

Programme Specification: Undergraduate

For students starting in Academic Year 2018/2019

1. Course Summary

Names of programme(s) and award title(s)	BSc (Hons) Biology BSc (Hons) Biology with International Year (see Annex A for details) BSc (Hons) Biology with Work Placement Year BSc (Hons) Studies in Biology BSc (Hons) Studies in Biology with International Year BSc (Hons) Studies in Biology with Work Placement Year
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years if an Applied Life Sciences Placement or International Year is included
Location of study	Keele University – main campus
Accreditation (if applicable)	All routes, excluding the ‘Studies in’ routes, are accredited by the Royal Society of Biology – for further details see Section 12
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2018/19 is £9,250* International students: Fee for 2018/19 is £15,480** The fee for the international year abroad is calculated at 15% of the standard year fee The fee for the placement year is calculated at 20% of the standard year fee
Additional Costs	Refer to section 18

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Biology. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules outside Biology, in other disciplines and in modern foreign languages as part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

3. Overview of the Programme

The Programme provides a varied and deep coverage of modern biology, with emphasis on whole organisms. Because we offer a large choice of modules, students can weave a path through the course that reflects their particular interest, such as environmental, plant or animal biology. Alternatively, students can mix modules on different topics to give a broader view of the biological world.

In this single honours degree programme students will study a number of core modules in biology each year, adding optional core and approved elective modules to make up the eight modules taken at each level. The programme normally lasts three years, but it can be extended to four years if a placement year is undertaken between the second and final years.

4. Aims of the Programme

The broad aims of the programme are to:

- provide you with knowledge, understanding and skills relevant to biology;
- produce skilled and motivated graduates who are suitably prepared for further study or for employment within or outside their subject;
- cultivate interest in biology, particularly at the organismal level, within a caring and intellectually stimulating environment;
- promote the development of a range of employability skills, for use in all areas where numeracy and an objective, scientific approach to problem-solving are valued;
- promote the development of independent research skills to enable you to undertake relevant postgraduate study.

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Intellectual skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to demonstrate knowledge and understanding of:

- the diversity of life and its evolution from the geological past to the present

- the complexity of biological processes and mechanisms of life at a range of hierarchical levels (molecular, cellular, organismal, community, ecosystem)
- the breadth of challenges addressed by the study of biology, such as environmental, physiological, ecological, behavioural issues
- the influence of human activities on living systems (and the converse)
- the basic experimental skills appropriate to the discipline of biology
- the practice and application of laboratory and field-work in the biological sciences
- the approaches to acquiring, interpreting, analysing biological data from a variety of sources, including the use of statistics
- the contribution of research to the development of biological knowledge
- the dynamic, plural and contested nature of the discipline and an awareness of the philosophical and ethical issues involved
- the use of biological terminology, nomenclature and classification systems
- the relevance of biology to practical problems and improving the quality and sustainability of life
- the applicability of the biosciences to the careers to which graduates will be progressing

Subject specific skills

Successful students will be able to:

- use a range of practical techniques for the acquisition, analysis and critical evaluation of biological information
- acquire a range of practical laboratory and field techniques to ensure competence in basic experimental skills
- sample, record and analyse data in the field and/or laboratory in a manner that ensures validity, accuracy, calibration, precision, replicability and highlights uncertainty during collection
- formulate a hypothesis, design, plan, conduct, collate, analyse, report on and evaluate a biological investigation
- recognise philosophical, moral and ethical issues relevant to the subject, and appreciate the need for ethical standards and professional codes of conduct
- undertake field and/or laboratory investigations of living systems in a responsible, safe and ethical manner, paying due attention to standard procedures (e.g., risk assessment, health and safety regulations, animal welfare, informed consent)

Intellectual skills

Successful students will be able to:

- assess the merits of contrasting theories, paradigms, concepts or principles
- think independently, set tasks and solve problems by a variety of methods
- make reasoned decisions and develop reasoned arguments
- obtain and interpret several lines of subject-specific evidence to formulate and test hypotheses
- make critical interpretations, evaluations and judgements of data and text
- analyse, synthesise and summarise information critically, including published research or reports
- apply biological understanding to familiar and unfamiliar problems, and emphasise the interdisciplinary nature of science and the validity of different points of view

- take responsibility for their own learning and reflect upon that learning

Key or transferable skills (including employability skills)

Successful students will be able to:

