### EVIDENCE MATRIX

***Please complete this matrix, to cover all programmes listed below, as succinctly as possible providing links to the evidence (e.g. citing specific learning outcomes, module codes, handbooks etc.). All wording in italics must be deleted, it provides brief guidance, it is not a comprehensive list of what should be included. The Sections in this form match the criteria, with notes, in the Accreditation Handbook (see “Notes on the degree accreditation criteria”).***

### Section 1 The degrees submitted

| Scope of Application | |
| --- | --- |
| Accreditation subject area | *Molecular Aspects of Biology* *Whole Organism Biology*  *Ecological and Environmental Sciences*  *(select all that apply)* |
| Proposing HEI | *Name of HEI* |
| Department/Faculty/school etc. | *Name of department etc.* |
| Programme title and titles of awards covered | *List titles of awards, precisely as they are worded on the programme specifications and award certificates* |
| Programme duration | *State duration* |
| Date of HEI formal Approval | *Provide month and year* |
| Planned review date | *Provide month and year* |
| Articulation agreements | *Indicate “yes” if there are any formal articulation arrangements for entry into year 2 or higher in the programme, Name the partner institution(s) and provide information on the articulation in the Letter of Intent* |

**Section 2 Summary of Evidence**

*The items of evidence should be provided electronically, and may come from a variety of sources. All evidence, wherever possible, should be easily accessible from the documentation provided (e.g. by reference to specific folders, file names, modules etc.). Please ensure when referencing modules in the matrix that you include both module code and title and that the file name for module descriptors is clearly recognisable. On-line access to the institution’s e-learning facilities should be made available to the Panel, but this is for additional support only: the submitted files should have all the essential information required for the Panel’s assessment (see list of documents required at the foot of this template). The following table should be completed in order to signpost the assessors to the relevant aspects of the course or documentation. The Evidence column in the table can be arranged by programme and/or levels in the programmes as desired. It will help the Panel if core/compulsory modules are indicated as such.*

