptable, flexible, and effective approach to study and work. **(SB 4.6iii)**

***For Biology with a Sandwich Year and Biology with a Professional Year only***

1. Be able to function effectively in a working environment

***For Biology with a Year Abroad only***

1. Be able to work and communicate effectively in a different cultural setting.

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated.**

**Teaching and learning**

* Skills modules, team activities, oral/visual, problem solving classes, presentations, interviews and research projects.
* Acquisition of outcomes in sections A-D above is through a combination of lectures, workshops (including problem-solving, literature review, etc), laboratory practical classes, research project and associated assessment. There are also visits to local hospital and public health laboratories to observe the way that knowledge and understanding of biomedical science is used in a working environment.
* Lectures provide a key format for students to develop mechanisms for acquiring biomedical information, identify key concepts and order material in a form that is easy to access and understand. In addition they are one format in which students can be made aware of ethical issues relating to biomedical science. Students have specific lectures given on career guidance, and have an opportunity to consult teaching staff, visiting lecturers and graduate students in the School of Biosciences.
* Workshops and practical classes enable students to obtain guidance and practice in manipulating data and other information in order to solve biomedical problems.
* Practical classes and the research project provide opportunities to formulate and test hypotheses, consider ethical issues, work as part of a team and present well-structured arguments relating to the interpretation of experimental information obtained. Professional codes of conduct expected of a biomedical scientist are identified where appropriate in all of the above modes of teaching and learning.
* Small group teaching sessions allow individual discussion of issues and problems.
* Research projects provide an extended period of time to investigate an aspect of biomedical science in detail using the knowledge and skills acquired during the degree programme.
* The Sandwich Year is used for the attainment of outcome A13.
* The Professional Year is used for the attainment of outcome A14.
* The Year Abroad is used for the attainment of outcome A15.

