

**Programme Specification for BSc (Hons) Animal Biology  
BSc, BSc (Hons) and Integrated Masters**

**This document applies to Academic Year 2019/20 onwards**

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	 for BSc (Hons)
<b>4.</b>	<b>Final award</b>	B.Sc. Hons (single, major, minor and joint honours) and MBIol (single honours pathway only)
<b>5.</b>	<b>Programme title</b>	Animal Biology
<b>6.</b>	<b>Pathways available</b>	Single, Major, Joint, Minor honours
<b>7.</b>	<b>Mode and/or site of delivery</b>	Face to Face delivery of theoretical and practical work with some blended learning via Blackboard. There is an element of independent research. All modules delivered on the sites of the University of Worcester or in the field.
<b>8.</b>	<b>Mode of attendance</b>	FT & PT. Field courses may require residential attendance in the UK or abroad.
<b>9.</b>	<b>UCAS Code</b>	D 300 (BSc Animal Biology), C1C3 (MBiol Integrated Masters Animal Biology)
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Biosciences Benchmark Statement (2015)
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	March 2013/Sept 2013 IQC Sept 2013 title change for BIOS1200 Updated February 2014 Amendment for Joint Hons April 2014 Regulations amended August 2014 and October 2014 July 15 update making BIOS2200 available to Joint Hons. July 15 update of title for BIOS2301 Dec 15 additional text added to Award Map (Level 6) regarding Joint Students June 16 introduction of BIOS3117 June 16 pre-req change for BIOS3010 Nov 16 Amendment to Joint Hons text Updates from Jan 17 IQC all to be implemented from September 2017: Removal of BIOS2301 and BIOS1211. Addition of SUST1001 and BIOS1203 March 17: General update to template in addition to incorporating Integrated Masters August 2017 - AQU amendments January 2018 – title change for ENV53100, BIOS2010 , BIOS3110 and BIOS3012 pre-reqs updated. August 2018 – AQU amendments, regulations and updates throughout. October 2018 updates to Level 4 and Level 6. December 2018 AQU amendments to template. August 2019 AQU amendments to Section 19

		September 2019 correction: removal of word 'designated' October 19 - update to Independent Study title to be implemented Sept 20. December 19 – removal of optional modules BIOS2024, ENVS2104, ENVS2303, BIOS3053, BIOS3114 to be implemented Sept 20 Removal of JH column
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## 12. Educational aims of the programme

Animal Biology at Worcester is a specialist course providing a broad base in Animal Biology in year 1. Later in the course students can experience a range of different aspects of the subject and in the final year students can specialise in specific areas of interest e.g. behaviour, physiology or whole animal biology. It is very practical and offers students the opportunity to undertake an independent project in their third year, which is not offered by all Biology courses in the UK. The emphasis on the development of 'hands on' practical skills provides students with useful skills for their future careers. The unique Worcester science personal development planning (PDP) scheme is designed to support student personal and career development.

In particular the course aims to:-

- a) provide a broad practical laboratory and field based Animal Biological Science curriculum.
- b) give a supportive learning environment which acknowledges and responds to the diversity of student backgrounds and experiences, and which allow students the opportunity to realise their academic potential;
- c) provide students with the opportunity to study Animal Biology at a depth and level appropriate to honours degree standard;
- d) develop to the appropriate pathway level the knowledge, skills and aptitudes of Animal Biology, within an interdisciplinary, undergraduate degree scheme;
- e) enable students to work independently, analytically and critically;
- f) encourage students to develop a range of subject-specific and transferable skills appropriate to graduate employment and/or postgraduate study in Animal Biology.

## 13. Intended learning outcomes and learning, teaching and assessment methods

### Learning Outcomes for Animal Biology MBIO, BSc (Hons) and BSc Awards

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Demonstrate knowledge of material and an understanding of a range of animal biology concepts and principles at a variety of levels (from sub-cellular to whole organisms)	<b>BIOS 2202</b> <b>BIOS 3014</b> <b>BIOS 3107</b>
2.	Develop an understanding of ethical issues related to Animal Biology;	<b>BIOS 2200</b>

3.	Acquire and develop knowledge at the cutting edge of Animal Biology	<b>BIOS 4001</b> <b>BIOS 4002</b> <b>BIOS 4003</b>
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### **Cognitive and Intellectual skills**

