UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate)

Date amended: 25/03/2019

For 2020/21 entry

1. Programme title(s) and UCAS code(s):

BSc Biological Sciences (with Foundation Year) (C199)

2. Awarding body or institution:

University of Leicester

3. a) Mode of study:

Full time

b) Type of study:

Campus-based

4. Registration periods:

The normal period of registration on the Foundation Year is one year (progressing to a 3 year UG degree).

The maximum period of registration for the Foundation Year is 2 years.

The Foundation Year is linked to the BSc Biological Sciences programme which has its own maximum registration period. The Foundation Year will contribute towards the maximum registration period of the BSc Biological Sciences programme; this is shown in the programme's specifications.

5. Typical entry requirements:

The recruitment profile is primarily designed to identify those students who have just missed the criteria for normal undergraduate entry. The assumption is that this is due, in part, to poor study skills and a lack of support with studies and applications.

BSc Biological Sciences (with Foundation Year) (C199)

GCSE: Minimum grades of C in English Language, C in Maths and C in two sciences (or double science)
A Level: CCD or points equivalent from three best A Levels, two of which must be in science subjects. Any D grade should be in a non-science subject
BTEC Diploma: MMM in appropriate subject areas
Other qualifications will also be considered (including appropriate Access programmes).

6. Accreditation of Prior Learning:

NA

7. Programme aims:

The programme aims to:

- Help students to develop mature professional and study skills that will equip them to thrive in a UG degree programme and beyond
- Provide students who lack suitable entry qualifications with training in Biological Sciences that will enable them to progress onto the BSc Biological Sciences degree programme in the College of Life Sciences

8. Reference points used to inform the programme specification:

- University of Leicester Learning Strategy 2016-2020
- Specification documents for A level qualifications
- QAA Quality Code for Higher Education
- Programme Specifications, External Examiners reports etc. for the BSc Biological Sciences suite of programmes

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Mastery of basic molecular basis of chemistry, biology and genetics of human and animal cells. Define basic physiological and psychological principles. Explain how cells function together at tissue/organ level; and the functioning of selected body systems.	Text books and other specially prepared pre-reading. Lectures, tutorials and workshops. Group work/peer learning. Regular coursework with timely feedback.	Regular coursework assessments. Group projects. Presentations. Assessed reflective essays. End of module examinations. Single best answer and multiple choice questions.
(ii) Understanding and application of key concepts and techniques		
Apply basic statistical concepts to datasets; interpret outcome. Demonstrate selected feedback and control mechanisms in the body. Discuss the impact of disturbance of normal control processes on body function and psychological impact.	Regular coursework questions with timely feedback. Group work/peer learning. Workshop sessions.	Regular coursework assessments. Essay. End of module/semester examinations.
(iii) Critical analysis of key issues		
Students should be able to explain the process of scientific enquiry, the roles of experiment and theory, the limits of science and the role of experimental error.	Induction programmes, resource based learning, group projects, seminars	Portfolio.
(iv) Clear and concise presentation of material		
Students should be able to communicate scientific ideas through written material and oral presentations.	Lectures, seminars, written guidance (handbook). Formative feedback on presentations and reports.	Presentations, written reports, literature review

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Discipline specific competencies		
Identify central aspects of integration of cellular activity in health and disease.	Lectures, skills and subject based tutorials. Group tasks with feedback. Computer practical classes. Guided independent study.	Examination. SAQ & Essay. Continuous assessment essay. Computer practical report.
(b) Transferable skills		
(i) Oral communication		
Students should be able to communicate scientific ideas through oral presentations.	Lectures, seminars, written guidance (handbook). Formative feedback on presentations.	Individual and group presentations. Peer marking.
(ii) Written communication		
Students should be able to communicate scientific ideas through written material.	Lectures, seminars, written guidance (handbook). Formative feedback on written coursework.	Essays. Scientific posters.
(iii) Information technology		
Students should • be able to use electronic resources to find information • evaluate such information • use IT resources to process data • use IT to present data	Tutorials, IT induction sessions, advice in course materials and handbook, formative feedback on presentations	Individual and group presentations. Reflective essay of study skills and on feedback.
(iv) Numeracy		
Represent and interpret data visually; mastery of simple calculations based on biometric data and drug doses.	Course materials, pre-reading, lectures, problem tutorials, formative feedback on coursework	Coursework submissions, end of module/semester examinations. OSCE for Medicine stream.
(v) Team working		
Working in groups to solve problems, prepare and deliver presentations.	Feedback in workshops. Formative feedback on presentations and reports.	Presentations (slides and posters) and reports. Peer assessment.
(vi) Problem solving		
To apply scientific knowledge to a variety of problems	Lectures, workshops, formative feedback on regular coursework assessments.	Group presentations, regular coursework assessments, examinations.
(vii) Information handling		
Students should be able to correctly process, average and present scientific data and draw appropriate conclusions from it	Skills workshops, course handbooks, formative feedback on coursework assessments.	Coursework assessments

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(viii) Skills for lifelong learning (professionalism)		
Students should • keep an ordered set of course notes • organise their time effectively • be able assimilate and draw accurate conclusions from a wide variety of data • to effectively communicate scientific conclusions in both written and oral form	Professional practice tutorials, compulsory attendance at core learning activities, specific instruction in lectures and seminars, formative feedback on presentations and written material	By keeping ordered notes, by attending sessions and being punctual, through regular coursework assessment and end of semester examinations, reports and presentations. Meeting deadlines. Portfolio.