- develop an adaptable, flexible, sustainable and effective approach to study and work, including time management, creativity and intellectual integrity
- acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources: textual, numerical, verbal, graphical
- prepare, process, interpret and present data using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and audio-visual technology
- use the internet and other electronic sources critically as a means of communication and a source of information
- cite and reference work in an appropriate manner, avoiding issues with plagiarism
- communicate effectively to a variety of audiences by written, spoken and graphical means using appropriate techniques and scientific language
- develop skills necessary for self-managed and lifelong learning, including working independently, organisational, enterprise and knowledge transfer skills
- work with others to achieve an objective in a respectful manner that is accepting of the viewpoints and opinions of others and evaluates the roles and development of team members
- motivate themselves and sustain that motivation over an extended period of time
- identify and work towards targets for personal, academic and career development

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Traditional lectures** where the lecturer provides students with a framework for reading and independent study. Some lecture classes may feature guest speakers working in biology
- **Interactive learning** in large classes where students have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning. Interactive lectures may involve the use of voting systems or involve students in answering quick quizzes or writing short summaries
- **Practical classes** in laboratories are particularly important and involve the study and observation of biological material and provide training in a wide range of research techniques
- **Fieldwork** involves the study and observation of a wide range of living organisms in their communities and provides training in a range of field techniques

- **Tutorials** and seminars in small groups of students where key issues can be discussed in more depth. Students are expected to play a full part and, occasionally, to lead these discussions. Some tutorials and seminars consist largely of student presentations and many are based on scientific papers studied in advance
- **Independent study** based on directed reading from text books, research papers and research reviews
- **Web-based learning** using Keele University's virtual learning environment (KLE). The KLE is used to give students easy access to a wide range of resources and research tools, and as a platform for online discussions and quizzes
- **The experimental project** module in the final year provides the opportunity to undertake a piece of independent experimental research supervised and supported by a member of staff and usually within a research group

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their tutors on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study allow students to gain knowledge and understanding of the diversity of life and the complexity of biological processes
- Seminars, tutorials and online discussions provide opportunities for students to ask questions about, and suggest answers to biological questions, and to present their own ideas to members of staff and other students using an appropriate medium of communication
- Interactive lectures, seminars, tutorials and web-based activities encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff
- Laboratory practicals allow students to observe, analyse and interpret biological processes and use a range of techniques

Undertaking an experimental project with the support of an experienced researcher allows students to formulate relevant research questions and devise, carry out and analyse experiments to answer them.

7. Teaching Staff

Currently our core teaching staff are mainly from the School of Life Sciences. Teaching staff from the School of Pharmacy, School of Medicine and the University Hospitals of North Midlands NHS Trust also contribute to the Programme. All staff members are active in research or scholarship. For information on the research interests and qualifications of staff from the School of Life Sciences, please see the School web page at: <https://www.keele.ac.uk/lifesci/people/>

As part of probationary requirements, new staff must complete a postgraduate certificate in teaching at HE level, which is recognised by SEDA. Several Life Sciences' staff members have been awarded Keele's prestigious Excellence in Teaching and Learning awards and several were awarded a KeeleSU Education Award for personal tutoring.

There is a growing culture of higher education research and several members of staff are active in this field, with members of staff having already completed an MA in Teaching and Learning and several others in the process of doing so. In recent years several teaching innovation projects have been run by Life Sciences staff and several new projects have been proposed. Members of the School of Life Sciences hold recognised or accredited teaching qualifications and a number are Fellows or Associates of the Higher Education Academy (HEA) and a number are Senior Fellows of the HEA.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are three types of module delivered as part of this programme. They are:

- Compulsory modules – a module that you are required to study on this course;
- Optional modules – these allow you some limited choice of what to study from a list of modules;
- Elective modules – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

You need to have 120 credits at each level of study. At level 4 this is made up entirely of compulsory modules, but at Level 5 there is the opportunity to take up to 30 optional credits or 30 elective credits. At Level 6, 45 credits are compulsory and the rest are made up from optional modules.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
1	120	0	0	0	0
2	90	0	30	0	30
3*	30	60	90	0	30

Year 1 (Level 4)

Compulsory modules	Credits	Optional modules	Credits
Physiology & Anatomy	30	None	
Biodiversity, Ecology and the Environment	30		
Cellular Genetics & Evolution	30		
Understanding Animal Behaviour	15		
Plants: Sex, Drugs & Alcohol	15		

Year 2 (Level 5)

Compulsory modules	Credits	Optional modules <i>NB students select 2 from:</i>	Credits
Life at the Extremes*	15	Human Genetics	15
Animal Adaptations	15	Nutrition and Energy Balance	15
Microbes, Viruses and Parasites	15	Health and Environment	15
Research and Analytical Skills	15		
Living Together: Behaviour,	15		

Cooperation and Conflict			
Current Topics in Biology	15		
Life at the Extremes (Semester two)**	15		

**This module includes a field course*

** students undertaking study abroad in semester one MUST take this module in semester two

Year 3 (Level 6)