**Assessment**

* Coursework: essays, data / literature analysis, presentations, practical reports, research project reports, and group discussions.
* Examinations
* The Sandwich Year has a variety of assessment methods associated with it including a project report, placement supervisor report and a presentation.
* The Professional Year has a variety of assessment methods associated with it including a written report, placement supervisor report and aoral presentation.
* The Year Abroad has a variety of assessment methods, depending upon the host institution. Assessment of the Year Abroad is carried out by Pass/Fail according to criteria of the host university.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |
| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  **Biology**  The Biology programme is studied over three years full-time. The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits, refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Biology. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Biology. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA/BSc Biology non-honours degree.  Students successfully completing Stage 2 and also the year abroad/placement and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad/Sandwich Year/Professional Year.  For further information, refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information, refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information, refer to the Credit Framework.  However, failure to attain the learning outcomes in certain modules may not be compensated or condoned. These modules are marked with the \* symbol. The programme detailed below is subject to change. Please check stage handbooks for details of module pre-requisites and co-requisites.  To be eligible for an honours degree in **Biology** you must obtain 360 credits of which at least 210 credits are at level 5 or above including at least 90 credits at level 6. Stage 2 and Stage 3 module marks contribute to the degree classification in the ratio 40% stage 2: 60% Stage 3. A degree without honours will be awarded where students achieve 300 credits with at least 150 credits at level 5 or above including at least 60 credits at level 6. Students may not progress to the non-honours degree programme; the non-honours programme will be awarded as a fallback award only.  **Biology with a Sandwich Year, Biology with a Professional Year** and **Biology with a Year Abroad**  These programmes are studied full time over four years with the additional year taking place between Stage 2 and Stage 3 of the three year programme. You must obtain 480 credits of which at least 210 credits are at level 5 or above including at least 90 credits at level 6 at stage 3. The Sandwich Year, Professional Year or Year Abroad are considered as being one module worth 120 credits at level 6. Students not passing the Sandwich Year, Professional Year or Year Abroad module will be eligible to transfer to the Biology degree programme.  To be eligible for these programmes, you must achieve an overall average of 65% at Stage 1 unless you applied directly through UCAS for a four year programme *and* met or exceeded the conditions of the entry offer made. Student entrants from September 2019 onwards offered a Year Abroad placement on the basis of Stage 1 grades must maintain their academic performance through Stage 2 (achieving an overall Stage 2 average of 60%) to be permitted to take up the offer.  To be eligible for an honours degree in **Biology with a Sandwich Year** you must obtain 480 credits of which at least 210 credits are at level 5 or above including at least 90 credits at level 6 at stage 3 in addition to the 120 credits gained from the Sandwich Year module. Stage 2 and Stage 3 module marks contribute to the degree classification as does the Sandwich Year in the ratio 35% stage 2: 10% Sandwich Year: 55% Stage 3. A degree without honours will be awarded where students achieve 420 credits with at least 150 credits at level 5 or above including at least 60 credits at level 6 at stage 3in addition to those credits gained from the Sandwich Year module. Students may not progress to the non-honours degree programme; the non-honours programme will be awarded as an alternative exit award only.  