### EVIDENCE MATRIX

### *Please complete this matrix 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 Foundation Degrees submitted

| Scope of Application | |
| --- | --- |
| Accreditation subject area | *Molecular Aspects of Biology* *Whole Organism Biology*  *Ecological and Environmental Sciences*  *(select all that apply)* |
| Proposing HEI | *Name of HEI* |
| Department/Faculty/school etc. | *Name of department etc.* |
| Programme title and titles of awards covered | *List titles of awards* |
| Programme duration | *State duration* |
| Date of HEI formal Approval | *Provide month and year* |
| Planned review date | *Provide month and year* |

**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 documentation indicate that the programme will incorporate work-based learning that demonstrates relevant industry skills at an appropriate level? The work-based learning should contain the following elements: | |
| 1. A substantial focus on work-based learning relevant to the programme | *Provide items of evidence appropriate to the criteria for work-based learning. The Society requires that work-based learning cannot be compensated; please provide evidence of the appropriate degree regulation.* |
| 1. Underpinned by a range of relevant sources demonstrating appropriate recognition of health, safety and ethical considerations and professional best practice |  |
| 1. Contextualised, showing critical reflective practice and development |  |
| 1. Demonstration of the acquisition of professional skills and familiarity with the practical environment, in a work related context. There will be evidence of: | |
| 1. There is a list of the core, assessed and professional skills used in the laboratory, workplace and/or field which are fully integrated into the programme. | *Confirm the existence of the list. Provide a list as a document in the submission, reference it here* |
| 1. Students learn in a hands-on, practical   environment, and are trained in the professional skills appropriate to their main subject area. | *By citing relevant learning outcomes on specified modules or in a separate table as described in Appendix B; explain how students are taught and assessed* |
| 1. There is evidence of competency in the core technical skills for all students on the programme | *For example through the use of a record of individual achievement of skills, or identification of compulsory learning outcomes, programme specifications, awards regulations etc.* |
| 1. Skills acquisition is a progressive process. | *As above, and explain how skills develop during the programme* |
| 1. Development and use of transferable graduate skills | |
| 1. There is a system for the development of basic skills such as word processing, spreadsheets etc. | *By citing relevant learning outcomes on specified modules or in a separate table as described in Appendix B* |
| 1. Students should be able to demonstrate how to find and distinguish/evaluate/cite appropriately valid sources of scientific and other information online and offline *(i.e., be able to collect, sort and protect/backup personal online resources, including issues of intellectual property; demonstrate competence in the use of reference management systems; understand and avoid plagiarism; understand the importance of personal integrity; make the most of social media opportunities for networking responsibly)* | *As above* |
| 1. Students are given the opportunity to develop, and recognize a range of skills that enable them to consider/approach problems critically, confidently and independently | *Refer to problem solving learning outcomes* |
| 1. Communication skills are considered in terms of communicating science to a range of audiences, and communicating ideas through oral and written approaches | *Refer to communication learning outcomes* |
| 1. There is evidence of an approach to the development of teams and different team members (including leadership) | *Refer to team working learning outcomes* |
| 1. Ethical and regulatory issues are appropriately addressed |  |
| 1. A Foundation in mathematics, statistics, chemistry and physics within a biological context appropriate to the discipline | |
| 1. The coverage of mathematics, statistics, chemistry and physics should be of sufficient depth and breadth to provide the necessary knowledge and understanding for students to appreciate and apply these subjects within a biological context. | *By citing relevant learning outcomes on specified modules or in a separate table as described in Appendix B. It is important that the assessors can see how the learning outcomes are met on different pathways by all students* |
| 1. Knowledge and understanding of science principles governing current techniques and concepts, and their evolution, are embedded within the curriculum | *As above, with reference to development of students’ abilities* |
| 1. Students should be equipped with the mathematics needed to handle variation in data analysis at different levels | *Provide overview of the statistics learning outcomes* |
| 5. Specific skills and knowledge appropriate to the Foundation Degree title | |
| 1. All bioscience graduates will have some general knowledge of the basic fundamentals of biology: an overview of biodiversity, the cell, basic genetics and the concept of evolution, biochemistry, molecular biology, and organismal biology | *By citing relevant learning outcomes and indicating appropriate content on specified modules.* |
| 1. There has been consultation with the appropriate Learned Society for the specific skills and knowledge that may be required for a specific programme name | *Provide evidence of engagement with learned societies, where available* |
| 1. The programme adheres to the guidance in the Biosciences Benchmark and the QAA Foundation Degree Characteristics Statement, as well as to any guidance developed by the appropriate Learned Society | *Show how the programmes meet the Benchmark statement (e.g. by reference to the programme specification)* |
| 6. Development of creativity and innovation relevant to the work place | |
| 1. The programme encourages the development of creativity and innovation in undergraduates as an implicit part of their student experience. | *By citing relevant learning outcomes on specified modules. The Society accepts that this is a developing theme in many institutions and not necessarily a learning outcome met by every graduate* |
| 1. Students are given the opportunity and   encouragement to apply original or unconventional ideas, to be imaginative, and to tackle problem solving using techniques designed to develop individual and group creativity. | *As above. The HEI can cite schemes within the institution that are available to students as extra-curricular activities or optional units/modules not integral to the biosciences programme* |

**Checklist**

Have you included in your electronic submission (Appendix A of handbook refers):

* The Letter of Intent
* Programme Specifications with:
  + Details of programme structure
  + Learning outcomes
  + List/definitions of terms and acronyms used by the HEI
  + Assessment strategy
* Module descriptors
* Resource documents
  + Overview of facilities
  + Brief CVs of staff
  + Relevant handbooks or guidance
* Internal or external reviews or reports
  + Periodic review file
  + External examiners’ reports for previous two years
  + Link to most recent QAA reviews
* Confirmation of procedures within HEI for ethical approvals, relevant Home Office licences and health and safety
* Destination statistics of graduates
* Most recent summative assessments, marking criteria and model answers
* Accreditation matrix