Compulsory modules	Credits	Optional modules <i>NB students select 5 from:</i>	Credits
Life Sciences Double Experimental Project (with Research Skills Assessment) ¹	30	Applied Insect Ecology	15
		Conservation Biology	15
		Human Parasitology	15
OR Double Applied Life Sciences Placement ²	30	Applied Regenerative Medicine	15
		Case Studies in Biotechnology	15
		Trees in their Environment	15
		Communication Skills for Biologists	15
		Human Evolution	15
		Cancer Biology	15
		Tropical Biology Field Course	15

¹ The Applied Life Sciences Placement modules may replace Life Sciences Experimental Project (with research skills assessment) modules if the nature of the placement is deemed suitable and the work carried out meets the criteria of the research project module.

² If a student fails the Life Sciences double experimental project module (or the alternative Double Applied Life Science placement module) but has it condoned, then they will not be eligible for an RSB accredited degree, but shall instead be eligible for the award BSc Studies in Biology

For further information on the content of modules currently offered please visit:

www.keele.ac.uk/recordsandexams/az

Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester. Core material across biology is covered in years 1 and 2, whereas students specialise in their choice of topics in year 3 and cover topics in detail.

Year 1 (Level 4)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to demonstrate knowledge & understanding of:</i>		
U1. the diversity of life and its evolution from the geological past to the present	Biodiversity, Ecology and the Environment and, Cellular Genetics and Evolution, Plants: Sex, Drugs and Alcohol	All assessments
U2. the complexity of biological	Cellular Genetics and Evolution and	All assessments

processes and mechanisms of life at a range of hierarchical levels (molecular, cellular, organismal, community, ecosystem)	Biodiversity, Ecology and the Environment, Physiology and Anatomy, Understanding Animal Behaviour, Plants: Sex, drugs and Alcohol	
U3. the influence of human activities on living systems (and the converse)	Biodiversity, Ecology and the Environment, Understanding Animal Behaviour, Plants: Sex, drugs and Alcohol	All assessments
U4. the basic experimental skills appropriate to the discipline of biology	Biodiversity Ecology and the Environment, Cellular Genetics and Evolution, Physiology and Anatomy, Plants: Sex, Drugs and Alcohol	Multiple-choice class tests and examinations, lab reports, project reports
U5. the approaches to acquiring, interpreting, analysing biological data from a variety of sources, including the use of statistics	All modules	Lab and field reports, group project, webpage creation, Blog
U6. the contribution of research to the development of biological knowledge	All modules	All assessments
U7. the dynamic, plural and contested nature of the discipline and an awareness of the philosophical and ethical issues involved	Biodiversity, Ecology and the Environment, Cellular Genetics and Evolution, Understanding Animal Behaviour	Reports, examinations, group project, webpage, blog
U8. the use of biological terminology, nomenclature and classification systems	All modules	All assessments
U9. the relevance of biology to practical problems and improving the quality and sustainability of life	Biodiversity Ecology and the Environment, Plants: Sex, Drugs and Alcohol	Group project, examinations, webpage,

Subject Specific Skills		
Practical Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
SP1. use a range of practical techniques for the acquisition, analysis and critical evaluation of biological information	All modules with practical sessions	Laboratory reports, laboratory performance, data analysis exercises.
SP2. use a range of practical laboratory and field techniques to ensure competence in basic experimental skills	All modules with practical sessions	Laboratory reports, laboratory performance, data analysis exercises,
SP3. sample, record and analyse data in the field and/or laboratory	All modules with practical sessions	Laboratory reports, laboratory performance, data analysis

in a manner that ensures validity, accuracy, calibration, precision, replicability and highlights uncertainty during collection		exercises,
SP4. formulate a hypothesis, design, plan, conduct, collate, analyse, report and evaluate on a biological investigation	All modules with practical sessions	Laboratory reports, laboratory performance, data analysis exercises, group project
SP5. recognise philosophical, moral and ethical issues relevant to the subject, and appreciate the need for ethical standards and professional codes of conduct	Cellular Genetics and Evolution, Biodiversity, Ecology and the Environment, Understanding Animal Behaviour	Group project, multiple choice tests, essay exams, lab report, blog
SP6. undertake field and/or laboratory investigations of living systems in a responsible, safe and ethical manner, paying due attention to standard procedures (e.g., risk assessment, health and safety regulations, animal welfare, informed consent)	All modules with practical sessions	Laboratory reports, group project reports

