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**Programme Specification**

**Title of Course: Foundation Degree in Applied Biological or Healthcare Sciences (named routes)**

**Date Specification Produced:** September 2016, for academic year 2016/17

**Date Specification Last Revised:** September 2016

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** |  |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Nescot (North East Surrey College of Technology) |
| **Location:** | Reigate Road, Ewell, Epsom |
| **Programme Accredited by:** |  |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

What could be more interesting than the study of Life? A good answer to this question would be how we apply the study of life to make our lives better. Whether it’s the diagnosis and treatment of our diseases, the micro-organisms used to ferment foods and beverages or the advice to eat ‘five-a-day’, the application of biological science touches our lives every day. Nescot offers you the choice of two related and partially co-taught Foundation degrees:

The Foundation Degree in Applied Biological Science is designed to provide rigorous knowledge of biological principles which underpin applications of biological science to problems such as, development of diagnostics and pharmaceuticals, understanding diet and nutrition and biotechnology.

The Foundation degree in Healthcare Science has been designed to provide rigorous knowledge of human biology and disease which will underpin the understanding, application and interpretation of diagnostic procedures used in hospital laboratories.

A key feature of Nescot’s programmes is a continuous focus on the integration of theory with its application in the diagnostic laboratory or other biologically related workplace. The content of the programme has been informed by our long-term interactions with employers in the local area (hospital and veterinary laboratories, pharmaceutical and other industrial laboratories). A component of each module is devoted to exploring the application of concepts to work-related situations that students might encounter in hospital diagnostic laboratories or other industrial laboratories. In line with this focus on applications and relevance to work, we will ensure that you gain relevant work experience as part of your studies. This will take the form of placements or work experience in our own laboratories.

Both Foundation degree programmes build on a common core of modules that all students share in their first year. These modules provide the basic skills and specific background knowledge in biological and chemical sciences that are required for both programmes. In the final year some modules are shared and some are unique to the named routes (Applied Biological Sciences or Healthcare Sciences). While you may start your studies with a particular goal in mind, our programme allows you to switch between the named routes at the end of your first year. At Nescot classes are relatively small and students have a good opportunity to work with their fellow classmates and lecturers in a friendly and supportive environment.

The Nescot Foundation degree programme is validated by Kingston University and is designed to allow you a seamless progression onto the final year of their BSc (Hons) degree. For the named route in Healthcare Science progression would be onto Kingston’s Biomedical Science programme, which is accredited by the Institute of Biomedical Science, and would qualify you to apply for ‘trainee’ positions in NHS hospital or other diagnostic laboratories. For the named route in Applied Biological Science progression would be onto Kingston’s BSc (Hons) Biological Science (named route Medical Biology), with employment possibilities in wide array of organisations applying the biological sciences (industrial laboratories, the pharmaceutical industry and veterinary diagnostic laboratories). Alternatively the Foundation degree is intended as a vocationally-focussed plan of study and students may choose to apply for employment directly from the Foundation Degree. In this case rest assured that you will be applying with relevant hands-on laboratory skills and first-hand experience of workplace requirements.

1. **Aims of the Programme**

The aims of the Foundation Degrees in Applied Biological or Healthcare Science are:

* To provide knowledge and understanding of the core principles of Applied Biological Science or Healthcare Science
* To advance student academic, professional and laboratory skills for current and future employment in biological or laboratory science
* To support the student’s integration of academic learning with workplace skills and responsibilities
* To support students in the acquisition of effective study, communication and IT skills
* To develop analytical and evaluative skills in students
* To encourage the development of autonomous student learning and an ethos of continuous professional development and lifelong learning
* To prepare students for progression to a BSc (Hons) programme
1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA Foundation Degree qualification (2010) benchmarks and QAA subject benchmarks for Biosciences (2007) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:** |  | **Intellectual skills – able to:****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | Demonstrate understanding of the core areas of biology: Cell structure/function, anatomy, physiology, genetics and biological molecules | B1 | Demonstrate independence of mind and the ability to guide their own learning. | C1 | Understand and comply with safety regulations relevant to laboratory work. |
| A2 | Integrate core areas of knowledge into more complex and/or applied disciplines: biochemistry, molecular biology, biotechnology, nutrition, pharmacology, toxicology, immunology. | B2 | Analyse, interpret and evaluate experimental data. | C2 | Demonstrate competence in a wide variety of practical and analytical techniques used in applied biological science. |
| A3 |  Use and apply basic knowledge of maths and chemistry in a biological context. | B3 | Use subject knowledge and a range of techniques for analysis of information and to propose solutions to problems. | C3 | Plan and execute laboratory work with the aid of a written protocol and be able to recognise and adapt to unexpected results. |
| A4 | Demonstrate awareness of the application of core areas of knowledge to the workplace. | B4 | Reflect on current professional practice within educational, laboratory and workplace contexts. | C4 | Keep an accurate written record of laboratory procedures and results. |
| **Key Skills** |
|  | **Self Awareness Skills** |  | **Communication Skills** |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | CK4 | Give, accept and respond to constructive feedback |

