

KEY PROGRAMME INFORMATION

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| Originating institution(s) Bournemouth University | Faculty responsible for the programme Faculty of Science and Technology |
| Final award(s), title(s) and credits BSc (Hons) Biological Sciences - 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credits | |
| Intermediate award(s), title(s) and credits DipHE Biological Sciences - 240 credits (120 ECTS) CertHE Biological Sciences - 120 credits (60 ECTS) | |
| UCAS Programme Code(s) (where applicable and if known) C100 | HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100345 (Biological Sciences) |
| External reference points <ul style="list-style-type: none"> • The UK Quality Code for Higher Education; • Part A: Setting and maintaining academic standards; • Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications, Foundation Degree qualification benchmarks and subject benchmark statements; • Benchmark statements for Bioscience (2019) | |
| Professional, Statutory and Regulatory Body (PSRB) links N/A | |
| Places of delivery Talbot Campus, Bournemouth University | |
| Mode(s) of delivery Full-time Full-time Sandwich Part-time Part-time Sandwich | Language of delivery English |
| Typical duration Full-time – 3 years (1 year for each level) Part-time – 6 years (2 years for each level) Full-time with Sandwich Placement – 4 years (1 year for each level) Part-time with Sandwich Placement – 8 years (2 years for each level) | |
| Date of first intake September 2023 | Expected start dates September |
| Maximum student numbers Not applicable | Placements Optional short placements of minimum 2 weeks, or 30-week sandwich placement |
| Partner(s) Not applicable | Partnership model Not applicable |
| Date of this Programme Specification November 2023 | |
| Version number v2.2-0924 | |

Approval, review or modification reference numbers

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EC 2122 78

EC 2223 02

FST 2223 04, approved 30/11/2022, previously V2.0-0923

EC 2223 30

FST2324 02, approved 17/10/2023, previously v2.1

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Author

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PROGRAMME STRUCTURE

| Programme Award and Title: BSc (Hons) Biological Sciences | | | | | | | | | |
|---|-----------------|-------------------|----------------------------------|-----------|----------|----------|--|------------------------|--|
| Year 1/Level 4 | | | | | | | | | |
| Students are required to complete all 6 core units | | | | | | | | | |
| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
| | | | Exam 1 | Exam 2 | Cwk 1 | Cwk 2 | | | |
| Chemistry | Core | 20 | 50 | 50 | | | 40 | v2.0 | 100417 |
| Scientific Research Skills | Core | 20 | 30 | | | 70 | 20 | v1.0 | 100381 |
| Practical Skills in Biology | Core | 20 | 50 | | 50 | | 40 | v2.0 | 100346 |
| Diversity of Life | Core | 20 | 25 | | 75 | | 40 | v2.2 | 100346 |
| Human Anatomy and Physiology | Core | 20 | - | | 50 | 50 | 40 | FHSS v1.2 | 100350 |
| Cell Biology | Core | 20 | 30 | | 70 | | 40 | v2.0 | 100822 |
| Progression requirements: Requires 120 credits at level 4 | | | | | | | | | |
| Exit qualification: CertHE Biological Sciences 120 credits | | | | | | | | | |

Year 2/Level 5

Students are required to complete 3 core units and 3 optional units. Option choice may be constrained by the semester in which units are delivered.

| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
|--|-----------------|-------------------|-------------------------------|-----------|----------|----------|--|------------------------|--|
| | | | Exam 1 | Exam 2 | Cwk 1 | Cwk 2 | | | |
| Advanced Scientific Research Skills | Core | 20 | 50 | - | 50 | | 20 | v1.0 | 100381 |
| Evolutionary Biology | Core | 20 | 50 | - | 50 | | 40 | v2.0 | 100858 |
| Animal Biology | Core | 20 | - | - | 50 | 50 | 40 | v2.0 | 100522 |
| Biochemistry | Option | 20 | 50 | 50 | | | 40 | v2.0 | 100344 |
| Ecosystems | Option | 20 | 50 | - | 50 | - | 40 | v2.0 | 100347 |
| Behavioural Ecology | Option | 20 | 50 | - | 50 | - | 40 | v2.0 | 100522 |
| Becoming Human | Option | 20 | 50 | - | 50 | - | 40 | v1.12 | 100663 |
| Environmental and Societal Challenges | Option | 20 | - | - | 30 | 70 | 40 | v2.0 | 100488 |
| International Field Trip | Option | 20 | - | - | 50 | 50 | 40 | v2.0 | 100347/ 100410 (balanced) |
| Microbiology (<i>Cell Biology [L4]</i> or <i>Diversity of Life [L4]</i>) | Option | 20 | 50 | - | 50 | - | 40 | v2.0 | 100353 |
| Introduction to Toxicology (<i>Chemistry [L4]</i>) | Option | 20 | 50 | 50 | | - | 40 | v2.0 | 100277 |
| Advanced Cell Biology (<i>Cell Biology [L4]</i>) | Option | 20 | - | - | 50 | 50 | 40 | v2.0 | 100822 |

Progression requirements: n/a

Exit qualification: DipHE Biological Sciences 240 credits

Optional placement year in industry/business:

Optional Placement year (minimum 30 weeks)

Progression requirements: Satisfactory completion of a minimum 30 week placement in industry/business is assessed on a pass/fail basis. Students who do not choose to undertake the optional sandwich placement progress directly from Level 5 to Level 6.

The optional short placement (minimum 2 weeks) takes place at any time. This is not a progression requirement.

Year 3/Level 6

Students are required to complete 1 core unit and 4 optional units. Choice may be constrained by the semester in which units are delivered and the credit value of the unit.

| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
|---|-----------------|-------------------|----------------------------------|----------|----------|--|------------------------|--|
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Independent Research Project | Core | 40 | - | 100 | - | 12 | v2.0 | 100346 |
| Marine Conservation | Option | 20 | 50 | 50 | - | 40 | v2.0 | 100351 |
| Topics in Wildlife Conservation | Option | 20 | 50 | 50 | - | 40 | 2.0 | 100347 |
| Advanced Topics in Genetics | Option | 20 | 50 | 50 | - | 40 | v2.0 | 100259 |
| Climate and Environmental Change | Option | 20 | 30 | 70 | - | 40 | 2.0 | 100408 |
| Pathophysiology | Option | 20 | 50 | 50 | - | 40 | v2.0 | 100038 |
| Biomolecules (<i>Chemistry [L4] and Biochemistry [L5]</i>) | Option | 20 | 50 | 50 | | 40 | v2.0 | 100354 |
| Parasitology and Epidemiology | Option | 20 | - | 50 | 50 | 40 | v2.0 | 100826 |
| Primate Behavioural Ecology | Option | 20 | 25 | 75 | | 40 | v2.0 | 100522 |
| Advanced Systems Biology | Option | 20 | - | 100 | - | 40 | v2.0 | 100865/ 100869 (balanced) |
| Molecular Ecology | Option | 20 | - | 50 | 50 | 40 | v1.0 | 100902 |

Exit qualification: BSc (Hons) Biological Sciences

Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year.

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This undergraduate programme aims to develop in its students the ability to work as applied biological scientists both in the public and commercial sectors. The programme is naturally broad in scope to allow students to experience a range of different fields of study and gain experience and confidence as biological scientists before specialising in a more focused field.

The primary aim of this Programme is the development of graduates who:

- Have a critical understanding of the scientific and technical basis of biological science
- Have the necessary scientific knowledge base to develop successful careers as biological
- Scientists Can apply appropriate skills to specific biological problems
- Have the ability to carry out investigations in the area of biological science
- Have 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
- Have the skills and knowledge necessary for postgraduate study

The degree also aims to provide students with a substantial range of transferable skills in scientific laboratory practice, computing, data analysis and report writing as a basis for professional activity and development which may be applicable in other career areas

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This programme aligns with the university's key strategic investment area of Sustainability, Low Carbon Technology & Materials Science, as part of its BU 2025 strategy plan.