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
E1. develop an adaptable, flexible, sustainable and effective approach to study and work, including time management, creativity and intellectual integrity	All modules	Essays, laboratory performance, Group project
E2. acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources: textual, numerical, verbal, graphical	All modules	Essays, laboratory reports, group project
E3. prepare, process, interpret and present data using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually	All modules	Group project, data analysis exercises, laboratory reports
E4. use the internet and other electronic sources critically as a means of communication and a source of information	All modules	Group project, all written assignments
E5. cite and reference work in an appropriate manner, avoiding	All modules	All assessments

issues with plagiarism		
E6. communicate effectively to a variety of audiences by written, spoken and graphical means using appropriate techniques and scientific language	All modules	Lab reports, group project, exams, webpage, blog
E7. develop skills necessary for self-managed and lifelong learning, including working independently, organisational, enterprise and knowledge transfer skills	All modules	All assessments
E8. work with others to achieve an objective in a respectful manner that is accepting of the viewpoints and opinions of others and evaluates the roles and development of team members	All modules, particularly Biodiversity, Ecology and the Environment, Understanding Animal Behaviour	Laboratory performance, group project, blog
E9. motivate themselves and sustain that motivation over an extended period of time	All modules	Laboratory performance, group project, written work, exam revision
E10. identify and work towards targets for personal, academic and career development	All modules	All assessments

Year 2 (Level 5)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to demonstrate knowledge & understanding of:</i>		
U1. the diversity of life and its evolution from the geological past to the present	All modules	All assessments
U2. the complexity of biological processes and mechanisms of life at a range of hierarchical levels (molecular, cellular, organismal, community, ecosystem)	All modules, particularly Life at the Extremes, Animal Adaptations, Living Together	All assessments
U3. the influence of human activities on living systems (and the converse)	All modules	All assessments
U4. the basic experimental skills appropriate to the discipline of biology	All modules, particularly Life at the Extremes, Animal Adaptations, Living Together	lab performance, lab reports, fieldwork.
U5. the approaches to acquiring, interpreting, analysing biological data from a variety of sources,	All modules, particularly Research and Analytical Skills and Life at the Extremes	Lab and field reports, oral presentations

including the use of statistics		
U6. the contribution of research to the development of biological knowledge	All modules	Essays, reports, examinations,
U7. the dynamic, plural and contested nature of the discipline and an awareness of the philosophical and ethical issues involved	All modules	Essays, reports, examinations, oral presentations
U8. the use of biological terminology, nomenclature and classification systems	All modules, particularly Life at the Extremes	All assessments
U9. the relevance of biology to practical problems and improving the quality and sustainability of life	All modules	Essays, reports, examinations,

Subject Specific Skills		
Practical Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
SP1. use a range of practical techniques for the acquisition, analysis and critical evaluation of biological information	All modules with practical sessions, particularly Research and Analytical Skills and Life at the Extremes	Laboratory reports, laboratory performance, data analysis exercises, project reports,
SP2. use a range of practical laboratory and field techniques to ensure competence in basic experimental skills	All modules with practical sessions, as well as Life at the Extremes	Laboratory reports, laboratory performance, data analysis exercises, project reports,
SP3. sample, record and analyse data in the field and/or laboratory in a manner that ensures validity, accuracy, calibration, precision, replicability and highlights uncertainty during collection	All modules with practical sessions, particularly Life at the Extremes and Research and Analytical Skills	Laboratory reports, laboratory performance, data analysis exercises,
SP4. formulate a hypothesis, design, plan, conduct, collate, analyse, report and evaluate on a biological investigation	All modules with practical sessions, particularly Life at the Extremes and Research and Analytical Skills.	Laboratory reports, laboratory performance, data analysis exercises
SP5. recognise philosophical, moral and ethical issues relevant to the subject, and appreciate the need for ethical standards and professional codes of conduct	All modules	All assessments
SP6. undertake field and/or laboratory investigations of living systems in a responsible, safe and ethical manner, paying due	All modules with practical sessions especially Life at the Extremes,	Laboratory reports, project reports

attention to standard procedures (e.g., risk assessment, health and safety regulations, animal welfare, informed consent)		
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Subject Specific Skills		
Intellectual Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
SI1. assess the merits of contrasting theories, paradigms, concepts or principles	All modules	Essays, reports, examinations,
SI2. think independently, set tasks and solve problems by a variety of methods	All modules with practical sessions, Life at the Extremes	Laboratory reports,
SI3. make reasoned decisions and develop reasoned arguments	All modules	Essays, laboratory reports, press releases
SI4. obtain and interpret several lines of subject-specific evidence to formulate and test hypotheses	All modules, particularly Life at the Extremes.	Essays, Laboratory reports
SI5. make critical interpretations, evaluations and judgements of data and text	Research and Analytical Skills, and all modules with practical classes	Essays, data analysis exercise. Laboratory reports.
SI6. analyse, synthesise and summarise information critically, including published research or reports	Research and Analytical Skills, Living Together	Essays, data analysis exercises,
SI7. apply biological understanding to familiar and unfamiliar problems, and emphasise the interdisciplinary nature of science and the validity of different points of view	All modules	Essays, laboratory reports, literature reviews
SI8. take responsibility for their own learning and reflect upon that learning	All modules	Laboratory performance, Personal Development Planning