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|  |  |  |  | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  |  |  |
|  | **Creativity and Problem Solving Skills** |  |  |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  |  |  |
| **Teaching/learning methods and strategies** |
|  The range of learning and teaching strategies includes: |
| * Formal lectures
* Practical classes
* Demonstrations of equipment and techniques
* Seminars and workshops
* Case studies
* Group work exercises
* Tutorials
* Web-based e-learning
* Resource-based guided learning
* Work-based placements
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| **Assessment strategies** |
| The assessment strategies employed in the Fields include the following:* Written examinations/Tests
* Essays
* Reports
* Practical Reports
* Poster and Seminar presentations
* Case studies
* Critical reviews
* Portfolio of evidence
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1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From A levels: 200 UCAS points which include Cs in both Biology and Chemistry in GCE AS level and a C in either of these subjects at A2.

BTEC Extended Diploma: MMM profile in an appropriate science-based subject .

Access Diploma: Pass in an appropriate science subject, with at least 45 credits at Level 3 and 15 at Level 2 or above. A Merit profile is required if marked.

Plus: GCSE (A\*-C): minimum of five subjects, including Mathematics, English Language, and Double Science.

 Mature students, lacking the above qualifications, but with significant science-related work experience may apply and qualification assessed by interview and portfolio of evidence.

International qualifications: We will consider a range of alternative qualifications or experience that is equivalent to the typical offer and we welcome applications from international students.

A minimum IELTS score of 6 overall, with no element below 5.5 or equivalent is required for those for whom English is not their first language.

DBS clearance may be required for some work placements.

1. **Programme Structure**

This programme is offered in full-time and part-time mode, and leads to the award of Foundation Degree in Applied Biological Science. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

None

**E2. Work-based learning, including sandwich programmes**

Work placements are actively encouraged. Although Nescot will actively recruit possible sponsors and support students in making the arrangements, it is the responsibility of individual students to secure and attend such placements. For some students unable to find a placement with outside employers, a work placement in our own laboratories will be arranged. Work placement allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Students registered on the Foundation Degree are required to undertake a period of supervised work experience. This is assessed, graded, and successful completion is required for the award. In general the student will be expected to start investigating possible work placements during the latter part of their first year. This investigation may involve some brief visits. The actual work placement will take place in the second semester of second year as part of the Research Methods & Case Study module (see below).

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides. Students on both Applied Biological and Healthcare Science routes will complete the same level 4 compulsory modules.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **%** **Written exam** | **% practical exam** | **%** **course-work** | **Teaching Block** |
| Academic, Laboratory & Employment Skills | LS4704 | 30 | 4 | 20 | 20 | 60 | 1 & 2 |
| Chemistry of Biological Molecules | LS4705 | 30 | 4 | 40 |  | 60 | 1 & 2 |
| Cell Biology & Genetics | LS4706 | 30 | 4 | 40 | 15 | 45 | 1 & 2 |
| Microbial, Animal & Human Physiology | LS4707 | 30 | 4 | 40 |  | 60 | 1 & 2 |
| Progression to level 5 requires successful completion of the core modules. Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. |