To be eligible for an honours degree in **Biology with a Professional Year** you must obtain 480 credits of which at least 210 credits are at level 5 or above including at least 90 credits at level 6 at stage 3 in addition to the 120 credits gained from the Professional Year module. Stage 2 and Stage 3 module marks contribute to the degree classification in the ratio 40% Stage 2: 60% Stage 3. The Professional Year is awarded on a pass/fail basis. A degree without honours will be awarded where students achieve 420 credits with at least 150 credits at level 5 or above including at least 60 credits at level 6 at stage 3 in addition to those credits gained from the Professional Year module. Students may not progress to the non-honours degree programme; the non-honours programme will be awarded as an alternate exit award only.  To be eligible for an honours degree in **Biology with a Year Abroad** you must obtain 480 credits of which at least 210 credits are at level 5 or above including at least 90 credits at level 6 in stage 3 in addition to the 120 credits gained from the Year Abroad module. Stage 2 and Stage 3 module marks contribute to the degree classification in the ratio 40% stage 2: 60% Stage 3. The Year Abroad is awarded on a pass/fail basis. Students not passing the Year Abroad module will be eligible to transfer to the Biology degree programme. A degree without honours will be awarded where students achieve 420 credits with at least 150 credits at level 5 or above including at least 60 credits at level 6 at stage 3 in addition to those credits gained from the Year Abroad module. Students may not progress to the non-honours degree programme; the non-honours programme will be awarded as a fall-back award only.  A Diploma in Biology and a Certificate in Biology may also be awarded depending on the credits achieved according to the Credit Framework. |
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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | | |
| **Compulsory Modules – 105 credits** | | | | | |
| BIOS3000\* | BI300\* | Introduction to Biochemistry | 4 | 15 | 1 |
| BIOS3010\* | BI301\* | Enzymes and Introduction to Metabolism | 4 | 15 | 2 |
| BIOS3020\* | BI302\* | Molecular and Cellular Biology | 4 | 15 | 1 |
| BIOS3070\* | BI307\* | Human Physiology and Disease | 4 | 15 | 2 |
| BIOS3080\* | BI308\* | Skills for Bioscientists | 4 | 15 | 1 & 2 |
| BIOS3230 | BI323\* | Diversity of Living Organisms | 4 | 15 | 2 |
| BIOS3240\* | BI324\* | Genetics and Evolution | 4 | 15 | 1 |
| **Option modules:** Students must select 15 credits from the list of optional modules approved by the School of Biosciences. | | | | | |
| **Stage 2** | | | | | |
| **Compulsory Modules – 105 credits** | | | | | |
| BIOS5030 | BI503 | Cell Biology | 5 | 15 | 1 |
| BIOS5050 | BI505 | Infection and Immunity | 5 | 15 | 2 |
| BIOS5130 | BI513 | Human Physiology and Disease II | 5 | 15 | 1 |
| BIOS5320 | BI532 | Skills for Bioscientists 2 | 5 | 15 | 1 |
| BIOS5480 | BI548 | Microbial Physiology and Genetics I | 5 | 15 | 2 |
| BIOS5470 | BI547 | Plant Physiology and Adaptation | 5 | 15 | 2 |
| BIOS5460 | BI546 | Animal Form and Function | 5 | 15 | 1 |
| **Option modules:** Students must select 15 credits from the list of optional modules approved by the School of Biosciences. | | | | | |
| **Professional Year** | | | | | |
| BIOS7980 | BI798\* | Professional Placement | 6 | 120 | 1, 2 & 3 |
| **Sandwich Year** | | | | | |
| BIOS7970 | BI797\* | Sandwich Placement | 6 | 120 | 1, 2 & 3 |
| **Year Abroad** | | | | | |
| BIOS7960 | BI796\* | Year Abroad Module | 6 | 120 | 1, 2 & 3 |
| **Stage 3** | | | | | |
| **Compulsory Modules – 75 credits** | | | | | |
| BIOS6000 | BI600\* | Final Year Project | 6 | 30 | 2 |
| BIOS6100 | BI610 | The Cell Cycle | 6 | 15 | 1 |
| BIOS6280 | BI628 | Microbial Physiology and Genetics 2 | 6 | 15 | 1 |
| BIOS6500 | BI650 | Advances in eukaryotic diversity and evolution | 6 | 15 | 1 |
| **Optional Modules** Students must select 45 credits from the list of optional modules approved by the School of Biosciences. | | | | | |