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
E1. develop an adaptable, flexible, sustainable and effective approach to study and work, including time management, creativity and	All modules	Essays, Portfolio of press releases, laboratory performance

intellectual integrity		
E2. acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources: textual, numerical, verbal, graphical	All modules	Essays, Laboratory reports
E3. prepare, process, interpret and present data using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually	All modules with practical sessions, particularly Life at the Extremes, Research and Analytical Skills	Project reports, data analysis exercises, laboratory reports
E4. use the internet and other electronic sources critically as a means of communication and a source of information	Many modules, particularly Research and Analytical Skills	Presentations, data analysis exercises,
E5. cite and reference work in an appropriate manner, avoiding issues with plagiarism	All modules	All assessments
E6. communicate effectively to a variety of audiences by written, spoken and graphical means using appropriate techniques and scientific language	All modules, particularly Research and Analytical Skills, Living Together	oral presentations, reports, press releases
E7. develop skills necessary for self-managed and lifelong learning, including working independently, organisational, enterprise and knowledge transfer skills	All modules	All assessments
E8. work with others to achieve an objective in a respectful manner that is accepting of the viewpoints and opinions of others and evaluates the roles and development of team members	All modules, particularly Life at the Extremes and Research and Analytical Skills	Laboratory and fieldwork performance, oral presentations
E9. motivate themselves and sustain that motivation over an extended period of time	All modules	Laboratory performance, written assessments
E10. identify and work towards targets for personal, academic and career development	All modules	All assessments

Year 3 (Level 6)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to demonstrate knowledge &</i>		

<i>understanding of:</i>		
U1. the diversity of life and its evolution from the geological past to the present	All modules	All assessments
U2. the complexity of biological processes and mechanisms of life at a range of hierarchical levels (molecular, cellular, organismal, community, ecosystem)	All modules	All assessments
U3. the influence of human activities on living systems (and the converse)	All modules, particularly Conservation Biology	All assessments
U4. the basic experimental skills appropriate to the discipline of biology	All modules, especially Life Sciences Research Projects	lab reports, project reports
U5. the approaches to acquiring, interpreting, analysing biological data from a variety of sources, including the use of statistics	All modules, particularly Research Projects and Conservation Biology.	Lab and field reports, project reports
U6. the contribution of research to the development of biological knowledge	All modules	Essays, reports, examinations, project reports
U7. the dynamic, plural and contested nature of the discipline and an awareness of the philosophical and ethical issues involved	All modules	Essays, reports, examinations, project reports, literature reviews
U8. the use of biological terminology, nomenclature and classification systems	All modules	All assessments
U9. the relevance of biology to practical problems and improving the quality and sustainability of life	All modules	Essays, reports, examinations, project reports

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
SP1. use a range of practical techniques for the acquisition, analysis and critical evaluation of biological information	All modules particularly Conservation Biology, Applied Insect Ecology, Research Projects Applied Life Sciences Placements	Laboratory reports, laboratory performance, data analysis exercises, project reports
SP2. use a range of practical laboratory and field techniques to ensure competence in basic experimental skills	All modules with practical sessions, and the Life Sciences Research Projects or Applied Life Sciences Placements.	Laboratory reports, laboratory performance, data analysis exercises, project reports
SP3. sample, record and analyse data in the field and/or laboratory	All modules with practical sessions, particularly research projects and	Laboratory reports, laboratory performance, data analysis

in a manner that ensures validity, accuracy, calibration, precision, replicability and highlights uncertainty during collection	placements	exercises, project reports,
SP4. formulate a hypothesis, design, plan, conduct, collate, analyse, report and evaluate on a biological investigation	All modules with practical sessions, Also the Life Sciences Research Projects or Applied Life Sciences Placements.	Laboratory reports, laboratory performance, data analysis exercises, project reports,
SP5. recognise philosophical, moral and ethical issues relevant to the subject, and appreciate the need for ethical standards and professional codes of conduct	Human Evolution, Communication Skills for Biologists, Conservation Biology, Life Sciences Research Projects, Applied Life Sciences Placements.	Project and placement reports, literature reviews, reflective writing
SP6. undertake field and/or laboratory investigations of living systems in a responsible, safe and ethical manner, paying due attention to standard procedures (e.g., risk assessment, health and safety regulations, animal welfare, informed consent)	All modules with practical sessions including Conservation Biology, Life Sciences Research Projects and Applied Life Sciences Placements.	Laboratory reports, project reports

