### EVIDENCE MATRIX

### *Please complete this matrix as succinctly as possible providing links to the evidence. All wording in italics must be deleted, it provides brief guidance, and it is not a comprehensive list of what should be included. Separate matrices for each programme can be provided if desired.*

### Section 1: Programmes 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. A high level of professional skills in the field of biology, including thoroughness and reliability |  |
| 1. An understanding and appreciation of health, safety, environmental and ethical issues and adherence to the requirements relevant to their role |  |
| 1. Integrity and respect for confidentiality in work, personal and professional issues, such as ethical practice |  |
| 1. An interest in broader developments in biological science; and a contribution to the profession of biology outside their disciplinary specialism |  |
| 1. An ability to work as part of a team |  |
| 1. Skills in biological science plus other professional skills as required for work undertaken and career development |  |
| 1. Skills in critical evaluation and in drawing conclusions from scientific and other data |  |
| 1. Time management skills, demonstrating foresight in carrying out responsibilities and ability to make improvements as appropriate |  |
| 1. An ability to make a contribution to key tasks in their work, understanding fully the biological science objectives of the work done and its relevance to their employer and others |  |
| 1. Written and oral communication skills relevant to a range of expert and non-expert audiences, and demonstrate an ability to convey both the broad context and detailed description of the work done |  |
| 1. An ability to discuss work constructively and objectively with colleagues and others; that they respond respectfully to, and acknowledge the value of alternative views and hypotheses, whilst also demonstrating an ability to defend and promote their own perspective |  |
| 1. An ability to think creatively and reflectively, and make persuasive arguments to influence colleagues, employers or others |  |