Programme Specification

1. Overview/ Factual Information

Programme / Award title(s)	BSc (Hons) Biological Sciences
Teaching Institution	University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	April 2022
Date of latest OU (re)validation	N/A
Next revalidation	2027
Credit points for the award	360
UCAS Code	C467
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Bioscience
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Royal Society of Biology Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review.
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
Duration of the programme for each mode of study	3 years in full-time mode 4 years in part-time mode
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

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 they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the student module guide(s) and the student's handbook.

The accuracy of the information in this document is reviewed by the university and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational Aims and Objectives

To enable the student to:
1. To acquire and demonstrate core knowledge and understanding of the scientific disciplines of bioscience and sufficient knowledge in related fields, as appropriate.
2. To acquire and apply skills of analysis, synthesis, evaluation and application in the context of bioscience.
3. To appreciate the interdisciplinary and multidisciplinary nature of bioscience.
4. To develop a range of transferable skills (oral communication, writing, numerical and computational) relevant to a wider range of graduate employment opportunities.
5. To provide a knowledge and skills base to develop a career in bioscience.
6. To develop the student as an independent learner and reflexive practitioner.
7. To acquire an awareness of the wider social, economic and ethical aspects of science.
8. To meet local and national needs of employers by providing graduates for employment and by providing professional development opportunities for employees through part-time study.
9. To improve the employability of graduates through work placement experiences.

2.2 Relationship to Other Programmes and Awards

N/A

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships, an articulation of how the work-based learning and academic content are organised with the award.

N/A

2.4 List of all Exit Awards
• Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4.   • Diploma of Higher Education (DipHE) upon successful completion of 240 credits at Levels 4 and 5.   • Ordinary Degree (BSc) upon successful completion of 300 credits (60 credits at Level 6).

BSc Biological Sciences					
Programme Structure – Level 4 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Maths and Data Analysis for Biological Science	15			Yes	Sem 1
Foundations of Cell Biology	15			Yes	Sem 1
Genetics and Evolution	15			Yes	Sem 1
Principles for Biological Sciences	30			No	Sem 1 & 2
Anatomy and Physiology	15			Yes	Sem 2
Biochemistry and Organic Chemistry	15			Yes	Sem 2
Introduction to Microbiology	15			Yes	Sem 2
Programme Structure - Level 4 Part-Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Maths and Data Analysis for Biological Science	15			Yes	Y1 S1
Foundations of Cell Biology	15			Yes	Y1 S1
Genetics and Evolution	15			Yes	Y2 S1
Principles for Biological Sciences	30			No	Y1 S1 & 2
Anatomy and Physiology	15			Yes	Y1 S2
Biochemistry and Organic Chemistry	15			Yes	Y1 S2
Introduction to Microbiology	15			Yes	Y2 S2

Intended learning outcomes at level 4 are listed below:

Learning Outcomes – Level 4	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Demonstrate a broadly-based knowledge and understanding of a core of biological, chemical and environmental knowledge, processes and principles as applied to bioscience. This will include an emphasis on the need for an interdisciplinary and (where appropriate) a multidisciplinary approach to advancing knowledge. A2 Demonstrate an understanding of the different levels of organisation and complexity, from molecules, through cells, tissues, organs, organisms and populations. A3 Explain terminology, nomenclature and classification systems as appropriate.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: • Traditional methods of lectures supported with seminars. • Practical workshops. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.

A4	Use methods of acquiring, interpreting and analysing relevant scientific information with a critical understanding of the appropriate contexts for their use through the study of texts, original papers, reports and data sets.	A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations and exams, to forms of assessment that align with or simulate those found in industry, e.g. reports, product demonstrations and group assessments / appraisals.
A5	Engage with some of the current developments in the pathway and the philosophical and ethical issues involved. Students will be aware of the contribution of science to debate and controversies, and how this knowledge and understanding forms the basis for informed concern about the quality and sustainability of life.	

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Locate, recognise and apply course-specific theories, paradigms, concepts or principles. B2 Undertake field and /or laboratory investigations of living systems in a responsible, safe and ethical manner. B3 Recognise the moral and ethical issues of investigations and appreciating the need for ethical standards and professional codes of conduct. B4 Receive and respond to a variety of sources of information: textual, numerical, verbal, graphical.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. These include traditional lectures and seminars but also practical workshops. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well-specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include traditional assessment methods like coursework essays, presentations, and exams, to forms of assessment that align with or simulate those found in industry, e.g. product demonstrations, group evaluations. Exams and in-class tests are utilised for testing and developing students' problem-solving abilities under pressure.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Undertake basic experiments in the laboratory and the field, safely and effectively following a written schedule. C2 Use appropriate laboratory equipment safely and efficiently. C3 Explain the principles and limitations of a range of more advanced practical techniques.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well-specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised in this course to assess practical and professional skills, from traditional essays and exams to reports and product demonstrations. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject-specific skills.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Respond to feedback and criticism and reflect on their own developing knowledge and practice. D2 Manage personal workloads efficiently and effectively, meet deadlines and negotiate and pursue goals with others. D3 Utilise information technology skills appropriately within the field of study.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups; this also helps to establish a broader sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through online tests and peer review. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include demonstrations, presentations and group assessments.

Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4.

Programme Structure – Level 5 Full-Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Bioscience Work Sector	15			Yes	Sem 1
Genetics and Bioinformatics	15			Yes	Sem 1
Topics in Public Health	15			Yes	Sem 1
Laboratory Techniques for Biological Science	30			No	Sem 1 & 2
Principles of Immunology	15			Yes	Sem 2
Research Methods	15			Yes	Sem 2
Work Placement	15			Yes	Sem 2
Programme Structure - Level 5 Part-Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Bioscience Work Sector	15			Yes	Y2 S1
Genetics and Bioinformatics	15			Yes	Y2 S1
Topics in Public Health	15			Yes	Y3 S1
Laboratory Techniques for Biological Science	30			No	Y3 S1 & 2
Principles of Immunology	15			Yes	Y2 S2
Research Methods	15			Yes	Y2 S2
Work Placement	15			Yes	Y3 S2

Intended learning outcomes at level 5 are listed below:

Learning Outcomes – Level 5	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A6 Evidence and apply a broadly-based knowledge and understanding of a core of biological, chemical and environmental knowledge, processes and principles as applied to bioscience. This will include an emphasis on the need for an interdisciplinary and (where appropriate) a multidisciplinary approach to advancing knowledge. A7 Demonstrate an understanding of the structural and functional organisation of cells including key cellular, genetic and developmental processes and their regulation. A8 Demonstrate an understanding of the organisation of cells into multicellular organisms including cell and organism metabolism and physiology. A9 Explain key biological processes at the molecular and the population level.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes at level 5. These include standard approaches like lectures supported by seminars but also workshops. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.

| A10 | Interpret information and data, and their setting within a theoretical framework, accompanied by critical analysis and assessment to enable understanding of the pathway as a coherent whole. | Knowledge and understanding is assessed via a range of assessments as specified in the individual modules. Methods include case studies, examinations, use of VLEs and reports of practical work. |
| A11 | Appreciate the applicability of the study of bioscience to the careers to which the graduate hopes to progress. | |

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B5 Retrieve, select and collate appropriate biological information. B6 Evaluate primary and secondary evidence and arguments. B7 Analyse and interpret quantitative information in graphs, figures, tables and equations and use appropriate statistical tests. B8 Apply subject knowledge and understanding to address familiar and unfamiliar problems and to recognise 'abnormalities'. B9 Plan and conduct a research task (including logistics, risk assessment and ethical approval where appropriate). B10 Recognise political, social, economic and technological impacts on the sector and the importance of intellectual property rights (IPRs).	A diverse and dynamic range of teaching and learning strategies are drawn on to meet the cognitive learning outcomes of this level. For the most part, cognitive skills are taught through practical workshops in which students are supported to design applications and trial them. A broad range of assessment methods are employed at this level to assess intellectual and cognitive skills. Greater use of reflexive assessments is made to support increased self-awareness and the capacity to work independently. Both of these abilities are needed at level 6. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject-specific skills.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C4 Write clearly in: a) logically argued essays; b) longer reports, including basic scientific papers; c) a variety of other pieces of work for different target audiences; d) e-communications, in particular email. Plan, write and give oral presentations. C5 Use appropriate techniques to study diversity at different levels (e.g. identification of species using hierarchical keys and sequence databases). C6 Utilise appropriate software packages for simulations, modelling, statistical analysis, etc. C7 Acquire knowledge of and compliance with Health and Safety practices, good laboratory practice, risk and COSHH assessments and recognise the importance of quality control and quality assurance.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the practical and affective learning outcomes of this level. At this level, much greater emphasis is given to group work and peer evaluation so that students can learn to work effectively as a team. A broad range of assessment methods are utilised at this level to assess practical and affective skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace, like reports, briefings, and presentations. The group project provides a substantial problem where the different skills and abilities of students need to be organised, and effective cooperation is essential for success. Group assessments help to bring out critical appraisal between members of a group that provides a valuable lesson for self-appraisal.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D4 Reflect critically on feedback and criticism and reflect on their own developing knowledge and practice. D5 Work independently and creatively to an industry brief and communicate complex ideas in written and oral form. D6 Utilise information technology skills appropriately within the field of study including use of appropriate software.	A diverse and dynamic range of teaching and learning strategies are drawn on to meet the key transferable learning outcomes at this level. These include scaffolding students to work more independently and the use of problem-solving group activities in class. A broad range of assessment methods are employed at this level to assess transferable skills. Individual and group presentations and demonstrations are utilised frequently at this level.