10. Progression points:

The programme is designed to be linear with module 1 followed by 2, 3 and 4 in order.

The programme does not follow the standard, Senate Regulations Governing Undergraduate Programmes of Study.

10a. Modules

- Modules are examined by a range of assessment methods as approved by Programme Approval Panels and specified in module specifications.
- Module Specifications state how the components of a module will be combined to form a module mark and whether a particular mark must be gained in an individual component for the module to be passed.
- Students are given credit for a module when they have completed all the requirements of the module. All assessment requirements must be completed and a pass mark in the assessments associated with the module achieved. Students are required to submit or sit all assessments relating to a module, except where a student has accepted mitigating circumstances and Mitigating Circumstances Panel has approved an alternative course of action.

10b. Assessment and Progression

- The performance of all students will be reviewed by a Board of Examiners to determine whether they have met the requirements to progress to the next level of study.
- The pass mark for all module assessments is 60.00%
- To progress to the next level students must have achieved an overall credit weighted average of at least 60.00% and have achieved a mark of at least 55% in all modules.
- Students will be deemed to have failed any module in which a mark of less than 60.00% has been obtained at first attempt. Students with a failed module(s) with a module mark in the range 55.00% to 59.99% and a CWA of 60% or greater will not be required to sit a reassessment and will be deemed to have passed the year, subject to the Board of Examiners discretion. Any student with a failed module with a mark less than 55.00% or with a CWA of less than 60% will be permitted a reassessment attempt in the failed assessment(s).

- If an assessment component is a re-sit or re-submission and a student obtains a pass the maximum mark which can be obtained for the component is 60.00%. The final module mark will be the weighted marks of all components after the cap is applied to particular assessments.
- The performance of students who have undertaken re-assessments will be reviewed by a Board of Examiners.
- Students who have met the requirements of the modules for which they have been re-assessed will progress to the next level.
- No third attempt at an assessment, with or without residence will be allowed.
- Following progression to Year 1, normal Senate Regulations will apply.
- Students on the BSc Biological Sciences (with Foundation Year) will under no circumstances be allowed to transfer to the MBChB Medicine (with Foundation Year).

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10c. Transfer to MBChB from BSc Biological Sciences year 1

Students taking degrees in the BSc Biological Sciences and BSc Medical Sciences suites of programmes can apply to transfer to the 5yr MBChB Medicine after year 1 of their BSc. Transfer is subject to a strict set of criteria published elsewhere. In the case of BSc Biological Sciences (with Foundation Year), students may also transfer to Medicine after year 1 of the BSc but should take professional and careful advice on how to fund their studies. Students starting on the BSc Biological Sciences (with Foundation Year), who complete year 1 of the BSc **will not be eligible for Student Loan Company Tuition Fee Loans for the first year after transfer to the MBChB Medicine**.

A worked example for a student requesting transfer to Medicine appears below:

2016/17 Year 0 Bio Sciences (Full SLC funding as an Integral Foundation Year)
2017/18 Year 1 BSc Biological Sciences (Full SLC Funding)
2018/19 Year 1/5 Medicine (Maintenance Loan and Supplementary Grants only, **No Tuition Fee Loan** – see below for the previous study formula that determines this)
2019/20 Year 2/5 Medicine (Full SLC Funding)
2020/21 Year 3/5 Medicine (Full SLC Funding)
2021/22 Year 4/5 Medicine (Full SLC Funding)
2022/23 Year 5/5 Medicine (Full NHS Bursary Funding)

The formula to determine if/how previous study will impact upon a student's current course is:-
(Ordinary Duration of the course (discounting any years of study abroad or NHS funded years) + 1 extra year) – Number of years previously studied = number of years available to fund the current course.

11. Scheme of Assessment

The Foundation Year does not follow the standard, Senate Regulations for Undergraduate Taught Provision in Year 0.(See above).

Years 1, 2 and 3 of the BSc Biological Sciences will follow the standard scheme of award and classification set out in Senate Regulation 5.

12. Special features:

Student will be issued with an iPad. The programme will be designed to maximise opportunities for digital and online teaching, learning, collaboration, assessment and support.

13. Indications of programme quality

The programme – including individual modules – will be reviewed on an annual basis. An external examiner will be appointed to cover all three streams. The standard University structure of Learning and Teaching Team, Programme Team, Panels and Boards of Examiners and Staff-Student Committees will be put in place.

Appendix 1: Programme structure (programme regulations)

There are four 30 credit core modules and all students are required to take all modules.

SEMESTER 1	
Module 1 (BS0011)	Foundations of Biological Sciences Core module
Module 2 (BS0012)	Introduction to Medical Sciences Core module
SEMESTER 2	
Module 3 (BS0013)	Exploring Psychology Core module
Module 4 (BS0014)	Biological Sciences: Molecules to Systems Core module

Appendix 2: Module specifications

See attached documents.

Appendix 3: Skills Matrix

See attached document.