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| **18 Work-Based Learning** |
| Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students. |
| The Sandwich Year and Professional Year is normally a 9-12 month placement external to UoK between Stages 2 and 3 and represents 120 credits.  The onus is on the student to secure the placement with support from the Biosciences Placement Co-ordinator.  The **Sandwich Year** contributes 10% to the overall degree mark and is composed of three elements,   1. Placement supervisors rating of performance and demonstrated abilities. 2. Presentation and abstract. 3. Research project report.   The supervisor mark is arrived at in consultation with the student’s UoK Academic Adviser and/or the Programme Coordinator which provides support for the supervisor and ensures uniformity of standards.  Students on the Sandwich Year are supported during the placement by the Biosciences Placement Coordinator and also their Academic Adviser who visits at the start of the placement. There is a Return Day in the Spring Term, which provides opportunity to discuss the project and progress with the work and report preparation, to practice an oral presentation, and to receive feedback.  The Professional Year placement is assessed as pass-fail, based on evaluation of:   1. Written report on the placement work, including a reflective document evaluating the placement in terms of knowledge and skills gained and influence on career plans. This is submitted on completion of the placement and evaluated by two members of academic staff in the School of Biosciences. 2. Presentation (and Abstract). 3. Performance and demonstrated abilities on the job, evaluated by the placement supervisor with guidance from academic staff in the School of Biosciences (student’s Academic Advisor and/or the Programme Coordinator) on standards expected.   Students on the Professional Year are supported during the placement by the Biosciences Placement Coordinator and also their Academic Advisor who visits near the start of the placement. There is a Return Day in the Spring Term, which provides opportunity to discuss progress with the work and report preparation, to practice an oral presentation, and to receive feedback. |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services [http://www.kent.ac.uk/library](http://www.kent.ac.uk/library/) * Student Support http://www.kent.ac.uk/studentsupport * Student Wellbeing [www.kent.ac.uk/studentwellbeing](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces](http://www.kent.ac.uk/ces/) * Counselling Service [https://www.kent.ac.uk/studentwellbeing/counselling](https://www.kent.ac.uk/studentwellbeing/counselling/) * Information Services (computing and library services) [www.kent.ac.uk/is](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office [https://www.kent.ac.uk/internationalstudent](https://www.kent.ac.uk/internationalstudent/); International Partnerships Office [https://www.kent.ac.uk/global/partnerships](https://www.kent.ac.uk/global/partnerships/) * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For current information, please refer to the University prospectus. |
| 1. A levels   ABB (4-year programmes) or BBB (3-year programme) including Biology/Human Biology, or Double Award Applied Science at grade AB/BB including the practical endorsement of any science qualifications taken. Grade C at GCSE Maths and English language.   1. International baccalaureate   34 points overall or 16 points (4-year programmes) or 15 points (3-year programmes) at higher level (HL). Points to include: (a) HL English A1/A2/B at 4/5/5 or SL English A1/A2/B at 5/6/6, (b) HL or SL Maths at 4 and (c) HL Biology at 5 or SL Biology at 6.   1. Vocationally-related qualifications   We will consider applicants with vocationally-related qualifications including VCE A levels and extended BTEC diploma on an individual basis. Offers when made for BTEC are typically DDD for 3-year programmes and D\*DD for 4-year programmes and will list a number of specific units required at distinction.   1. Scottish Higher/Irish Leaving Certificate   Applicants will be considered on an individual basis.   1. EU Students   A range of qualifications are available in the 27 member states and applicants will be considered on an individual basis. General entry requirements (GER) concerning English language ability will apply to applicants from non-English speaking countries.   1. Mature Students   We will consider applicants with vocational qualifications and/or relevant work experience and will judge each applicant on his/her individual merits. We will also consider applicants taking an Access to HE diploma in an appropriate subject (e.g. combined science). Access offers when made are typically to achieve 36 level-3 credits at distinction and 9 at merit.   1. International Students   International applicants with qualifications obtained in their home country will be judged on an individual basis and in consultation with the International Office where appropriate. GER concerning English language ability will apply to applicants from non-English speaking countries. |
| * 1. **What does this programme have to offer?** |
| * A thorough training in Biology with the opportunity to specialise in selected areas in a stimulating learning and research active environment. * A structured opportunity to gain key transferable skills such as numeracy, problem solving and IT valued by future employers. * High rates of graduate employment. * An exciting opportunity to apply skills acquired in a working environment whilst on placement (Sandwich Year and Professional Year programmes only) * The opportunity to experience learning in a different cultural setting (Year Abroad programme). |
| 20.3 **Personal Profile** |
| * You will have a keen interest in organismal, molecular and environmental biology. * You will be willing to study a broad range of subjects associated with being a biologist. * You will have suitable levels of numeracy and written communication skills and a willingness to develop these further in addition to a willingness to acquire or develop other skills, such as those associated with IT. In addition, you will have a commitment to developing the specific skills required of a biologist. * You will have a desire to experience biology in a working environment (Sandwich Year programme/Professional Year). * You will have a desire to experience biomedical science in another country (Year Abroad programme). |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review * Personal Academic Support System * Mentoring/PGCHE training for new lecturers * External accreditation by the Royal Society of Biology * Feedback from placement supervisors * Feedback from Year Abroad supervisors * Continuous monitoring of student progress and attendance * Vetting process of examination questions by module team/internal and external examiners |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS * Email communication between students and teaching staff |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (March 18 2016) * Professional accreditation (Royal Society of Biology) * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education * QAA Benchmarking statements for Biosciences (2015) * Accreditation requirements of Royal Society of Biology * School and Faculty plan * University Plan [https://www.kent.ac.uk/about/plan](https://www.kent.ac.uk/about/plan/) and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html> * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) |

