

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year
Plant Sciences (MSci)	U1C201402	2017/18

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY	Biological Sciences	
<i>note S1c</i>	b	FACULTY or FACULTIES	Science	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO	x
	d	NAME OF COURSE DIRECTOR (Home School)	Dr Charles Brearley	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A	
S2	a	COURSE TITLE	Plant Sciences	
	b	COURSE CODE	U1C201402	
<i>note S2c & S2d</i>	c	AWARD	BSc (Hons) Plant Sciences MSci Plant Sciences	
	d	EXIT AWARD(S) AND TITLE(S)	BSc (Hons) Plant Sciences MSci Plant Sciences	
	e	FULL/PART-TIME (please specify)	Full-time	
	f	LOCATION (UEA Norwich, Distance Learning)	UEA Campus	
	g	AVAILABLE FROM:		
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)		
	b	ACCREDITING/VALIDATING BODY (if relevant)		
		Website (URL)		
		Date when accreditation/validation may take place		
S4a <i>note S4a</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	Level 4: Certificate of Higher Education; Level 5: Diploma of Higher Education,	
		Undergraduate	Level 6: Honors degree	
		Integrated Masters	Level 7: Masters degree	
		Masters		
		Other postgraduate (please specify)		
S4b <i>note S4b</i>	FHEQ STATEMENT	Please detail how the programme meets the relevant		

		qualification descriptor from the Framework for Higher Education Qualifications (FHEQ)	
S5 <i>note S5a</i>	a	DURATION (years or months)	4 Years
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full-time
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	NO
		If YES, does this conform with the UEA's code of practice on placements?	
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these	<p>Biosciences 2007 [No specific statements for Plant Sciences] <i>Generic standards, not specific to any particular area</i></p> <p>5.6 All honours graduates in the biosciences would be expected to have achieved these standards at one of the two levels. Students achieving typical standards would, of course, also achieve the threshold. <i>Threshold standard</i></p> <p>5.7 On graduating with an honours degree in biosciences, students should:</p> <ul style="list-style-type: none"> • Be able to access bioscience information from a variety of sources and to communicate the principles in a manner appropriate to the programme of study • Have ability in a range of practical bioscience techniques, including data collection, analysis and interpretation of those data, and testing of hypotheses • Have an understanding of the explanation of biological phenomena at a variety of levels (from molecular to ecological systems) and be able to explain how • Evolutionary theory is relevant to their area of study • Be able to plan, execute and present an independent piece of hypothesis-driven work (e.g. a project) within a supported framework in which qualities such as time management, problem solving, and independence are evident 	

		<ul style="list-style-type: none"> • Have some understanding of ethical issues and the impact on society of advances in the biosciences • Be able to record data accurately, and to carry out basic manipulation of data (including qualitative data and some statistical analysis, when appropriate) • Have developed basic strategies to enable them to update their knowledge of the biosciences. <p><i>Typical standard</i></p> <p>5.8 On graduating with an honours degree in biosciences, students should:</p> <ul style="list-style-type: none"> • Be able to access and evaluate bioscience information from a variety of sources and to communicate the principles both orally and in writing (e.g. essays, laboratory reports) in a way that is well organised, topical and recognises the limits of current hypotheses • Have ability in a broad range of appropriate practical techniques and skills relevant to the biosciences. This will include the ability to place the work in context and to suggest lines of further investigation have a secure and accurate understanding of the explanation of biological phenomena at a variety of levels (from molecular to ecological systems) and be able to understand the relationship of evolutionary theory to their area of study • Be able to plan, execute and present an independent piece of work (e.g. a project), in which qualities such as time management, problem solving and independence are evident, as well interpretation and critical awareness of the quality of evidence • Be able to construct reasoned arguments to support their position on the ethical and social impact of advances in the biosciences be able to apply relevant advanced numerical skills (including statistical analysis, where appropriate) to biological data • Have well-developed strategies for updating, maintaining and enhancing their knowledge of the biosciences
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S8 <i>note</i> S8	ENTRY REQUIREMENTS	No Web Page
S9	JACS Subject Level Code(s) Consult Planning Office	
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office	
S11 <i>note</i> S11	FURTHER INFORMATION (web link to further information)	No Web Page
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes	
<i>note</i> S12		

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)				X
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note</i> AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
	Please select only from the permitted options - see UG/PGT regulations				
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4	1	0	60	Certificate of Higher Education;
Stage 2	Level 5	2	20	60	Diploma of Higher Education,
Year Abroad / in Industry					
Stage 3	Level 6	3	30	60	B.Sc.Hons
Stage M	Level 7	4	50		M.Sci.

AC3	BOARD OF EXAMINERS				
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)				
	(For Admin use only – to be added by LTS Web Administrator)				

PS1 COURSE PROFILE *For updates to Programme Specifications, copy and paste course profile from eVision*

note PS1

Course Profile for 2017/8

Course: Plant Sciences (Msci) (U1C201402)

School: Biological Sciences

Director: Dr Charles Brearley

Year 1U

This course is not recruiting to Year 1.

Year 2U

This course is not recruiting to Year 2.

Year 3U

This course is not recruiting to Year 3.

Year 4U

Students must take BIO-7009Y and the project topic must be agreed with the Course Director.

Compulsory Modules (80 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
BIO-7009Y	MSCI RESEARCH PROJECT	CP	60	YEAR	U
BIO-7012A	GENETICS, GENOMICS AND BIOINFORMATICS	CW	20	SEM1	AA, DD

Options Range A

Students will select 40 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
<u>BIO-7001B</u>	PLANT GENOMICS AND BIOTECHNOLOGY	CW	20	SEM2	"BGJ,EUG"
<u>BIO-7002B</u>	TARGET TRAITS FOR CROP IMPROVEMENT	CW	20	SEM2	"CJ,BH"
<u>BIO-7006B</u>	SEMINARS IN PLANT SCIENCES	CW	20	SEM2	U

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
A broad introductory knowledge of biological sciences: - fundamentals of biodiversity - fundamentals of evolution, behaviour and ecology - fundamentals of molecular biology and genetics fundamentals of cell biology and biochemistry		BIO-4001A BIO-4002B BIO-4003A BIO-4004B							
To begin to acquire requisite scientific skills (non-practical) - statistical analysis and maths chemistry and physics									
To begin to acquire requisite scientific skills (laboratory/field based) - competence in methods/techniques and protocols plan and execute scientific investigations		BIO-4001A BIO-4002B BIO-4003A BIO-4004B					BIO-4001A BIO-4004B	BIO-4001A	
To synthesise information using analysis of literature and collecting and/or analysing data		BIO-4001A BIO-4002B BIO-4003A BIO-4004B		BIO-4001A BIO-4002B BIO-4003A BIO-4004B					
To communicate the above (oral)									
To begin to appreciate the ethical issues and the impact and place of science in society									
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
A deeper knowledge and understanding of plant biology (and related subjects); the particular aspects depending on the choice of modules made by the student	BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5012Y	BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5015B		BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5008B BIO-5009A BIO-5014B BIO-5015B		BIO-5005B BIO-5012Y		BIO-5002A	BIO-5008B
Identifying and understanding how various aspects of biology are applied to biological issues and concerns	BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5012Y			BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5008B BIO-5009A BIO-5014B BIO-5015B		BIO-5005B BIO-5012Y	BIO-5015B	BIO-5002A	BIO-5014B
To begin to develop critical analytical skills; to be able to test theories and concepts		BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5015B		BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5008B BIO-5009A BIO-5014B BIO-5015B			BIO-5015B		BIO-5003B BIO-5008B
To develop the skills to critically review and evaluate scientific literature	BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5012Y	BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5015B				BIO-5005B BIO-5012Y		BIO-5002A	BIO-5008B