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| **Level 5** (all core) Applied Biological Science route |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **%** **Written exam** | **%** **course-work** | **Teaching Block** |
| Biochemistry & Molecular Biology | LS5705 | 30 | 5 | 50 | 50 | 1  |
| Health, Nutrition & Applied Physiology | LS5706 | 30 | 5 | 50 | 50  | 1 & 2 |
| Pharmaceuticals & Biotechnology | LS5709 | 30 | 5 | 50 | 50 | 2 |
| Research Methods & Case Study | LS5710 | 30 | 5 | 25 | 75 | 1 & 2 |
| Students completing the programme at this point (120 credits at level-4 and 120 credits at level-5) are awarded the Foundation Degree. |

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| **Level 5** (all core) Healthcare Science route |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **%** **Written exam** | **%** **course-work** | **Teaching Block** |
| Biochemistry & Molecular Biology | LS5705 | 30 | 5 | 50 | 50 | 1  |
| Health, Nutrition & Applied Physiology | LS5706 | 30 | 5 | 50 | 50  | 1 & 2 |
| Disease, Diagnosis & Treatment | LS5707 | 30 | 5 | 50 | 50 | 2 |
| Research Methods & Case Study | LS5710 | 30 | 5 | 25 | 75 | 1 & 2 |
| Students completing the programme at this point (120 credits at level-4 and 120 credits at level-5) are awarded the Foundation Degree. |

1. **Principles of Teaching Learning and Assessment**

The Foundation Degree in Applied Biological Science has two overarching educational goals: 1) To prepare independent learners able to progress onto the final year of a BSc (Hons) degree and 2) To prepare learners ready to function competently and responsibly in the workplace. The teaching and learning strategies to be adopted will be determined by the context of the subject and the requirement to equip the student with both academic and vocational skills. In addition to subject specific skills and knowledge the teaching and learning strategies of the programme are designed to promote:

* a flexible approach to the learning experience
* an independent and investigative approach to learning
* the development of higher level and transferable skills
* an emphasis on enhancing employability skills such as presentation and communication
* a supportive environment complementary to Nescot's strategy of widening participation and lifelong learning.

The curriculum is designed for students entering with ‘A-level’ knowledge of biology or chemistry, with the understanding that both subjects may not have been taken to the same level by all entrants. Similarly, coming from a variety of entry qualifications, not all students will have the same level of academic skills. As such level four modules are designed to focus on essential subject matter, academic and laboratory skills which provide the grounding for further study at level five. Level five modules build on and extend the basic biological science knowledge of the first year and take it in more applied directions in the second year. Similarly cognitive skills which stress knowledge, understanding and basic laboratory skills at level four are augmented by skills which stress integration, application and evaluation at level five. At Nescot classes are generally small and manageable so that group work is possible and it is also possible to assess everybody’s presentation skills independently.

A range of teaching and learning techniques are employed throughout the programme; these may include: lecture, practicals and demonstrations, seminars and poster presentations, group and individual work on case studies, group and individual work on problem sets, tutorials, web-based learning and tutorials, individual research and self-directed study, visiting speakers and work-based learning. The particular combination of techniques adopted for each module will be dependent on the subject matter and the academic development of the students at a given point in the programme. In general new topics will be introduced in lectures with integrated directed question and answer sessions or brief quizzes to assess learning. Following the introduction of new material, there will be a consolidation phase in which students will have the opportunity to work with and develop the new information. Nescot class sizes will be kept small enough for the class to break up into groups or for students to work independently during these consolidation phases. In all cases the consolidation phase will include active learning rather than simple further reading. In the ‘Skills’ and Chemistry modules the activities will focus on problem sets, which will reinforce learning of key skills as well as subject matter. In the more biological modules activities will involve case studies, preparation of mind maps, mini research presentations etc. In all the classes, the new concepts and vocabulary is sometimes overwhelming. Therefore each module will have a vocabulary and concept building forum set up on our virtual learning environment (Weblearn) where students can post and comment on each other’s definitions.