4.	Access information from a variety of sources and show proficiency in assessing, evaluating, analysing, and synthesising the scientific information and data;	<b>BIOS 2202</b> <b>BIOS 3014</b> <b>BIOS 3107</b>
5.	Design ,execute and critically evaluate the outcomes of investigations carried out individually and in groups; (Single & Major Honours Students only, some joint honours students may have the opportunity to demonstrate this depending on the modules selected)	<b>BIOS 2200</b> <b>BIOS 2202</b>
6.	Record data accurately, analyse and interpret those data and test hypotheses;	<b>BIOS 2202</b> <b>BIOS 3107</b>
7.	Plan, carry out and present a piece of hypothesis-driven work for a research project. (Single & Major Honours Students only, some joint honours students may have the opportunity to demonstrate this should they select a research project in the subject)	<b>BIOS 3002*</b>
8.	Extrapolate Zoological theories from complete and incomplete data sets	<b>BIOS 4001</b> <b>BIOS 4003</b>
9.	Develop innovative and problem-solving capabilities: the ability to apply transferable skills to the execution of an individual research project involving the definition, analysis and resolution of complex research problems.	<b>BIOS 4003</b>

### **Skills and capabilities related to employability**

10.	Gain and apply practical skills in laboratory and/or field work, and be able to work safely and appropriately in these environments;	<b>BIOS 2202</b> <b>BIOS 3014</b>
11.	Creatively seek Zoological solutions to Biological problems in Research, Business and Industry,	<b>BIOS 4001</b> <b>BIOS 4002,</b> <b>BIOS 4003</b>
12.	Comply with established research accreditation systems	<b>BIOS 4002</b>
13.	Use and Critically evaluate a range of Zoological techniques and data for a range of experiments.	<b>BIOS 4001</b> <b>BIOS 4002</b> <b>BIOS 4003</b>
14.	Comply with existing, and design new and appropriate, risk assessments and health and safety procedures.	<b>BIOS 4001</b> <b>BIOS 4003</b>

### **Transferable/key skills**

15.	Communicate zoological information and principles in an appropriate manner, employing skills of written, oral and visual communication, numerical analysis and information technology;	<b>BIOS 3014</b> <b>BIOS 3107</b>
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16.	Work co-operatively with others, while demonstrating an increasing understanding of how to be an independent learner;	<b>BIOS 2202</b>
17.	Work in a team gaining the ability to operate and collaborate with others in order to solve zoological problems of a practical nature and to provide appropriate solutions	<b>BIOS4002</b>
18.	Exercise initiative, take personal responsibility and practice self-direction	<b>BIOS 4002</b> <b>BIOS 4003</b>

\* **BIOS 3002** also address Learning Outcomes 1 to 8 from above.

\*\* **The table above lists mandatory modules, all of the learning outcomes 1 to 8 are also addressed across the optional modules at level 6.**

The Animal Biology student handbook shows how the Science PDP skills, based on the Biology QAA benchmark statement, are linked to the individual modules in the course. Key and Transferable skills are mainly expressed through the Science PDP scheme.

Practical skills for employment are also addressed through the Biosciences Skills Passport where students on all levels of the course will have the practical skills they gain recorded.

### **Learning outcomes and combined subject degrees (joint, major and minor pathways):**

- **Joint Pathway**

Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline-specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.

- **Major Pathway**

Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.

- **Minor Pathway**

Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject-specific skills in particular aspects of the discipline.

#### 13.1 Teaching and Learning

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support through the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will enable them to flourish and be successful.

#### 13.2 Teaching

Teaching is delivered through a combination of lectures, laboratory-based practical work, video presentations, group tutorials, discussions, directed reading, and formative assessments. The first year also includes study skills sessions. The course is very practical and offers the opportunity to undertake an independent project in the third year. The emphasis on the development of 'hands on' practical skills will provide useful skills for future careers.

In addition, meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

There is also an opportunity to take a work experience module in the second or third year, to engage with an Erasmus scheme and spend a semester abroad, or to become involved in staff research through the Vacation Research Assistantship Scheme.

### 13.3 Contact time

In a typical week there will be around 16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there will normally be slightly less contact time in order to do more independent study.