Diploma of Higher Education (DipHE) upon successful completion of 240 credits at Levels 4 and 5

Programme Structure - Level 6 – Full-Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Molecular Biology of Cells	15			Yes	Sem 1
Advanced Immunology and Pathology	15			Yes	Sem 1
Special Topics in Biomolecular and Cellular Science	30			No	Sem 1 &2
Undergraduate Research Project	30			No	Sem 1 &2
Medical Genetics	15			Yes	Sem 2
Current Developments in Biological Sciences	15			Yes	Sem 2
Programme Structure - Level 6 Part-Time					
Compulsory modules	Credit points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Molecular Biology of Cells	15			Yes	Y3 S1
Advanced Immunology and Pathology	15			Yes	Y4 S1
Special Topics in Biomolecular and Cellular Science	30			No	Y4 S1&2
Undergraduate Research Project	30			No	Y4 S1&2
Medical Genetics	15			Yes	Y4 S2
Current Developments in Biological Sciences	15			Yes	Y3 S2

Intended learning outcomes at level 6 are listed below:

Learning Outcomes – Level 6	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A6 Evidence and apply a broadly-based knowledge and understanding of a core of biological, chemical and environmental knowledge, processes and principles as applied to bioscience. This will include an emphasis on the need for an interdisciplinary and (where appropriate) a multidisciplinary approach to advancing knowledge. A7 Demonstrate an understanding of the structural and functional organisation of cells including key cellular, genetic and developmental processes and their regulation at an advanced level. A8 Demonstrate an understanding of the organisation of cells into multicellular organisms including cell and organism metabolism and physiology. A12 Analyse key biological processes at the molecular and the population level.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes at this level. At level 6 students are supported to take greater responsibility for their own learning. Emphasis is given to directed study at level 6, this provides the in-depth material required for subject knowledge through reading books, papers, online articles, and tutorials. Independent self-study is encouraged and supported by examples for directed study. This helps students develop their own learning and research practices and provides source material for specific tasks and projects.

A13	Utilise and apply methods of acquiring, interpreting and analysing relevant scientific information with a critical understanding of the appropriate contexts for their use through the study of texts, original papers, reports and data sets.	A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations, and exams; to forms of assessment that align with or simulate those found in the industry, such as demonstrations or presentations.
A14	Interpret and organise information and data, and their setting within a theoretical framework, accompanied by critical analysis and assessment to enable understanding of the pathway as a coherent whole.	

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B11 Design, plan, conduct and report 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 and will include the preparation of materials and equipment, the selection and justification of methods and report writing. B12 Analyse, synthesise and summarise primary and secondary information critically, including published research or reports. B13 Integrate and link information across course components, including material met in different years, from different disciplines and covering different scales of organisation.	A diverse range of teaching and learning strategies will be utilised to meet the intellectual and cognitive learning outcomes at this level. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a broader sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through online tests and peer review. A broad range of assessment methods will be utilised at this level to assess cognitive skills. These will include traditional assessment methods like coursework essays, presentations and exams; to forms of assessment that align with or simulate those found in industry, e.g. reports, briefing papers.

B14	Obtain and synthesise several lines of evidence to formulate and test hypotheses; evaluate the relevance and significance of data; draw conclusions.	The major project provides the environment where students develop the greatest autonomy and responsibility for the outcome. The strategy for supervision is focused on the framework and guidance rather than the operational or technical details unless requested.
B15	Present data correctly, choose and apply an appropriate statistical test and interpret the output.	