|  |  |
| --- | --- |
| **Criteria** | **Evidence** |
| 1. Does the documentation indicate that the programme will incorporate a graduating level capstone experience which includes analysis, synthesis and critical evaluation, resulting in a defined output? The capstone experience should contain the following elements: | |
| 1. The capstone experience will integrate and develop the skills and knowledge gained in earlier years; bring reflection and focus to the whole of the degree experience; and provide students with the opportunity to demonstrate and apply the understanding and skills that they have developed | *Please refer to the Accreditation Handbook for notes and advice on all the criteria.*  *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 1, starts at page 31* |
| 1. The capstone experience will be an extended piece of enquiry-based work, relevant to the degree, with a justified approach that effectively communicates its outcomes | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 1.ii.a, pages 31-32* |
| 1. The capstone experience will be underpinned by a range of relevant sources, and will show recognition of health and safety, environmental and ethical considerations | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 1.ii.b, page 32* |
| 1. The capstone experience will be contextualised, and show recognition of the provisional nature of knowledge, building to an appropriate conclusion | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 1.ii.c, page 32* |
| 1. The capstone experience will be based on the processes of critical thinking, synthesis, reflection and evaluation | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 1.ii.d, page 32* |
| 1. Demonstration of the acquisition of technical skills and familiarity with the practical environment. There will be evidence that: | |
| 1. Students learn in a hands-on, practical environment, and are trained in the technical skills appropriate to their main subject interest | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 2.i, page 33* |
| 1. Skill acquisition is demonstrably a progressive process | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 2.ii, page 33* |
| 1. There is a list of the core, assessed, technical skills used in the laboratory, field or other setting which form the foundation for the degree(s) | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 2.iii, page 33* |
| 1. There is competency in the core technical skills for all students on the programme | *Technical skills must be assessed, but not necessarily graded, please note the Society’s views on assessment under “Notes on the degree accreditation criteria” in the Handbook, section 2.iv, page 34* |
| 1. Training in research study design and the principles of data management, such as Good Laboratory Practice | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 2.v, page 34* |
| 1. Students will appreciate the concept of ‘Big Data’ and its importance in understanding the living world | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 2.vi, page 34* |
| 1. The development and use of transferable graduate skills | |
| 1. Graduates will have the basic skills of word processing, use of spreadsheets, and presentation software | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 3.i, page 35* |
| 1. Graduates will be able to find, cite and use appropriate information | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 3.ii, page 35* |
| 1. That students will consider and approach a wide range of problems and problem types critically, confidently and independently | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 3.iii, pages 35-36* |
| 1. Students will communicate through both oral and written approaches, and to a range of audiences | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 3.iv, page 36* |
| 1. Graduates will be experienced in teamwork approaches, including the concepts of leadership; the recognition of individual contributions; and the significance of group dynamics to effective teamworking | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 3.v, page 36* |
| 1. There will be acquisition of general management skills including project management | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 3.vi, page 36* |
| 1. Regulatory and ethical issues, including environmental and social aspects, are considered and addressed by students at appropriate times throughout their programme of study | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 3.vii, page 36* |
| 1. Actively consider the importance of equality, diversity, and inclusion, and develop behaviours that support an inclusive approach to the practice of the biosciences | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 3.viii, page 37* |
| 1. Foundation in mathematics, statistics, chemistry and physics within a biological context appropriate to the discipline | |
| 1. The coverage of chemistry and physics is of sufficient depth and breadth to provide the necessary knowledge and understanding for students to appreciate and apply these subjects within a biological context | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 4.i, page 38* |
| 1. The knowledge and appreciation of mathematical principles is sufficient to support the understanding and application of key biological concepts, and underpin problem solving at the theoretical and practical levels | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 4.ii, page 38* |
| 1. Graduates will be equipped with the appropriate knowledge and skills needed to handle variation in data at different levels of complexity | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 4.iii, page 39* |
| 1. Specific skills and knowledge appropriate to the degree title | |
| 1. Bioscience graduates will have knowledge of the fundamentals of biology, including: an overview of biodiversity and the biological environment; molecular, cell and whole organism biology; biochemistry, genetics, and the concept of evolution | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 5.i, page 40* |
| 1. Degrees adhere to the relevant recommendations within the QAA Subject Benchmark Statements for Biosciences and/or Biomedical Sciences, with reference to other Benchmark Statements as appropriate | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 5.ii, page 40*  *Benchmark Statements are available at www.qaa.ac.uk/quality-code/subject-benchmark-*  *statements#* |
| 1. Specialist degrees meet the subject-specific requirements of the relevant Learned Societies as listed in Appendix B | *Some subject areas (e.g. Biochemistry) have defined additional learning outcomes which should be considered as conditions for accreditation of degrees with relevant titles or foci (see See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 5.iii, page 40).*  *Where relevant, please provide a separate mapping document highlighting where the programme(s) meet the subject-specific requirements of the associated Learned Societies. A list of all applicable programme titles and their subject-specific learning outcomes can be found in Appendix B (page 60) of the Accreditation Handbook.* |
| 1. Developing creativity and innovation | |
| 1. Students are taught to apply and evaluate original or unconventional ideas, and to tackle problem solving using techniques designed to develop individual and group creativity, evidenced through assessment approaches which recognise and reward such thinking | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 6.i, page 41* |
| 1. Graduates are expected to have an understanding, embedded in the teaching of their subject(s), of the following concepts **(a-e)**: | |
| 1. There is a contextualised learning experience using real-world scenarios to gain better alignment with expected key employability skills | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 6.ii.a, page 41* |
| 1. Graduates will understand the notion and value of intellectual property | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 6.ii.b, page 41* |
| 1. Graduates will understand the importance of evaluating feasibility and impact through a reflective approach | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 6.ii.c, page 42* |
| 1. Graduates will understand the interdisciplinary nature of enterprise | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 6.ii.d, page 42*  *https://www.qaa.ac.uk/scotland/news-events/enterprise-and-entrepreneurship-new-advice-for-universities* |
| 1. Students have financial literacy in the context of developing commercial awareness | *See Accreditation Handbook, “Notes on the degree accreditation criteria”, section 6.ii.e, page 42* |

**Section 3 Checklist**

Have you included in your electronic submission (Appendix A of handbook refers)

*Please note, we cannot accept submission through a Virtual Learning Environment (Moodle etc.). All documents must be downloaded and able to be saved for the ongoing period of accreditation.*

* The Letter of Intent
* Programme Specifications with:
  + Details of programme structure
  + Learning outcomes
  + List/definitions of terms and acronyms used by the HEI
  + Assessment strategy
  + A simple table that lists the core and optional modules for each degree.
* Module descriptors and handbooks
* Resource documents
  + Overview of facilities
  + Brief CVs of staff
  + Relevant handbooks or guidance
  + HEI’s Equality and Diversity Policy
* Internal or external reviews or reports
  + Periodic review file
  + External examiners’ reports for previous two years
  + Link to most recent QAA reviews
* Confirmation of procedures within HEI for ethical approvals, relevant Home Office licences and health and safety
* Destination statistics of graduates
* Most recent summative assessments, marking criteria and model answers
  + Complete list of most recent project titles with grades allocated
* Accreditation matrix
* Table of technical skills