To apply and develop requisite scientific skills		BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5015B		BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5008B BIO-5009A BIO-5014B BIO-5015B			BIO-5015B		BIO-5008B
To synthesise information using analysis of literature and collecting and/or analysing data	BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5012Y	BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5015B		BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5008B BIO-5009A BIO-5014B BIO-5015B		BIO-5005B BIO-5012Y	BIO-5015B	BIO-5002A	BIO-5008B
To communicate the above (written and oral)	BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5012Y	BIO-5002A BIO-5003B BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5015B				BIO-5005B BIO-5012Y		BIO-5002A	BIO-5008B
To appreciate specific ethical issues and the impact and place of science in society	BIO-5005B BIO-5006A BIO-5009A BIO-5014B BIO-5012Y								
To broaden knowledge/experience, not necessarily associated with biology (defined choice)									
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 3 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
A deeper knowledge and understanding of plant biology (and related areas); the particular aspects depending on the choice of modules made by the student (with progression from Stage 2 [many modules have pre-requisites])	BIO-3C38 BIO-3C41 BIO-3C44 BIO-3C6Y	BIO-3C41	BIO-3C44	BIO-3C20 BIO-3C38 BIO-3C41 BIO-3C44 BIO-3C45	BIO-3D1Y/2Y	BIO-3C20 BIO-3D1Y/2Y	BIO-3C6Y BIO-3D1Y/2Y	BIO-3C45	BIO-3C6Y BIO-3C20
To further develop the skills to critically review and evaluate scientific literature	BIO-3C38 BIO-3C41 BIO-3C44 BIO-3C6Y	BIO-3C41			BIO-3D1Y/2Y			BIO-3C45	BIO-3C6Y BIO-3C20
To apply and develop requisite scientific skills; to frame and test hypotheses (applying quantitative and reasoning skills); to demonstrate competence in methods, techniques and protocols in a modern plant sciences laboratory		BIO-3C41			BIO-3D1Y/2Y				
To synthesise and critically evaluate information using analysis of literature and collecting and/or analysing data	BIO-3C38 BIO-3C41 BIO-3C44 BIO-3C6Y	BIO-3C41			BIO-3D1Y/2Y			BIO-3C45	BIO-3C6Y BIO-3C20
To communicate the above (written and oral)	BIO-3C38 BIO-3C41 BIO-3C44 BIO-3C6Y	BIO-3C41		BIO-3C20 BIO-3C38 BIO-3C41 BIO-3C44 BIO-3C45	BIO-3D1Y/2Y	BIO-3C20 BIO-3D1Y/2Y	BIO-3C6Y 3D1Y/2Y	BIO-3C45	BIO-3C6Y BIO-3C20
To appreciate specific ethical issues and the impact and place of science in society	BIO-3C38 BIO-3C41 BIO-3C44 BIO-3C6Y						BIO-3C6Y		BIO-3C6Y
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 4 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Group Discussion
A further increase knowledge and understanding of plant biology; the particular aspects depending on the choice of modules made by the student	BIO-7009Y BIO-M112 BIO-7012A BIO-M114 BIO-7006B		BIO-7012A BIO-M112 BIO-M114		BIO-7009Y	BIO-7009Y		BIO-7006B	BIO-7006B
To apply and develop requisite scientific skills; to frame and test hypotheses (applying quantitative and reasoning skills); to demonstrate competence in methods, techniques and protocols in a modern plant sciences laboratory	BIO-7009Y				BIO-7009Y	BIO-7009Y			
To further develop the skills to critically review and evaluate scientific literature	BIO-7009Y BIO-M112 BIO-7012A BIO-M114 BIO-7006B		BIO-7012A BIO-M112 BIO-M114		BIO-7006B	BIO-7009Y		BIO-7006B	BIO-7006B
To synthesise and critically evaluate information using analysis of literature and collecting and/or analysing data	BIO-7009Y BIO-M112 BIO-7012A BIO-M114 BIO-7006B				BIO-M59Y BIO-M120	BIO-7009Y		BIO-7006B	BIO-7006B
To communicate the above (written and oral)	BIO-7009Y BIO-M112 BIO-7012A BIO-M114 BIO-7006B				BIO-7006B	BIO-7009Y		BIO-7006B	BIO-7006B