Subject Specific Skills		
Intellectual Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
SI1. assess the merits of contrasting theories, paradigms, concepts or principles	All modules	Essays, reports, examinations, project reports, literature reviews, Phase 1 Habitat Report
SI2. think independently, set tasks and solve problems by a variety of methods	All modules with practical sessions, Research Projects and Applied Life Sciences Placements.	Laboratory reports, project reports, video presentation, reflective writing
SI3. make reasoned decisions and develop reasoned arguments	All modules	Essays, project reports, literature reviews, Phase 1 Habitat Report
SI4. obtain and interpret several lines of subject-specific evidence to formulate and test hypotheses	All modules, particularly Life Sciences Research Projects and Applied Life Sciences Placements.	Essays, project reports, literature reviews
SI5. make critical interpretations, evaluations and judgements of data and text	Experimental Project, and level 6 taught modules	Essays, data analysis exercises. project reports, literature reviews
SI6. analyse, synthesise and summarise information critically, including published research or reports	Sciences Experimental Projects, Placements, level 6 taught modules	Essays, data analysis exercises, project reports, literature reviews
SI7. apply biological understanding to familiar and unfamiliar problems, and emphasise the	All modules	Essays, project reports, literature reviews

interdisciplinary nature of science and the validity of different points of view		
SI8. take responsibility for their own learning and reflect upon that learning	Life Sciences Experimental Projects, Communication Skills for Biologists	Laboratory performance, Personal Development Planning

Key or Transferable Skills (including employability skills)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
E1. develop an adaptable, flexible, sustainable and effective approach to study and work, including time management, creativity and intellectual integrity	All modules, particularly the Life Sciences Research Projects and Applied Life Sciences Placements.	Essays, experimental projects. laboratory performance
E2. acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources: textual, numerical, verbal, graphical	All modules	Essays, reports, literature reviews
E3. prepare, process, interpret and present data using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually	All modules with practical sessions, Life Sciences Research Projects and Applied Life Sciences Placements.	Project reports, data analysis exercises, laboratory reports
E4. use the internet and other electronic sources critically as a means of communication and a source of information	All modules, particularly Life Sciences Research Projects and Applied Life Sciences Placements, Communication Skills for Biologists.	Presentations, data analysis exercises, project reports
E5. cite and reference work in an appropriate manner, avoiding issues with plagiarism	All modules	All assessments
E6. communicate effectively to a variety of audiences by written, spoken and graphical means using appropriate techniques and scientific language	All modules, particularly Life Sciences Research Projects and Applied Life Sciences Placements Communication Skills for Biologists.	Essays, oral presentations, reports, project reports
E7. develop skills necessary for self-managed and lifelong learning, including working independently, organisational, enterprise and knowledge transfer skills	All modules	Essays, project reports, literature reviews
E8. work with others to achieve an objective in a respectful manner that is accepting of the viewpoints and opinions of others and	All modules, particularly Communication Skills for Biologists	Laboratory performance

evaluates the roles and development of team members		
E9. motivate themselves and sustain that motivation over an extended period of time	All modules, particularly Life Sciences Research Projects and Applied Life Sciences Placements.	Laboratory performance, experimental project
E10. identify and work towards targets for personal, academic and career development	All modules	All assessments

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6. You must accumulate at least 255 credits in Biology (out of 360 credits overall), with at least 60 credits in each of the three years of study, to graduate with a named single honours degree in Biology. N.B. The award will be 'Studies in Biology' if a pass standard is not achieved in the Level 6 Double Experimental Project module or Double Applied Life Sciences Placement module (see Section 13 - Regulations). A 'Studies in Biology' degree is not accredited by the Royal Society of Biology.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

Biology with International Year: in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Biology with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year Biology programme.

Biology with Work Placement Year: in addition to the above students must pass a non-credit bearing module covering the work placement year in order to graduate with a named degree in Biology with Work Placement year. Students who do not complete, or fail the placement year, will be transferred to the three-year Biology programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within Biology at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Biology:

- **Unseen, closed and open book examinations** in different formats test students' knowledge and understanding of the subject. Examinations may consist of essay, short answer and/or multiple choice questions, and paper comprehension