By definition the Foundation degree is vocationally oriented. As such a significant portion of teaching and learning will focus on development of laboratory skills. Not only do the practicals help to consolidate theory, but they encourage students to develop their communication and analytical skills. The vocational nature of the Foundation degree will also be emphasised by work on case studies, which are used to consolidate learning, develop analytical skills and develop the ability to take a multidisciplinary approach to solving the types of problems encountered in the technical workplace. Case studies will be a primary learning tool for linking scientific theory to workplace realities. Although the case study approach will be emphasised throughout the curriculum, half of an entire module will be devoted to a case study based on the student’s work placement. This part of the module and the associated assessment can be thought of as the ‘capstone’ to the learning experience on the Foundation degree.

The assessment strategy is designed to promote learning and to enable students to demonstrate that they have achieved the learning outcomes of each module and to evaluate the quality of each student’s performance as defined in the grading criteria for that level. A key feature of the assessment strategy is the use of formative assessment to allow students to monitor their learning progress through the modules and to prepare them for the summative assessments.

Each module is assessed by a combination of methods judged by each module team to be best suited to the content of that module. At the start of each year each student will be given written details of the modules to be studied during that year and the assessment methods to be used for those modules and the assessment criteria to be applied. The weighting and timing of each assessment is also provided in the module guide. To further insure clarity on assessments the module guides are maintained for each module on the virtual learning environment (Weblearn) and any updates are announced in class and updated on the Weblearn version. Student planning for assignments is facilitated by having an over-all assessment plan for each cohort as part of the student handbook and accessible on Weblearn.

In accordance with EDI requirements and general good practice, students’ special needs are taken into consideration at all times. If an assessment type is unsuitable for a student with a particular need, alternative arrangements will be made to cover the relevant learning outcomes.

Types of assessment used may include essays, data interpretation exercises, reports of practical exercises, multi-choice papers, verbal or poster presentations, seminars and discussions, case studies, work-based modules, time-constrained assignments and unseen examinations. While a variety of assessment types will be used, the course relies heavily on assessment of laboratory work in the form of formal reports, laboratory notebooks, competency assessment and portfolios. This deliberate focus is to develop good observational and record-keeping habits, and to instil an ethos of knowledge development through experimentation and the scientific method.

Similar types of assessment will appear at increasingly higher academic levels, eg. At least one poster will be presented in each of the academic levels. Thus students should progress and produce higher quality posters each year. Similarly formative mini-presentations in group work will provide the experience for the summative posters or seminar presentations.

 To maintain equivalent workloads across the modules, there is a general agreement that two pieces of coursework (each equivalent to a 1500- 2000 word essay) and one unseen two hour exam is the norm. An equivalent load of work is sometimes broken down into smaller components in level 4 modules and more laboratory based modules.

1. **Support for Students and their Learning**

In order to assist students in achieving their learning outcomes, Nescot provides a wide range of services to help students with both academic and pastoral issues. These are summarised below, and include skills workshops that offer English language support, Maths support, academic tutorials associated with each module, and a detailed induction and orientation programmes at the start of the academic year. Advice on generic study skills is available on Weblearn to which all students have access; this includes advice on writing, oral communication, numeracy, problem-solving and career management, among others.

Students also have access to the Learning Resource Centre, which provides a ‘drop in’ service giving advice on all non-subject based aspects of academic work including;

* grammar and punctuation,
* academic structure
* referencing and plagiarism
* mathematics skills

All students are assigned a personal tutor who is will meet with them at least two times a year. These meetings are timetabled and used to review the student’s progress, problems and goals (pastoral or academic). Notes and action plans are recorded as part of the PDP. If problems arise students are encouraged to consult their personal tutors, whether a scheduled tutorial is imminent or not. All academic staff operate a system of Office Hours during which students can consult their lecturers.

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| **Summary of Student Support*** A Module Leader for each module
* A Course Co-ordinator to help students understand the programme structure, who also acts as Personal Tutor to provide academic and personal support
* Technical support to advise students on IT and the use of software
* A substantial Learning Resource Centre: that provides academic skills support as well as a comprehensive collection of text books, journals, newspapers and audio-visual materials.
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* Student Voice – a number of meetings are available to ensure that student concerns and feedback are responded to quickly and effectively including student representative meetings with course leader and student council meetings with the senior managers of the college
* Weblearn – a versatile on-line interactive intranet and learning environment
* A substantial Learning Resource Centre that provides academic skills support
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disabled student support
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Support for students continues outside of their days of attendance. This support is primarily via email. The ‘forum’ facility on Weblearn is also used to improve peer interaction and facilitate the sharing of best practice between students

**Personal development planning (PDP)**

Personal Development Planning (PDP) enhances and supports the student in reviewing, building and reflecting on their personal and educational development. The PDP is undertaken during tutorials and is also a part of Academic, Laboratory & Employment Skills module. The process encourages structured reflection of achievement to date, clear identification of future goals and planning the steps along the way. PDP is a means for student ‘self-support’.

