### EVIDENCE MATRIX

### *Please complete this matrix 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.*

### Section 1 The degrees submitted

| Scope of Application |
| --- |
| 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* |
| Programme duration | *State duration* |
| Date of HEI formal Approval | *Provide month and year* |
| Planned review date | *Provide month and year* |

**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. The following table should be completed in order to signpost the assessors to the relevant aspects of the course or documentation; where you believe the criterion is satisfied as a result of the students previous experience, please state that. The evidence column in the table can be divided into levels in the programme as desired.*

|  |  |
| --- | --- |
| **Criteria** | **Evidence** |
| 1. Does the documentation indicate that the programme incorporates academic excellence within the teaching programme supporting a structured learning opportunity? Does documentation provide evidence of academic excellence:
 |
| 1. Knowledge and understanding of the specialist subject informed by current scholarship and research
 | *Documentation must provide evidence of academic excellence* |
| 1. Proven practical expertise in the laboratory, field and elsewhere as appropriate for the main research project
 | *How do students gain their practical expertise?* |
| 1. A knowledge and understanding of research methodology
 | *For example by reference to research methods learning outcomes* |
| 1. A critical awareness of current issues and developments in the subject area
 |  |
| 1. Completion of an extended research project in the subject area, including a clear demonstration of critical analysis
 |  |
| 1. Communication of the research outcomes appropriately and effectively
 |  |
| 1. Appropriate and clear assessment criteria, mapped to the learning outcomes
 |  |
| 1. Specialisation in a subject area that supports the development of specific skills
 |  |
|  1. Research-active environment, as evidenced by:
 |
| 1. An appropriate breadth in the area being offered for master’s accreditation
 | *Provide evidence of research breadth, as it affects students’ acquisition of research expertise* |
| 1. Research excellence, as defined by appropriate national and international criteria
 | *By citing research reports, REF results, impact case studies etc.* |
| 1. Appropriate training in research methodology and techniques and assessment
 |  |
| 1. The provision of projects in research-active environments, where the effort required by the student for the research component of this work would normally be the equivalent of at least 80 credits, of which at least 60 credits should be accounted for by the project
 | *Provide evidence for the link between research in the Department and the titles and supervision of student projects* |
| 1. Does the documentation provide evidence of an infrastructure supporting the incorporation of excellence within the teaching programme? This will include:
 |
| 1. Access to, and standards of, library and information & communications technology
 | *Provide a summary of resources as for example may have been used during periodic review of the programmes* |
| 1. Learning and teaching environments and research laboratories and facilities
 | *As above* |
| 1. Experience and expertise of teaching team
 | *As above, provide staff CVs* |
| 1. Processes to support monitoring of achievement throughout, including process of approving progression to higher levels
 | *Provide evidence of processes and support* |
| 1. A track record of success for the programme’s graduates in research in industry or higher education
 | *Provide graduate employment statistics* |
| 1. Provision of necessary and appropriate research facilities and equipment
 |  |
| 1. There is an approach to general management skills, including project management
 |  |
| 1. Ethical, Health & Safety and regulatory issues are appropriately addressed
 |  |
| 1. Does the documentation provide evidence of generic and specific skill acquisition appropriate to the degree title? This will include:
 |
| 1. Appropriate levels of knowledge and understanding in physics, chemistry and mathematics necessary to apply advanced bioscience techniques related to the subject area
 | *By citing relevant learning outcomes on specified modules*  |
| 1. The ability to study independently
 | *By citing relevant learning outcomes on specified modules and/or examples of assessments* |
| 1. Experience of using a range of techniques and research methods in a safe and responsible manner
 | *As above, with reference to development of students’ abilities.* *Note that this aspect is concerned with the students’ acquisition of knowledge and skills learning outcomes, it is not about the HEI’s methods for seeking ethical approval or meeting HSE legislation* |
| 1. An analytical, problem-solving approach to their work and the ability to critically evaluate evidence
 | *Show link to problem solving and critical analysis* |
| 1. An understanding of research study design
 | *Provide link to relevant learning outcomes* |
| 1. Effective communication through a variety of media, to non-specialist audiences
 |  |
| 1. An appreciation for the significance of ethical, social and legal issues and critical awareness of current developments in the subject
 | *Provide link to relevant learning outcomes* |
| 1. Prepare the student for a future career
 | *Provide link to relevant learning outcomes* |
| 1. There is evidence of an approach to the development of teams and different and different team members (including leadership)
 |  |
| 1. Students should understand the statistical aspects of experimental procedures, encompassing the analysis of collected data, the design and analysis of studies, the development of calibration and analysis techniques, and the robustness of data
 |  |
| 1. Awareness of data banks and analysis of large data sets
 |  |
| 1. Health and Safety training in the laboratory/field
 |  |
| 1. Evidence of a period of practice with the following outcomes:
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| 1. A period of practice will allow the student to apply the knowledge and learning gained in their academic training while carrying out their own supervised research in an active research environment.
 | *For an accredited degree programme the student period of practice must be an evaluated working experience in an appropriate working environment.* *The clear objective from the students’ perspective is to experience the practice of science in a working context.*  |
| 1. The research will be related to, and draw on, the theoretical knowledge and skills already acquired during the degree programme.
 | *Show the link between the taught curriculum and the period of research* |
| 1. The student effort should be substantial (equivalent to 60 credits or more for a research-based course), and evidence of achieving the learning outcomes be clearly documented against the produced written work.
 | *The period of practice is equivalent to 60 credits or more; provide evidence of the assessment strategy, confirm the supervisory arrangements; and provide a link to the degree regulations (e.g. the programme specification)* |
| 1. Throughout the period of practice, the interaction of the student with the supervisor should be documented allowing progress to be clearly monitored.
 |  |
| 1. The period of practice should be passed for the award of the degree.
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**Checklist**

Have you included in your electronic submission (please refer to Appendix A of the Advanced Accreditation Handbook):

* 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
* Module descriptors
* Resource documents
	+ Overview of facilities
	+ Brief CVs of staff
	+ Relevant handbooks or guidance
* 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
* Destination statistics of graduates
* Most recent summative assessments, marking criteria and model answers
* Master’s Degree Accreditation matrix
* Details of course entry requirements/criteria for acceptance