- **Essays** allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing)
- **Laboratory reports** – structured proformas and full lab reports are formal summaries of work carried out in the laboratory and test students’ understanding of the practical aspects of the programme and develop the skills necessary to enable students to present and analyse their results
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students’ subject knowledge and their ability to apply it in a more structured and focused way
- **Research projects and reports** test student’s knowledge of different research methodologies and the limits and provisional nature of knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using appropriate methods
- **Oral and poster presentations and reports** assess individual students’ subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development
- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning
- **Peer assessment:** In some cases students will be involved in marking other students’ work, usually with a prescriptive marking guide. This helps students to appreciate where marks are gained and lost and gives them the opportunity to see the common mistakes made by other students
- **Reviews** of other scholars’ work test students’ ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on empirical research, reviews also assess students’ knowledge of research methodologies and their ability to make critical judgements about the appropriateness of different strategies for collecting and analysing data
- **Group activities** might include working on a collaborative project such as compiling a book chapter, or problem based learning cases

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	25%	25%	17%
Guided independent Study	75%	75%	83%
Placements	0%	0%	0%

12. Accreditation

The BSc (Hons) Biology is accredited by the Royal Society of Biology.

Students should note that to be awarded Royal Society of Biology accreditation they must achieve a minimum standard of 40% in the Life Sciences Double Experimental Project (with research skills assessment), or equivalent placement module. Students that condone this module may still be eligible for the award Studies in Biology.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Course Regulations

The following course specific regulations should be noted:

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

Where a programme has an "International Year" option and a "Placement Year" option, students may elect to follow either the International Year or Placement Year, but not both.

Royal Society of Biology Accreditation

Students must achieve a pass standard in the Life Sciences Double Experimental Project with research skills assessment (or, subject to agreement, Double Applied Life Sciences Placement) to attain an accredited degree. For students who do not fulfil the conditions of this regulation, the degree award will be '*Studies in Biology*' and the degree will not be accredited by the Royal Society of Biology.

Attendance

Attendance at tutorials, seminars, workshops and laboratory sessions on this programme is compulsory. Failure to attend a class without good cause will result in an informal warning. Failure to attend any subsequent classes without good cause will lead to the issuing of a formal University warning in accordance with Regulation 1A9 and could result in the requirement to withdraw from the university. Attendance at lectures is expected, but is not compulsory.

Self-Certification

Self-certification of illness as a reason for absence from compulsory classes will be accepted for no more than two periods of absence, each covering no more than 7 days, per semester. Any subsequent absence for reasons of illness must be accompanied by a doctor's note.

Laboratory, lecture and tutorial classes

1. Wearing a laboratory coat is compulsory in all laboratories. Students will not be allowed to attend the laboratory class without a laboratory coat.
2. Students must wear appropriate clothing in the laboratories, including sensible footwear. Closed shoes and low heels should be worn. This is to avoid tripping and to protect the feet in the case of spillages. Long hair must be tied back. Students who are inappropriately dressed may, at the discretion of the member of staff in charge, be excluded from the class and recorded as being absent without good cause.

3. Students who arrive late to laboratory classes may, at the discretion of the member of staff in charge, be excluded from the class and recorded as being absent without good cause.
4. Students who display serious misconduct in any class may, at the discretion of the member of staff in charge, be excluded from the class and recorded as being absent without good cause. Serious misconduct involves wilful damage to property, injury or threat to persons, or persistent disruption of teaching.
5. The unauthorised use of mobile phones or headphones is not permitted in any class.
6. Students are not permitted to record, video or photograph taught sessions or meetings with staff, except with the permission in advance of the staff concerned. Permission will be given where this is part of an approved disability adjustment. Any permission to record, video or photograph is for personal use only and all recordings, videos or photographs remain the property of the presenter and Keele University.

Health and Safety

Students are required to read and follow the procedures in the School of Life Sciences Safety Handbook, which is available from the Biomedical Science Noticeboard

Fieldwork

1. Students who display serious misconduct on the Field Course (part of LSC-20055 Life at the Extremes or LSC-20054 Life at the Extremes (Semester 2)) will be asked to leave and attend the next Field Course as a re-assessment at their own expense. Serious misconduct involves wilful damage to property, injury to persons, improper use of safety equipment and/or failure to attend commitments.
2. Students that do not attend the field course will be required to cover the cost of attending the field course the following year. These costs can be waived if non-attendance is beyond the student's control and evidence of valid exceptional circumstances is submitted.

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Biology (Single Honours)	<p>ABB</p> <p>To include 1 science subject (Applied Science, Biology, Chemistry, Environmental Science, Geography, Geology, Human Biology, Maths, Physics, Psychology, Sports Science or Statistics)</p> <p>A Pass in Science Practical will be required if taking A level Biology, Chemistry or Physics (England) **</p> <p>** Science practical only required from applicants taking reformed A level Biology, Chemistry or Physics in England.</p>	None	34 points to include Higher Level Biology, Chemistry, Maths or Physics at 6 or above.	DDM in a Science based subject	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction and 15 Level 3 credits at Merit. You must also have taken sufficient Science credits, please contact us for advice.	Maths @ C (or 4) English Lang @ C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/ga/accreditationofpriorlearning/>

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module tutors are responsible for providing support for learning on the modules. They also give individual feedback on in-course assessments and more general feedback on examinations.
- Tutors and demonstrators provide help and advice to students in laboratory sessions and during fieldwork.
- Every student is allocated to a personal tutor who is responsible for reviewing and advising on students' academic progress.
- Personal tutors also act as a first point of contact for students on non-academic issues that may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Services.
- All members of teaching staff on the Biology Principal Programme are available to see students during office hours by appointment.

16. Learning Resources

Biology is taught in modern teaching rooms across the University, all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups.

Practical sessions are held in dedicated teaching laboratories within the School of Life Sciences. These were completely refitted in 2006. In 2016 an extension has been added to the Huxley Building, providing new teaching and research laboratories and greatly increasing our teaching capacity.

For final year projects, students will be working in research laboratories primarily in the Huxley Building, Guy Hilton Research Centre or Lennard Jones Building.

The learning resources available to students on the Programme include:

- The extensive collection of books and journals relevant to undergraduate study held in the University Library. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- A smaller collection of biological publications and materials held in the Undergraduate Resource Room in the School of Life Sciences. The Resource Room is open at regular times during teaching periods and the resources are specifically related to the needs of students on Principal Programmes in the School of Life Sciences.
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the University Library and other resources – video, audio and text-based – accessible from external providers via the internet.

17. Other learning opportunities

Study abroad (semester)

Students on the Biology programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

Work placement Year

Students registered for Single Honours Biology may undertake an Applied Life Sciences Placement between years 2 and 3 (Levels 5 and 6). This forms part of the Applied Life Sciences Placement module at level 6. Whilst on placement students may or may not receive payment from their placement employers and will have to meet their own living expenses. They are also liable for University fees (at a reduced rate).

Other opportunities

Other learning opportunities for Biology students vary from year to year, but include a compulsory, week-long coastal ecology field course in North Wales. Between their second and third year, students may also have the opportunity to spend time in Malaysia or to join an Operation Wallacea or similar expedition, carrying out conservation-based research in various parts of the tropics. These options may incur additional costs.

During their time at Keele, students also have the opportunity to hear from, and talk to, a range of guest speakers and presenters including researchers from around the world. Some of these activities are timetabled as part of taught modules, others are organised separately, but all are widely advertised and undergraduate students are always welcome to attend.

18. Additional costs

Biology Programme Costs

There is an 8 day compulsory Field-course accommodated at Bangor University during the summer vacation between the first and second years. The School meets the cost of this, but the student will be expected to pay for their own travel to Bangor, and maintenance costs during the field course (for example food, appropriate clothing, etc.).

Learning opportunities as outlined above may be available and may incur additional costs.

Activity	Estimated cost
Field courses - compulsory hosted at Bangor University (School pays)	£0
Field courses – optional	None
Equipment Waterproof clothing for field work	£75
Travel to Bangor University and to any placement abroad or in the UK	Unable to Estimate
Other additional costs	None anticipated
Total estimated additional costs	£75

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further additional costs for this undergraduate programme.

19. Quality management and enhancement

The quality and standards of learning in Biology are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Life Sciences is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Biology Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Biology module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Biology Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Biology Programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The Biology Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Biosciences (2015) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-biosciences-15.pdf?sfvrsn=4eef781_24
- c. [RSB Accreditation Handbook](#)
- d. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Date of first approved version (v1.0): 22nd September 2017

Revision history

Version number ¹	Author	Date	Summary of and rationale for changes
2.0	Dave Hulse	May 2019	- Level 5: 'Life at the Extremes' added as a compulsory module only for students who do study abroad in semester 1 of Level 5; - 'Applied Regenerative Medicine' and ' Cancer Biology' replace both 'Applied Fish Biology' and 'Developmental Biology' as optional modules at Level 6; also Communication Skills for Biologists changes from a compulsory to an optional module

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)

Annex A

BSc (Hons) Biology with International Year

International Year Programme

Students registered for Single Honours Biology may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'Biology with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the BSc (Hons) Biology and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'BSc (Hons) Biology with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- i) Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
- ii) Discuss the benefits and challenges of global citizenship and internationalisation
- iii) Explain how their perspective on their academic discipline has been influenced by locating it within

an international setting.

In addition, students who complete 'BSc (Hons) Biology with International Year' will be able to:

- iv) Use independent research skills to identify relevant information resources on a range of subjects related, or complementary, to Biology.
- v) Demonstrate the use of critical thinking skills, augmented by creativity and curiosity, in discussing the application of their International Year studies to Biology.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Course Regulations

Students registered for the 'BSc (Hons) Biology with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any Biology module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.