1. **Ensuring and Enhancing the Quality of the Course**

Nescot has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation (meet twice a year)
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies

The College will be fully compliant with Kingston Universtiy regulations and quality assurance processes.

1. **Employability Statement**

Preparation for work is an integral part of the Foundation Degree in Applied Biological Science. The programme has been designed to enable students to develop their employability skills to support progression and success in a competitive economy.

The programme is not formally accredited by a professional organisation however the programme has been designed with the requirements of the Institute of Biomedical Science (IBMS). This enables workplace requirements to be embedded in the curriculum and supports graduates to gain employment and succeed in their chosen occupation.

We have excellent links with industrial and hospital laboratories that ensure the skills and knowledge acquired by students is appropriate to workplace requirements.

The vocational aspect of the programme is emphasised in taught material, practical activities and work based placements. These are complemented by the personal development portfolio which encourages self-reflection, skills profiling and supports each student in their personal development.

In addition to developing subject specific skills some modules place emphasis on developing the transferable skills essential to successful employment. This includes oral and written communication and presentation skills in several modules. Since classes are small, all students have several opportunities to do an independent presentation. An assignment in the Research Methods and Case Study module encourages business awareness.

Past graduates of the programme support current students by visiting to speak about their experiences. In addition students have the opportunity to build their leadership and team working skills in sponsored extra curricular activities: course representation on student voice and boards of study.

1. **Approved Variants from the UMS/UR**

None

1. **Other sources of information that you may wish to consult**

These specification were developed to conform to the QAA subject benchmarks for Bioscience (up to level 5) and conform to the FHEQ Foundation degree benchmarks**.**

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

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|  |  |  | **Level 4** |  | **Level 5** |
|  | **Module Code** |  | LS4704 | LS4705 | LS4706 | LS4707 | LS5705 | LS5706 | LS5707 | LS5709 | LS5710 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F | SF | SF | SF | SF | SF | SF | SF | SF |
| A2 | F | F | F | F | SF  | SF | SF | SF | SF |
| A3 | SF | SF | SF | SF | SF | SF |  F | F | SF |
| A4 |  | F | F |  | SF |  | SF | SF | SF |
| **Intellectual Skills** | B1 | SF | F | F | F | F | F | SF | SF | SF |
| B2 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
| B3 |  |  |  | F | SF | F | SF | SF | SF |
| B4 | F |  |  |  |  |  | SF | SF | SF |
| **Practical Skills** | C1 | SF | F | F | F | F | F | F | F | SF |
| C2 | SF | F | SF | F | F | F | F | F | SF |
| C3 | SF | F | SF | F | F | F | F | F | SF |
| C4 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
| **Key Skills**(self-awareness) | AK1 | SF | F | F | F | F | F | F | F | SF |
| AK2 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
| AK3 | SF | F | F | F | F | F | F | F | SF |
| AK4 | F |  |  |  |  |  |  |  | SF |
|  | **KS**(communication) | BK1 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | BK2 | SF | SF | F | F | F | SF | SF | SF | F |
|  | BK3 | SF | SF | F | F | F | SF | SF | SF | F |
|  | **KS** (interpersonal) | CK1 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | CK2 | F |  |  |  | F | F | F | F | SF |
|  | CK3 | F | F | F | F | F | F | F | F | SF |
|  | CK4 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | CK5 |  |  |  |  |  | F | SF | SF | F |
|  | **KS** (research & information literacy) | DK1 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | DK2 | SF | F | F | F | SF | SF | SF | SF | SF |
|  | DK3 | SF |  |  |  |  |  | SF | SF | SF |
|  | DK4 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | DK5 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | **KS** (numeracy) | EK1 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | EK2 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | EK3 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | EK4 | SF | F | F | F | SF | SF | SF | SF | SF |
|  | **KS** (management & leadership) | FK1 | SF | F | F | F | SF | SF | SF | SF | SF |
|  | FK2 | SF | F | F | F | SF | SF | SF | SF | SF |
|  | FK3 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | FK4 | F | F | F | F | F | F | F | F | SF |
|  | **KS** (creativity & problem solving) | GK1 | SF | SF | SF | SF | SF | SF | SF | SF | SF |
|  | GK2 | SF | SF | SF | SF | SF | SF | SF | SF | SF |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**Indicative Module Assessment Map**