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| 23 **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

**Programme Title: BSc (Hons) Biology**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Stage 1** **Stage 2** **Stage 3** | | | | | | | | | | | | | | | | | | | | | |
|  | BI300 | | BI301 | BI302 | BI307 | BI308 | BI323 | BI324 | BI503 | BI505 | BI513 | BI548 | BI532 | BI547 | BI546 | BI600 | BI610 | BI628 | BI650 | Sandwich Year | Professional Year | Year Abroad |
| A1 | X | | X |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A2 | X | | X | X |  |  |  |  | X | X |  | X | X |  |  |  |  |  |  |  |  |  |
| A3 |  | |  | X |  |  |  | X |  |  |  | X |  |  |  |  |  | X |  |  |  |  |
| A4 |  | |  | X |  |  |  | X |  |  |  | X |  |  |  |  |  | X |  |  |  |  |
| A5 |  | |  | X | X |  |  | X | X | X | X | X |  | X | X |  | X | X | x |  |  |  |
| A6 | X | | X | X |  | X |  |  | X | X | X | X | X | X | X |  | X | X | X |  |  |  |
| A7 | X | | X |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A8 |  | |  |  |  |  | X | X |  |  |  | X |  | X | X |  | X |  |  |  |  |  |
| A9 |  | | X | X | X |  |  |  |  |  | X | X |  | X | X |  | X |  |  |  |  |  |
| A10 | X | | X |  | X |  | X |  | X | X | X | X |  | X | X |  | X | X |  |  |  |  |
| A11 |  | |  |  |  |  | X |  |  | X |  | X |  | X | X |  |  |  | X |  |  |  |
| A12 |  | |  |  | X |  | X | X |  | X | X | X |  | X | X |  | X | X | X |  |  |  |
| A13 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |
| A14 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |
| A15 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |
| B1 | X | | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  |  |  |
| B2 | X | | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X |  | X |  |  |  |
| B3 |  | |  |  |  |  |  |  |  |  |  |  | X |  |  |  | X |  | X |  |  |  |
| B4 | X | | X |  |  | X |  | X |  |  |  | X | X |  |  |  |  | X | X |  |  |  |
| B5 |  | |  |  |  | X |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |
| C1 |  | |  | X | X |  | X |  | X | X | X | X |  |  |  |  | X |  |  |  |  |  |
| C2 | X | | X | X |  | X |  |  | X | X | X |  | X | X | X |  |  | X | X |  |  |  |
| C3 | X | | X | X |  | X | X |  | X | X | X | X | X | X | X |  | X |  | X |  |  |  |
| C4 | X | | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X |  |  |  |
| C5 | X | | X | X |  | X | X |  | X | X | X | X | X | X | X |  | X | X | X |  |  |  |
| C6 | X | | X | X |  | X |  |  | X | X | X | X | X | X | X | X | X | X | X |  |  |  |
| C7 | X | | X | X |  | X | X |  | X | X | X |  | X |  |  |  |  | X | X |  |  |  |
| C8 | X | | X | X |  | X | X |  | X | X | X | X | X | X | X |  |  | X | X |  |  |  |
| C9 |  | |  |  |  | X |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  |  |
| D1 | X | | X | X |  | X |  |  | X | X | X |  | X |  |  | X |  | X |  |  |  |  |
| D2 | X | | X | X |  |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |
| D3 | X | | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |  |  |  |  |
| D4 | X | | X | X | X | X |  |  | X | X | X | X | X | X | X | X |  | X | X |  |  |  |
| D5 | X | | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X | X |  |  |  |
| D6 | X | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  |
| D7 |  | |  |  |  |  |  |  | X | X | X | X | X | X | X | X |  | X | X |  |  |  |
| D8 |  | |  |  |  |  |  |  |  |  |  |  | X |  |  | X |  | X | X |  |  |  |
| D9 | X | | X |  |  | X |  |  | X | X | X | X | X | X | X | X |  | X |  |  |  |  |
| D10 | X | | X |  |  | X |  | X | X | X | X | X | X |  |  |  |  | X |  |  |  |  |
| D11 | X | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  |  |
| D12 | X | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X |  |  |  |
| D13 | X | | X | X | X | X |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  |  |
| D14 | X | | X | X |  | X | X |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |
| D15 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| D16 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |