

Programme Specification: Undergraduate

For students starting in Academic Year 2019/2020

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 (see Annex B for details) 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 with either the International Year or Work Placement Year between years 2 and 3
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
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2018/19 is £9,250* International students: Fee for 2018/19 is £15,835** The fee for the international year abroad is calculated at 15% of the standard year fee The fee for the work placement year is calculated at 20% of the standard year fee
Additional Costs	Please refer to the Additional costs section

* 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 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
- 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, population, 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 (graduate attributes)

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 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 your 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.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

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

Module lists

Year 1 (Level 4)

Compulsory modules	Module Code	Credits	Semester
Physiology & Anatomy	LSC-10074	30	1-2
Biodiversity, Ecology and the Environment	LSC-10062	30	1-2
Cellular Genetics & Evolution	LSC-10072	30	1-2
Understanding Animal Behaviour	LSC-10053	15	1
Plants: Sex, Drugs and Alcohol	LSC-10054	15	2

Year 2 (Level 5)

Compulsory modules	Module Code	Credits	Semester
Life at the Extremes*	LSC-20055	15	1
Animal Adaptations	LSC-20071	15	1
Microbes, Viruses and Parasites	LSC-20073	15	1
Research and Analytical Skills	LSC-20056	15	2
Living Together: Behaviour, Cooperation and Conflict	LSC-20062	15	2
Current Topics in Biology	LSC-20074	15	2
Life at the Extremes (for study abroad only)**	LSC-20054	15	2
Optional Modules	Module Code	Credits	Semester
Health and the Environment	PTY-20020	15	2
Nutrition and Energy Balance	LSC-20052	15	2

Human Genetics	LSC-20050	15	1
Module rules:			
*Please note, this module includes a field course which will take place at Bangor University, North Wales during the summer vacation between Levels 4 and 5			
** students undertaking study abroad in semester one MUST take this module in semester two			

Year 3 (Level 6)

Compulsory modules	Module Code	Credits	Semester
Double Experimental Project	LSC-30045	30	1-2
Or Double Applied Life Sciences Placement ^{§§}	LSC-30038	30	1
Optional modules	Module Code	Credits	Semester
Case Studies in Biotechnology	LSC-30051	15	1
Applied Insect Ecology	LSC-30003	15	1
Conservation Biology	LSC-30043	15	1
Human Parasitology ⁺	LSC-30036	15	1
Tropical Biology Field Course [§]	LSC-30066	15	1
Applied Regenerative Medicine	LSC-30068	15	1
Trees in Their Environment	LSC-30017	15	2
Human Evolution	LSC-30030	15	2
Cancer Biology	LSC30061	15	2
Communication Skills for Biologists	LSC-30059	15	2
Module rules:			
§ This module includes a field course at USM Malaysia which takes place during the summer vacation between Levels 5 and 6.			
§§ Only available to students doing a work placement year. These students will not take LSC-30045			
+ this module can only be taken by students who have studied LSC-20015 or LSC-20073			

For further information on the content of modules currently offered, including the list of elective modules, 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.

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	Biodiversity, Ecology and the Environment and, Cellular Genetics and Evolution, Plants: Sex, Drugs	All assessments

to the present	and Alcohol	
U2. the complexity of biological processes and mechanisms of life at a range of hierarchical levels (molecular, cellular, organismal, community, ecosystem)	Cellular Genetics and Evolution and Biodiversity, Ecology and the Environment, Physiology and Anatomy, Understanding Animal Behaviour, Plants: Sex, drugs and Alcohol	All assessments
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 <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
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 <i>Successful students will have the opportunity to develop:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
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 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	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

Level 5

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to demonstrate knowledge & understanding of:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
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, including the use of statistics	All modules, particularly Research and Analytical Skills and Life at the Extremes	Lab and field reports, oral presentations
U6. the contribution of research to the development of biological	All modules	Essays, reports, examinations

knowledge		
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 <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
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 attention to standard procedures (e.g., risk assessment, health and safety regulations, animal welfare, informed consent)	All modules with practical sessions especially Life at the Extremes	Laboratory reports, project reports

Subject Specific Skills		
Intellectual Skills		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
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 <i>Successful students will have the opportunity to develop:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
E1. develop an adaptable, flexible, sustainable and effective approach to study and work, including time management, creativity and intellectual integrity	All modules	Essays, Portfolio of press releases, 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, Laboratory reports
E3. prepare, process, interpret and present data using appropriate	All modules with practical sessions, particularly Life at the Extremes,	Project reports, data analysis exercises, laboratory reports

qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually	Research and Analytical Skills	
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

Level 6

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to demonstrate knowledge & understanding of:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
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 <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
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 in a manner that ensures validity, accuracy, calibration, precision, replicability and highlights uncertainty during collection	All modules with practical sessions, particularly research projects and placements	Laboratory reports, laboratory performance, data analysis 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	Human Evolution, Communication Skills for Biologists, Conservation Biology, Life Sciences Research	Project and placement reports, literature reviews, reflective writing

for ethical standards and professional codes of conduct	Projects, Applied Life Sciences Placements	
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 <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
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	Life 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 interdisciplinary nature of science and the validity of different points of view	All modules	Essays, project reports, literature reviews
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 (graduate attributes)		
Learning Outcome <i>Successful students will have the opportunity to develop:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used

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 evaluates the roles and development of team members	All modules, particularly Communication Skills for Biologists	Laboratory performance
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.
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.

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	28%	25%	14%
Guided independent Study	72%	75%	86%
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*'; 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 extenuating 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	ABB To include 1 science subject (Applied Science, Biology, Chemistry, Environmental Science, Geography, Geology, Human Biology, Maths, Physics, Psychology, Sports Science or Statistics)	None	34 points to include Higher Level Biology, Chemistry, Maths or Physics at 6 or above.	DDM You must have taken sufficient Science units, please contact us for advice	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 at C (or 4) English Language at 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 Support and Development Service.
- 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 and the £11 million new extension to the Huxley Building providing additional teaching laboratory space was opened in 2017/18 Academic Year.

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.

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

The compulsory residential field course is subsidised by the School of Life Sciences and you pay no fees to attend. You are required to cover your own transport costs to and from Bangor University 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 hosted at USM Malaysia	£1,200
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	£1,275

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 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 Programme 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/qa/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:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- QAA Subject Benchmark Statement: Biosciences (2015) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-biosciences-15.pdf?sfvrsn=4eef781_24
- [RSB Accreditation Handbook](#)
- 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): 5th October 2018

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 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)

Students may not register for both an International Year and a Work Placement Year (see Annex B); students registered for 'BSc (Hons) Biology with International Year' are exempt from studying a Work Placement Year.

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.

Annex B

BSc Biology with Work Placement Year

Work Placement Year summary

Students registered for Single Honours Biology may either be admitted for or apply to transfer during their studies to the Single Honours 'Biology with Work Placement Year'. Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year BSc (Hons) Biology programme 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 Work Placement Year'.

Work Placement Year Programme Aims

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with:

- i) Experience of working in a subject related laboratory or work place an industrial, academic, or public institution, either in the UK or abroad.

Entry Requirements for the Work Placement Year

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module (minimum 30 weeks full time (1,050 hours), or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Passed all Year-1 and Year-2 Semester 1 modules with an overall module average of > 60%
- General Aptitude (to be demonstrated by application(s) to relevant placement providers with prior agreement from the Programme Lead, 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 Lead)
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for both an International Year (see Annex A) and a Work Placement Year; students registered for 'BSc (Hons) Biology with Work Placement Year' are exempt from studying an International Year.

Student Support

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

- Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, and be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student in their placement organization at around the 5 weeks after placement has commenced, and then visit again (or conduct a telephone/video call tutorial) at around 15 weeks into the placement.
- Regular supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of the placement.

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete 'BSc (Hons) Biology with Work Placement Year' will be able to:

- Demonstrate an ability to successfully work within their placement institution, to learn practical skills and develop their science base within the scope of their work project.

These learning outcomes will be assessed through the 30 credit Work Placement Year module LSC-30038 Double Applied Life Science Placement.

Course Regulations

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

- Students undertaking the Work Placement Year must successfully complete the 30 credit module LSC-30038 Double Applied Life Science Placement
- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

- (i) conforming to the work practices of the organisation; and
- (ii) remembering that they are representatives of the University and their actions will reflect on the School and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

Additional costs for the Work Placement Year

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement 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 placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.