This map identifies the elements of assessment for each module.

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| **Module** | **Coursework 1** | **Coursework 2** | **Examination** |
| **Level**  | **Module Name** | **Module code** | **Credit value** | **Core/****option** | **Type of coursework** | **Word Length** | **Weighting %** | **SF\*** | **Type of coursework** | **Word Length** | **Weighting %** | **SF\*** | **Written/****practical** | **Duration** | **Weighting %** | **SF\*** |
| 4 | Academic, Laboratory & Employment Skills | LS4704 | 30 | core | Practical report and notebook | 2000-3000 | 55 | S | presentation | 8-10 min | 25 | S | practical | 1 hour | 20 | S |
| 4 | Chemistry of Biological Molecules | LS4705 | 30 | Core | Practical report | 1500-2000 | 30 | S | Poster presentation |  | 30 | S | written | 2 hour | 40 | S |
| 4 | Cell Biology & Genetics | LS4706 | 30 | Core | Practical portfolio | 1000-1500 | 30 | S | Case study | 2500 | 30 | S | written | 2 hour | 40 | S |
| 4 | Microbial, Animal & Human Physiology | LS4707 | 30 | core | Practical report | 1500- 2000 | 30 | S | Essay | 2000 | 30 | S | written | 2 hour | 40 | S |
| 5 | Biochemistry & Molecular Biology | LS5705 | 30 | Core | Practical report | 1500- 2000 | 25 | S | Case study | 2000 -2500 | 25 | S | Written |  2 hour | 50 | S |
| 5 | Health, Nutrition & Applied Physiology | LS5706 | 30 | Core | Practical report | 1500-2000 | 25 | S | Poster presentation | 10-15 min | 25 | S | Written |  2 hour | 50 | S |
| 5 | Disease, Diagnosis & Treatment | LS5707 | 30 | Core | Practical report | 1500 -2000 | 25 | S | Case study presentation | 10-15 min | 25 | S | Written |  2 hour | 50 | S |
| 5 | Pharmaceuticals & Biotechnology | LS5709 | 30 | Core | Practical report | 1500 -2000 | 25 | S | Case study presentation | 10-15min | 25 | S | Written |  2 hour | 50 | S |
| 5 | Research Methods & Applied Case Study | LS5710 | 30 | core | Practical report | 1500 -2000 | 25 |  | Case study | 3000- 3500 | 50 | S | Written (stats) | 2 hour | 25 | S |

**Technical Annex**

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| **Final Award(s):** | *Foundation Degree* |  |  |
| **Intermediate Award(s):** | *Certificate of Higher Education* |  |
| **Minimum period of registration:** | *FT 2 years* | *PT 4 years* |  |
| **Maximum period of registration:** | *FT 4 years* | *PT 8 years* |  |
| **FHEQ Level for the Final Award:** | *5* |  |  |
| **QAA Subject Benchmark:** | *Biosciences (FHEQ, levels 4 and 5)* |  |
| **Modes of Delivery:** | *Full time or part time* |  |  |
| **Language of Delivery:** | *English* |  |  |
| **Faculty:** |  |  |  |
| **School:** |  |  |  |
| **JACS code:** | *B900 Healthcare Science (named route)*  | *C110 Applied Biological Science (named route)* |  |
| **UCAS Code:** | *B900* | *C110* |  |
| **Course Code:** |  |  |  |
| **Route Code:** |  |  |  |
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