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C4 Able to write clearly in: a) logically argued essays; b) longer reports, including basic scientific papers; c) a variety of other pieces of work for different target audiences; d) e-communications, in particular email. Plan, write and give oral presentations. C5 Use appropriate techniques to study diversity at different levels (e.g. identification of species using hierarchical keys and sequence databases). C6 Able to use appropriate software packages for simulations, modelling, statistical analysis, etc. C7 Acquire knowledge of and compliance with Health and Safety practices, good laboratory practice, risk and COSHH assessments and recognise the importance of quality control and quality assurance.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the practical and professional learning outcomes at this level. The major project provides the opportunity for a student to identify a suitable problem domain, develop and apply tools and techniques for its solution and evaluate the relative merits of their work. A broad range of assessment methods are utilised at this level to assess practical and professional skills. The major project has a substantial report that assesses the ability to describe technical matters, supported by appropriate references, and provide a coherent narrative of a development process and critical analysis of the work.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D7 Explore, analyse and find effective solutions for problems involving moderately complex information. D8 Work effectively as part of a team to collect data and produce reports and presentations. D9 Study independently, set realistic targets, plan work and time to meet targets within deadlines. Reflect on assessed work, feedback and progress; Plan, record and document personal development	A diverse and dynamic range of teaching and learning strategies are utilised to meet the key/transferable learning outcomes at this level. Presentations assess communication skills and the ability to choose and develop a topic at an appropriate level of content for the audience and purpose. Demonstrations of software and systems assess the ability to explain technical processes and the rationale for the decisions made in its design development. A broad range of assessment methods are employed at this level to assess key / transferable skills. Oral presentation, report writing, technical documentation, electronic discussion presentation and written assignments are assessed by various modules. Presentations assess communication skills and the ability to choose and develop a topic at an appropriate level of content for the audience and purpose. Students use logbooks to record their personal progress through a subject domain and sources of information, their actions and results providing a lasting resource that is assessed for clarity, technical content and relevance.

Ordinary Degree (BSc) upon successful completion of 300 credits (60 credits at Level 6)

4. Distinctive Features of the Programme Structure
Where applicable, this section provides details on distinctive features such as: - Where in the structure above a professional / placement year fits in and how it may affect progression.   - Any restrictions regarding the availability of elective modules   - Where in the programme structure students must make a choice of pathway / route.   Additional considerations for apprenticeships: - How the delivery of the academic award fits in with the broader apprenticeship.   - The integration of the 'on the job' and 'off the job' training.   - How the academic award fits within the assessment of the apprenticeship.
BSc (Hons) Biological Sciences is a 3-year programme (4 years in part time mode). There are no optional modules on the programme although students have the opportunity to undertake a work placement at level 5 and an independent research project at level 6. We also offer a Foundation Degree in Biological Sciences. Students completing this programme can commence this programme at level 6.

5. Support for Students and their Learning
Whilst studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions offer both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferrable skills. Tutors have an open office policy, and the HE Managers host a daily student surgery so that concerns can be addressed promptly. UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions cover issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules.

The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at level 4 introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills needed for the discipline. An example of a distinct module that has been developed to achieve this is the Academic and Professional Skills for Social Scientists, which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades, not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored Level 4 students over lunchtimes. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6.

Qualitative feedback revealed improved engagement in activities on and off-campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy, and therefore we will utilise this practice on the new programme.

A dedicated Student Support Team ensures that there is easy access to a variety of services that can support students throughout their studies at UCP. The Student Support Officer and Student Advisors ensure that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provide information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management via a range of activities from one to one advice sessions to large scale organised events.

Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP produces employment-ready students in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for Admission

88 UCAS points with at least one qualification in a science related subject:

- A-levels (CCD or AB)
- BTEC (MMM)
- Cambridge Technicals (MMM)
- Access to HE (45 credits)

Mature students or students who do not have the above qualifications can contact our Admissions Team to discuss equivalent qualifications or relevant work experience.
You must have GCSE English Language, Mathematics and a science at a minimum of grade C or grade 4.
If English is not your first language you will require a recognised level 2 English Language qualification or an IELTS score of 6.0 (with 5.5 minimum in each skill).

EU Students and Overseas Qualifications
We can accept a wide range of overseas qualifications and use UK NARIC to compare qualifications. For advice about overseas qualification conversion call the Admissions Office.

UCAS Tariff
To find out more about UCAS tariff points and how they work, visit ucas.com/tariff-calculator.

We accept a wide range of qualifications such as A-levels (you must have grades for at least two A-levels), BTEC, Cambridge Technicals, International Baccalaureate (IB), NVQ Level 3, Access to Higher Education and Scottish Advanced Highers.

The tariff points for qualifications can be added and combined together (e.g. A-levels plus BTECs).

The UCAS points for A-level General Studies, AS-levels and the EQP (Extended Project Qualification) are accepted when combined with other full qualifications.