<p>To appreciate specific ethical issues and the impact and place of science in society</p>	<p>BIO-7009Y BIO-M112 BIO-7012A BIO-M114 BIO-7006B</p>				<p>BIO-7006 B</p>			<p>BIO-7006B</p>	<p>BIO-7006B</p>
<p>Other: please give details: Technical Report, Conference-style report, Mock Application</p>									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES	<i>note PS3</i>
PS3.1 learning progression	
How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?	<i>note PS3.1</i>
<p>Students who enter BIO through the Foundation Year programme and take the C100 programme are eligible, like other students on the C100 programme, to transfer to the C201 programme in Year 2 if they achieve the minimum 60% pass mark across 120 credits in Year 1 and providing the standard academic progression criteria are met. Students who fail to achieve 60% pass mark across 120 credits at Year 1 or any stage thereafter are eligible to transfer into the C100 programme if the standard academic progression criteria are met</p> <p>In terms of overall curriculum design, content and organization, there is broad coverage throughout the course of biodiversity, evolution, behavior, ecology, molecular biology and genetics, cell biology, plant biology and biochemistry. Year 1 has two key generic skills-based modules that are in part based on a small group-teaching format combined with lectures and workshops. The main aim of the Year 2 and 3 modules are to gain a deeper knowledge and understanding of selected aspects of biology and increasingly plant biology with whole emphasis on plant biology in Year 4. The choice of modules in Year 2 is largely determined by the student, and is more prescribed thereafter. Emphasis is on progression and increasing contributions from contemporary research, as well as increasing use of scientific journals and primary research papers to inform teaching. In year 4 of the MSci programme the emphasis on research-led teaching is further emphasized in all the taught components, and the formulation and testing of hypotheses in the research component as well as the development of key practical and other transferable skills.</p> <p>Current BIM (Bachelors and Integrated Masters) regulations at UEA require students to pass all modules within an academic year (with at least 60%) in Years 1-3 of the degree programme. The weighting of marks counting to the classification of degree are Yr 2, 20%; Year 3, 30%; Year 4, 50%; reflecting the greater depth of study as the programme progresses.</p>	
PS3.2 feedback cycle	
Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?	<i>note PS3.2</i>

Reflecting the range of learning outcomes, the School uses a number of assessment methods: formal examinations, project reports, course tests, practical and fieldwork reports, poster and oral presentations, essays and worksheets. Current assessment at all levels can be summarised as follows;

Level 4 (year 1): 50% Coursework, 50% Examination (exceptions: until 2013/14, seminar-based Modules, BIO-4008Y/10Y Skills for Biologists/with Higher Maths, 20% Coursework and 80% Exam/Course Tests; BIO-4009Y/11Y Foundations for Chemistry and Physiology/with Higher Chemistry, 100% Coursework).

Level 5 (year 2): 40% Coursework, 60% Examination (exceptions: BIO-5013A Field Ecology and BIO- 5012A Biology in Society which are 100% coursework).

Level 6 (Year 3): 40% Coursework, 60% Examination (exceptions: BIO-6018Y Science Communication, 100% coursework; all project-based modules which are 100% coursework).

Level 7 (Year 4): the proportion of coursework and examination components varies considerably between the modules currently available at M-Level. The different types of assessments include course tests, laboratory reports, Essays/literature reviews, Oral presentations, written reports on seminars and blogs. The laboratory-based research project also includes a dissertation component. There are no end-of-year examinations for level 7 modules.

Further developments have resulted in the removal of course tests from all level 5 and level 6 modules. The new BIM regulations place a greater emphasis on the formative-summative cycle of assessment and feedback and all year 1 and 2 modules have introduced formative coursework. In the academic year 2015-16 all modules within this programme will incorporate at least one formative assessment component. Further review of assessment patterns for BIO modules is ongoing, and through the newly introduced Annual Review of Assessment & Moderation Meeting involving the BIO Director of Teaching, Course Directors and LTS staff.