Typically class contact time will be structured around:

- 4 hours of lectures
- 11 hours of supervised laboratory practicals
- 1 hour of group workshops
- 1 hour of Study Skills (first year only)

### 13.4 Independent self-study

In addition to the contact time, students are expected to undertake around 27 hours of personal self-study per week. Typically, this will involve going over lecture notes and reading around the topic in order to reinforce the content, completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### 13.5 Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course, this will mainly involve senior academics, but visiting speakers with specialised expertise may deliver some sessions. Technicians support practical sessions.

Postgraduate research students who have undertaken teacher training may also contribute to the teaching of seminars under the supervision of the module leader. Teaching is informed by the research and consultancy, and 93% of course lecturers in the Biological Sciences have a higher education teaching qualification or are Fellows of the Higher Education Academy. Twenty per cent also have Teaching Fellowships from the University of Worcester. Information about the staff is available via staff profiles <https://www.worcester.ac.uk/discover/science-staff-profiles.html>

## PDP Skills and Attributes for Animal Biology (based on QAA benchmark skills)

Skills and Attributes	Details
<b>1. Subject knowledge and understanding</b>	1.1. Engage with the essential facts, major concepts, principles and theories 1.2. Understand the broader context and appropriate multidisciplinary aspects of the subject 1.3. Knowledge of the processes and mechanisms that have shaped the natural world 1.4. Competence in basic experimental skills 1.5. Understanding of information and data, set within the theoretical framework 1.6. Critical analysis and assessment of data and information 1.7. Familiarity of terminology, nomenclature and classification of systems 1.8. Methods of acquiring, interpreting and analysing biological information. 1.9. Critical understanding of the appropriate contexts for the use of methods through the study of texts, original papers, reports and data sets 1.10. Awareness of the contribution of their subject to the development of knowledge about the diversity of life and its evolution 1.11. Knowledge of a range of communication techniques and methodologies relevant to the particular discipline, including data analysis and the use of statistics 1.12. Engagement with some of the current developments in the biosciences and their applications, and the philosophical and ethical issues involved 1.13. Awareness of the contribution of biosciences to debate and controversies, and how this knowledge and understanding forms the basis for informed concern about the quality and sustainability of life 1.14. Understanding the applicability of the biosciences to the careers to which graduates will be progressing.
<b>2. Subject-specific skills</b>	2.1. Recognition that much of what is taught is contested and provisional, particularly in the light of continuing scientific advances 2.2. An appreciation of the complexity and diversity of life processes through the study of organisms, their molecular, cellular and physiological processes, their genetics and evolution, and the interrelationships between them and their environment 2.3. The ability to read and use appropriate literature with a full and critical understanding, while addressing such questions as content, context, aims, objectives, quality of information, and its interpretation and application 2.4. The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists, using appropriate scientific language 2.5. Critical and analytical skills: a recognition that statements should be tested and that evidence is subject to assessment and critical evaluation 2.6. The ability to employ a variety of methods of study in investigating, recording and analysing material 2.7. The ability to think independently, set tasks and solve problems.
<b>3. Graduate and transferable skills: Intellectual skills</b>	3.1. Recognise and apply subject-specific theories, paradigms, concepts or principles. 3.2. Analyse, synthesise and summarise information critically, including published research or reports 3.3. Obtain and integrate several lines of subject-specific evidence to formulate and test hypotheses 3.4. Apply subject knowledge and understanding to address familiar and unfamiliar problems 3.5. Recognise the moral and ethical issues of investigations and appreciate the need for ethical standards and professional codes of conduct.

Skills and Attributes	Details
<b>4. Graduate and transferable skills: Practical skills</b>	4.1. Undertake sufficient practical work to ensure competence in the basic experimental skills appropriate to the discipline under study 4.2. Design, plan, conduct and report on investigations, which may involve primary or secondary data (e.g. from a survey database). These data may be obtained through individual or group projects 4.3. Obtain, record, collate and analyse data using appropriate techniques in the field and/or laboratory, working individually or in a group, as is most appropriate for the discipline under study 4.4. Undertake field and/or laboratory investigations of living systems in a responsible, safe and ethical manner
<b>5. Graduate and transferable skills: Numeracy skills</b>	5.1. Receive and respond to a variety of sources of information: textual, numerical, verbal, graphical 5.2. Carry out sample selection; record and analyse data in the field and/or the laboratory; ensure validity, accuracy, calibration, precision, replicability and highlight uncertainty during collection 5.3. Prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually 5.4. Solve problems by a variety of methods, including the use of computers
<b>6. Graduate and transferable skills: Communication, presentation and information technology skills</b>	6.1. Communicate about their subject appropriately to a variety of audiences using a range of formats and approaches, using appropriate scientific language 6.2. Cite and reference work in an appropriate manner, including the avoidance of plagiarism 6.3. Use the internet and other electronic sources critically as a means of communication and a source of information.
<b>7. Graduate and transferable skills: Interpersonal and teamwork skills</b>	7.1. Identify individual and collective goals and responsibilities and perform in a manner appropriate to these roles, in particular those being developed through practical, laboratory and/or field studies. 7.2. Recognise and respect the views and opinions of other team members; negotiating skills 7.3. Evaluate performance as an individual and a team member; evaluate the performance of others 7.4. Develop an appreciation of the interdisciplinary nature of science and of the validity of different points of view
<b>8. Graduate and transferable skills: Self-management and professional development skills</b>	8.1. Develop the skills necessary for self-managed and lifelong learning (eg working independently, time management, organisational, enterprise and knowledge transfer skills) 8.2. Identify and work towards targets for personal, academic and career development 8.3. Develop an adaptable, flexible and effective approach to study and work.

## 14. Assessment Strategy

The Animal Biology course aims to develop autonomous and independent learners who possess a broad range of intellectual and transferable skills. In order to achieve these aims, a range of methods is used to assess students. Assessment methods include examinations, practical tests, practical and field reports, in-class tests, oral presentations and poster presentations.

Students have opportunities to develop the appropriate skills necessary for the particular assessment type through formative assessment used before summative assessment takes place. Extensive feedback is given on assessments and students are supported, through the Academic Tutoring Programme for the course, in reflecting and acting on this feedback in order to support their academic development.

The emphasis on formative assessment gives more opportunities to provide feedback and this takes a variety of forms, for example the level 4 30-credit modules provide regular and rapid feedback by using personal response systems.

As far as possible, the assessments have been spread throughout the modules. However, the skills and depth of understanding to be assessed take time to develop and consequently assessment deadlines do

not generally occur in the first half the module. The range of assessment tasks used and their weightings, together with a calendar of submission dates, is shown in the students' handbook.

The [University's Assessment Policy](#) is an important point of reference and provides specific guidance on course assessment strategies.

All module outlines contain detailed assignment briefs and grading criteria which are, in most cases, specific for that particular assignment. Study Skills, which form part of the extended induction for level 4 students, as well as some modules, include sessions on how to make good use of this information.

## 15. Programme structures and requirements

**Course Title: BSc/MBiol Animal Biology**

Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Single Hons		
ENVS 1100	Introduction to Ecology	15	M	N/A	N/A
BIOS 1200	Animal Diversity	30	M	N/A	N/A
BIOS 1201	Cell Biology	30	M	N/A	N/A
BIOS 1205	Introduction to Biological Chemistry	15	O	N/A	N/A
BIOS 1210	Comparative Animal Physiology	15	M	N/A	N/A
ENVS1102	Basis of Biological Surveying	15	O	N/A	N/A
LANG	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, drawn from the table above to include all mandatory modules and 30 credits of optional modules. Optional modules can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH		
BIOS 2003	Work Experience	15	O	BIOS 1201	BIOS3003
BIOS 2010	Animal Behaviour	15	O	None	None
BIOS 2023	Microbiology	15	O	BIOS 1201	None
BIOS 2103	Animal Senses and Survival	15	O	ENVS 1100 or BIOS 1200	None
BIOS 2200	Project & Career Development	30	M	None	BIOS 3114 (BIOS 2004) BIOS2200E excluded
BIOS 2202	Molecular Genetics and Conservation	30	M	BIOS 1201	BIOS 2100 & BIOS 2201 excluded
BIOS 2302	Invertebrate Biology	15	O	BIOS 1200 or 1210	None
LANG	Optional modules offered by the Language Centre	15/30	O		

#### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, to include all mandatory modules BIOS 2200, BIOS 2202 and optional modules which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH		
BIOS 3002	Research Project	30	M	BIOS 2200	BIOS 3114 excluded
BIOS 3003	Work Experience	15	O	None	BIOS 2003
BIOS 3010	Mammalian Reproduction	15	O	None	None
BIOS 3012	Animal Movement	15	O	None	None
BIOS 3014	Behavioural Ecology	15	M	None	None
BIOS 3107	Physiological Ecology	15	M	None	None
BIOS 3109	Genomics and Bioinformatics	15	O	BIOS 2100, BIOS 2201 or BIOS 2202	None
BIOS 3110	Animal Welfare and Ethics	15	O	None	None
BIOS 3111	Extension module	15	O	None	None
BIOS 3112	Parasitology	15	O	BIOS 2201 or BIOS 2202 or BIOS 2100	None
BIOS 3117	International Biology Field trip	15	O	None	None
ENVS 3100	Mediterranean Environments Field Course	15	O	None	None
ENVS 3107	Zoo-based conservation	15	O	None	None

#### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include BIOS 3001, BIOS 3014, BIOS 3107 and four modules from BIOS 3003, BIOS 3010, BIOS 3012, BIOS 3109, BIOS 3110, BIOS 3111, BIOS 3112, ENVS 3100 or ENVS 3107.

- To take BIOS 3111 (Extension module), students must have obtained a grade B or above in the module they wish to extend.

#### Animal Welfare

All students should be aware that animal welfare and ethical regulations apply to this course and they must not be in breach of current legislation.

Level 7					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
BIOS 4001	Research Methods for Integrated Masters	30	M	BIOS 3002	Modules excluded AIAA4006, MBIO4001, MBIO4002
BIOS 4002	Applied and Commercial Research	30	M	BIOS 3002	
BIOS 4003	Integrated Masters Dissertation in Animal Biology	60	M	BIOS 3002	Co – requisite BIOS4001

### Integrated Masters Requirements at Level 7

Integrated Masters students must take all 120 credits from the table above.

(See Section 14.5 in the [TCRF](#) for details).

## 16. QAA and Professional Academic Standards and Quality

The course has been developed with reference to the QAA Biosciences Benchmark Statement (2015) which have been used to inform course outcomes and skills. We also follow the QAA and UW guidelines on work experience. The course operates at levels four, five, six and seven of the Framework for Higher Education Qualifications.

## 17. Support for students

- Animal Biology students experience a wide variety of learning and teaching methods detailed in 13.1 above and these are frequently reviewed and adapted in order to enhance the students' experience.
- An induction programme extends throughout year in one of the 30 credit modules. This extended induction allows the necessary study skills to be developed at the most appropriate time for the students.
- All students have an academic tutor who they see twice each semester and the requirement to do so is linked to a mandatory module. The tutorial sessions are structured to guide and support each student, on an individual basis, throughout their course and to help them to realise their potential. The academic tutors guide the students through completion of a Personal Development Plan related to the current QAA Biosciences benchmarks. All tutors have an open door policy.
- Science PDP scheme to develop student skills, to enable students to plan the most appropriate path through their course and to increase employability.
- The Disability & Dyslexia Service provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access to technology such as voice recognition and text-to-speech software. Much of the support provided is funded through the Disabled Students' Allowance (DSA).  
<http://www.worcester.ac.uk/student-services/index.htm>  
<https://www2.worc.ac.uk/disabilityanddyslexia/>
- A Virtual Learning Environment (Blackboard Learning System) to provide module-specific material, documents, activities, videos.
- Detailed module outlines (module handbooks), which include planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists.
- Student Handbook (published on an annual basis), to provide students with detailed course information.
- A skills passport is provided for students to record practical skills they gain on the course.

The Biological Sciences students' handbook provides detailed information on all of the above points as well as information on modules and options available.

## 18. Admissions

Full time applicants apply through UCAS course code D300 for BSc (Hons) Animal Biology or UCAS course code C1C3 MBIol Integrated Masters in Animal Biology

Part-time applicants apply directly to the University of Worcester (UW)

### Admissions procedure

Applicants are considered on the basis of their UCAS application forms. It is not currently standard practice to interview candidates but those entering via non-standard entry routes will be interviewed.

Those who accept our offer will be invited to a Visit day to experience studying at Worcester.

### Admissions Policy

We welcome applications from people of all ages and backgrounds with an interest in studying Animal Biology. The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Science and the Environment works closely with central student support services, including the Admissions Office, the Disability and Dyslexia Service and the International Office, to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners. Students entering via non-standard entry routes may be interviewed.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

Applicants must have studied Biology to at least AS level or equivalent, and normally applicants must have an A level pass in Biology, although applicants who have not studied science for some time or do not have a science background will be considered. The study of other sciences such as Chemistry, Maths or Physics would be an advantage.

Students may also enter with EDEXCEL qualifications e.g. EDEXCEL (BTEC) National Certificate or Diploma in a suitable subject.

The University will also consider applications from candidates holding qualifications outside the UCAS Tariff, including those awarded by professional bodies and overseas qualifications (including the European Baccalaureate). See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for the BSc (Hons) Animal Biology through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in Section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### **Disclosure and Barring Service (DBS) requirements**

A satisfactory DBS may be required if a placement/WBL experience is a required element of the course.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

### **Admissions/selection criteria:**

Offers are made in line with the entry requirements specified above and demonstration via the application form of a strong interest in Biological Sciences. The reference is also taken into account.

## 19. Regulation of assessment

### The course operates under the University's Taught Courses Regulatory Framework

#### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Taught Courses Regulatory Framework.

#### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

#### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 6 to Level 7 if, by the time of the reassessment Board of Examiners, they have passed at least 240 credits at Levels 4 and 5 and at least 90 credits at Level 6. Outstanding Level 6 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.
- For students following the UWIC pathway see Section 18 above.

#### Requirements for Awards

Award	Requirement
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CertHE Animal Biology	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total at Level 4 or higher including the mandatory modules for level 4 of the award as specified on the award map.
DipHE Animal Biology	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits with at least 120 credits at Level 5 or higher in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Research Project module) as specified on the award map
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.
Integrated Masters	Passed a minimum of 480 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at each of Level 6 and Level 7, including a dissertation or other substantial piece of independent work, as set out in the award map.

### **Classification BSc (Hons) Animal Biology**

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

### **Classification for MBiol Integrated Masters in Animal Biology**

The Honours classification will be determined by whichever of the following two methods results in the higher classification.

Classification determined on the profile of the best grades from 60 credits attained at Level 6 and the best grades from 120 credits at Level 7. Level 6 and Level 7 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 7 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

An increasing number of our students now go on to study for Masters or PhD awards and advice on following this pathway is included in our careers guidance within the Institute. There has also been an increase in those going on to a PGCE course and so into a teaching career.

Some of our students have entered employment with direct links to their degree subject, for example those in technical or research posts. Others have used their transferrable graduate skills to gain employment in seemingly unrelated areas.

*Careers of recent graduates include:*

- Clinical research assistant
- Research technician
- Field engineer
- Research analyst
- Clinical trials data manager
- Scientific adviser
- Wildlife Trust Reserves officer
- Education (e.g. teaching, lecturing)
- Further Study: M.Sc., M.Phil or Ph.D.

### Student employability

Careers advice is embedded in the curriculum at all three levels. In Level 4, students are introduced to the Careers Service in BIOS 1201 Cell Biology as part of the Science PDP scheme. This is followed up in BIOS 2200, with a more substantial careers session which looks at careers options and strategies. In this module one of the assignments takes the form of the submission of a CV and an interview. Students are given the opportunity in most modules to develop work-based skills (see PDP table above), however, students also have the opportunity to take a Work Placement module at Level 5 or 6. Students will also record their practical skills in the Biological Science Skills Passport as a record to show prospective employers.

### Links with employers

We have links with Worcestershire and Herefordshire Wildlife Trusts and Birmingham Sea Life Centre, with whom Biology staff liaise to arrange Independent Studies and employment opportunities. An employee of Worcestershire Wildlife Trust (and ex- student) also sits on the University Strategic Biodiversity Management Group, chaired by a member of the Biology staff. We also have links with West Mercia Police and Hereford and Worcester County Council. These links have provided work experience opportunities, facilities for Independent Studies, and careers advice from those in the relevant fields.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.