Accreditation of Prior Certificated Learning (APCL) for Entry
APCL relates to learning completed through an earlier course of study. If you have previously completed a course which is relevant to your proposed course you should make this clear when you apply. For this to be eligible for consideration you must be able to provide certification, which shows your success in a final assessment for that course. Learning must be completed in the last five years or further evidence of updating will be required. Simple participation in a course or an attendance certificate is not sufficient.

Exemptions Based on Accreditation of Prior Learning (APL)
We offer students flexibility in their studies, by recognising learning they may have completed elsewhere before they apply. The Accreditation of Prior Learning process ensures that we can take this into account when determining the modules you must study. It is important that you identify any relevant prior learning when you apply. If your previous study specifically relates to modules on the course you wish to undertake we may approve a reduced programme of study, thus shortening the time it takes to obtain your award. Where this relates to learning completed through an earlier course of study, this is called Prior Certificated Learning, and where learning has been achieved through relevant work or experience, this is referred to as Prior Experiential Learning. Claims must be approved before you commence a course.

Exemptions Based on Accreditation of Prior Experiential Certificated Learning (APEL)

It is important to understand that the APEL process does not award academic credit for experience alone, but for learning which can be shown to have been achieved through that experience. Students are required to prepare an individual case for the credit arising from their learning experiences. This normally means that a student receives support in the preparation of a portfolio, which evidences their claimed exemptions for entry. This portfolio of evidence is then submitted for assessment and the possible award of academic credit. Alternative methods of assessment of evidence may be available but needs to be discussed with the Admissions Team or Course Leader.

7. Language of Study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. For Apprenticeships in England End Point Assessment (EPA)
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part-time as consultants. Each member of staff has consistently been graded in observations as good or better by the UCP/Peterborough or Stamford College quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision. Staff development is available at UCP/Peterborough and Stamford Colleges at least three times a year, and staff actively participate in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice. UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship. All the team attend the annual UCP HE Learning and Teaching Conference, which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester; however, the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way, modules can be constantly adapted to student feedback if appropriate.

11. Changes Made to the Programme Since Last (Re) Validation
The programme went through a wide-ranging revalidation in 2016. Since this event, the course has undergone a number of small module and course amendments to respond to feedback from students and staff with regards to what works well and what required some changes to improve the learning and teaching experience. Removal of most pass / fail elements in favour of fine graded assessments where students could be recognised and rewarded for going above and beyond the minimum expected brief. Rebalancing of assessment weightings in response to the changes to the pass / fail elements, and where some assessments had been underestimated in the scope of effort required by the student, these were given a higher weighting. A few modules had the assessment method switched to better meet the learning outcomes defined.

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✔) particular programme learning outcomes.

Level	Study Module / Unit	Programme Outcomes														
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3
4	Maths and Data Analysis for Biological Science				✔					✔			✔			✔
	Fundamentals of Cell Biology		✔		✔			✔					✔	✔		
	Genetics and Evolution	✔	✔			✔	✔		✔		✔					✔
	Principles for Biological Sciences			✔		✔	✔			✔			✔	✔		✔
	Anatomy and Physiology	✔		✔			✔					✔			✔	
	Biochemistry and Organic Chemistry	✔			✔			✔		✔	✔					✔
	Introduction to Microbiology	✔			✔	✔			✔	✔		✔			✔	

Level	Study Module / Unit	Programme Outcomes																		
5		A6	A7	A8	A9	A10	A11	B5	B6	B7	B8	B9	B10	C4	C5	C6	C7	D4	D5	D6
	Bioscience Work Sector						✔						✔				✔	✔		
	Genetics and Bioinformatics		✔	✔	✔					✔					✔	✔				✔
	Topics in Public Health	✔				✔			✔				✔	✔					✔	
	Laboratory Techniques for Biological Science	✔					✔	✔				✔					✔		✔	
	Principles of Immunology		✔	✔	✔						✔				✔					
	Research Methods					✔			✔	✔		✔		✔		✔	✔	✔		✔
	Work Placement	✔					✔					✔					✔	✔		

Level	Study Module / Unit	Programme Outcomes																
6		A6	A7	A8	A12	A13	A14	B11	B12	B13	B14	B15	C4	C5	C6	D7	D8	D9
	Molecular Biology of Cells		✔	✔					✔	✔				✔				✔
	Advanced Immunology and Pathology		✔	✔					✔						✔	✔		
	Special Topics in Biomolecular and Cellular Science	✔			✔			✔		✔			✔				✔	
	Undergraduate Research Project					✔	✔	✔			✔	✔	✔		✔			✔
	Medical Genetics	✔			✔						✔		✔			✔		
	Current Developments in Biological Sciences	✔									✔		✔					✔