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	Most at stages 1, 2 and 3.	N/A	
How many hours of exams are there in Stage 0? (if applicable)	12 (including 6 hours of final exams and 6 hours of week 12 course tests)	N/A	
How many hours of exams are there in Stage 1?	10	N/A	
How many hours of exams are there in Stage 2?	6-12	N/A	
How many hours of exams are there in Stage 3?	6-18	N/A	
How many hours of exams are there in Stage 4? (if applicable)	This will vary as some modules include a course test component, but not all.	N/A	
How many hours of exams are there in Stage 5? (if applicable)	N/A	N/A	
How many hours does the programme (as a whole) include?	22-52	N/A	

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	<p>The Biological Sciences with a Foundation Year programme provides the main route for ensuring widening participation at admissions stage. All applicants must meet at least one of the following criteria:</p> <ul style="list-style-type: none"> – Out of full-time education for at least three years prior to applying. – Not previously studied more than one science (Chemistry, Biology, Physics or Mathematics) at A level or equivalent. – Have been in Local Authority Care. – Previously studied science but fewer than 60 per cent of students at the secondary school achieved five or more grade A*-C GCSEs (or equivalent) including English and Mathematics in 2013 – Data from Department of Education website: www.education.gov.uk/schools/performance. 		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		

We aim to ensure an inclusive curriculum through our current Advisor-based system and offering other university-wide pastoral support through the Dean of Students Office (DoS) and Student Union. These processes are also continually monitored through specific questions raised during Annual and Quinquennial Course Review in which we collate data on age, gender, disabilities and ethnicity balance in our degree programmes.

In the current adviser system, students are allocated a member of academic staff as their Adviser. The Adviser is the first point of contact for students in matters relating to academic work and course of study. The Adviser also offers help and guidance if students find that they are experiencing any difficulties, and can also offer advice if a student is experiencing circumstances that may have affected their performance. Students are offered the opportunity to meet with their Adviser at least three times per academic year, and Advisers are available to meet students in their office at an allocated 2 hour time-slot every week, alternatively many Advisers operate an open door policy. The availability of Advisers is clearly displayed on notice boards outside individual offices as well as on central notice boards. Senior and Deputy Senior Advisers are also available when necessary.

There are a number of additional sources of student support and pastoral care. The Dean of Students' Office offers wide-ranging advice and guidance to any student who is experiencing difficulties or who wishes to make the most of the opportunities available to them at UEA. It can help with numerous concerns including money matters, accommodation problems, disability including dyslexia and mental health issues. The Counselling Service offers a confidential service providing support and counselling to any student encountering difficulties whilst at UEA. The Union Advice Centre provides independent information, advice and support on a range of issues including academic appeals/complaints, legal issues, health, financial problems, employment and housing.

The School has a Disability Liaison Officer to help with any student with particular needs, to facilitate access to teaching material and in particular laboratory work. Specific actions we undertake include:

1. Lecture notes are up-loaded to each module *BlackBoard* site at least 48 hr in advance of lectures. This enables students with SpLDs to access the material before lectures. It also helps students who are primary carers (parents etc.) who may not be able to get to some classes. [A few faculty members are also placing recordings of their lectures online].
2. We aim not to schedule classes after 6pm (although this is becoming more difficult) again to help parents/those with caring responsibilities.
3. Take account of student needs – DOS reports are paid attention to, and we respond to individual needs (allow students to record lectures etc).
4. Accessible labs – flexible/adjustable bench in the George Duncan Lab to suit different wheel chair heights; flexible lighting (for epilepsy and other medical conditions).
5. Medical needs taken care of (Insulin doses kept in fridge for example).
6. Active policy of referring students to DOS LET if required (non-native speakers, maths, other study skills).
7. Stream maths/chemistry in 1st year to provide support for students with different educational backgrounds (and/or different qualifications) to allow them to access our curriculum.

	<p>8. The 1st year skills modules help provide students from a variety of different educational backgrounds (including mature students returning to study) the skills to succeed in their degree.</p> <p>9. Active advisers.</p> <p>10. Some modules facilitate students with other commitments – e.g. BIO-3D3Y with group work allows students (part time, other commitments (parent/carers etc.) to not be present the whole time but still to participate.</p> <p>11. For two-hour lecture slots we provide a rest break (10 minutes) in the middle.</p> <p>12. A wide variety of teaching approaches (lectures, seminars, workshops, labs, field trips, projects etc.) to cater for a variety of learning styles.</p> <p>13. A wide variety of assessment types both formative and summative (essays, lab reports, workshop/seminar questions, course tests, group work, talks etc.) to cater for a variety of learning styles.</p>
PS5.3	<p>In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?</p> <p>Students have always been encouraged to report ECs to the Faculty/Hub Teaching Office. These ECs (and the related evidence such as medical certificates) are often used to support extension to coursework deadline requests. Recently, and up to 2012/2013, Teaching Office or Hub colleagues consider the more straightforward requests, with more complicated cases being considered by the Coursework Coordinator (an academic member of BIO Faculty). Since 2013/2014, such complex or non-standard requests have been considered by the School's EC Panel membership. In addition, LTS introduced the possibility of students submitting a 'self-certification' extension request once a semester, and this request does not require third party evidence.</p>

PS6	EMPLOYABILITY	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	<p>Under the direction of the BIO Director of Employability, it has been decided that rather than offer an optional Employability module that would potentially be taken by only a small proportion of students it would be more effective to enhance focus on the development of employability skills within the main curriculum, complementing that where possible with specific extracurricular activities. As a first step toward this the School has identified a lack of awareness among students of the skills that they acquire in the course of their studies. A structured skills audit, requiring Module Organisers to identify the different types of skills, both specialist and transferable, intellectual and practical, that are developed by participation in their modules, has therefore been completed and the results of this will be made available to students as a tool to support their personal and professional development. From 2014/2015, Module Organisers have also embedded Case Studies of applied knowledge and alumnus career development in the summary to a lecture series. This will be complemented by changes to the course evaluation mechanism to include questions relating to careers and employability. In addition, the recently introduced Annual Course Review process, currently being implemented for the first year in BIO,</p>	

	explicitly considers student feedback on employability skills and module learning outcomes in order to inform course management and development.
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KEY INFORMATION SET (KIS) DATA

SCI BIO Plant Sciences UNU1C201402

KIS		KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1		Quantitative KIS data						<i>Note KIS1</i>
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams		62	41	34	20		
1.2	Percentage of assessment by practical exams		0	0	0	0		
1.3	Percentage of assessment by coursework		38	59	66	80		
1.4	Percentage of time in scheduled learning and teaching activities		30	28	34	34		
1.5	Percentage of time in guided independent study		69	72	66	66		
1.6	Percentage of time on placements		1	0	0	0		
KIS2		Professional Accreditation						<i>Note KIS2</i>
2.1		Name of accrediting body (if applicable)						
2.2		Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3		Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						

UP1 Programme Specification Update Record						
Faculty		School				
Academic Year	2014/5	2015/6	2016/7	2017/8	2018/9	2019/0
Degree Award (e.g. BSc/MA)						
Course Title(s)						
Course Code(s)						
Has the KIS data been changed?	Yes/No					
Course Director sign off	Name	Charles Brearley				
	Date	10/04/2017				

IM1 IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	DATE	Name
Course Profile updated in Evison (LTS Team Leader)	10 th February 2017	
Programme Specification placed in shared drive folder (LTS Team Leader)	19 th April 2017	Krissie
Web link to External Examiner information added (LTS Web Administrator)		
Programme Specification uploaded onto website (LTS Web Administrator)		
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator)		
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)		
Full route code(s) covered by this Programme Specification (LTS Team Leader)		