This programme incorporates the Fusion learning principles by:

- Embedding Fusion by ensuring teaching is informed by the latest research and linked to practice/industry
- Personalising learning by use of optional units
- Using problem-based/enquiry-based/action learning wherever possible
- Including shared modules for a more open architecture and inter-disciplinary learning.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

Programme Specification - Section 2

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

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| <p>A: Subject knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>A1 Theories, concepts and principles relevant to a range of different fields within the biological sciences, and, in particular, an appreciation of the complexity and diversity of life processes and their origins, the taxonomic relationships between organisms and their interrelationships with their environment and the role of sub-cellular processes and their application to whole organism biology and applied aspects of biology (i.e. health)</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1-A3) • Field work (A1, A3) • Seminars (A1 -A3) • Virtual learning environment (A1-A3) • Independent research (for dissertation) (A1-A2) |
| <p>A2 Current global biological themes, debates and concerns, and of the contribution of biological sciences to current debates and controversies</p> <p>A3 The moral and ethical dimensions of their actions and the need for professional codes of conduct</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Reports (A1-A3) • Essay (A1-A3) • Exam (A1-A2) • Group presentation (A1-A2) • Dissertation (A1-A3) |
| <p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level outcomes:</p> |
| <p>B1 Apply scientific knowledge and skills in the development and implementation of practical solutions to biological problems</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B1, B2, B3) |

Programme Specification - Section 2

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| <p>B2 Analyse and synthesise information relevant to the programme</p> <p>B3 Integrate evidence from a range of sources to support findings and hypotheses</p> <p>B4 Plan, execute and report on projects involving original or directed research in the laboratory or field</p> | <ul style="list-style-type: none"> • Field work (B1, B4) • Seminars (B1, B2, B3) • Virtual learning environment (B1, B2, B3) • Independent research (for dissertation) (B1-B4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Reports (B1, B2, B3, B4) • Essay (B1, B2, B3, B4) • Exam (B1, B2, B3) • Group presentation (B1, B2, B3) • Dissertation (B1-B4) |
| <p>C: Practical skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>C1 Identify and safely use appropriate biological laboratory and fieldwork methods</p> <p>C2 Observe, accurately record and report biological laboratory and fieldwork activity</p> <p>C3 Prepare technical biological science reports and presentations.</p> <p>C4 Critically analyse and synthesise research data from a wide range of sources and draw conclusions</p> <p>C5 Make effective use of subject specific software packages</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (C1) • Laboratory sessions (C1, C2, C3, C5) • Field work (C1, C2) • Independent research (for dissertation) (C1, C2, C4, C5)) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Reports (C1, C2, C3, C4, C5)) • Essay (C4) • Exam (C4) • Group presentation (C4, C5) • Dissertation (C1, C2, C4, C5)) |
| <p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>D1 Communicate effectively by oral, written and visual means</p> <p>D2 Use IT including the Web, spread sheets and word processing</p> <p>D3 Apply a range of basic statistical tests on experimental and fieldwork data</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1, D2) • Laboratory sessions (D2, D4, D5) • Field work (D3, D4, D5) • Seminars (D1, D7) • Group work (D1, D5) • Independent research (for dissertation) (D3, D4, D6, D7) |

Programme Specification - Section 2

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| D4 | Solve numerical problems using appropriate techniques | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Online tests (D6) • Reports (D1, D2, D3, D4, D6) • Essay (D1, D6) • Exam (D1, D6) • Group presentation (D1, D5) • Dissertation (D3, D4, D6, D7) |
| D5 | Work in collaboration with others, including staff and other students, in the UK and internationally | |
| D6 | Demonstrate problem solving skills and the application of knowledge across discipline areas | |
| D7 | Be independent and reflective learners | |

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

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| <p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>A1 The fundamental principles of biology (e.g. evolution)</p> <p>A2 The complexity and inter-disciplinary nature of biological problems</p> <p>A3 The main concepts within the field of the studied units</p> <p>A4 A range of methods and techniques, including experimental design and statistics, appropriate to the biological and environmental sciences</p> <p>A5 A range of laboratory and analytical skills</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1, A2, A3, A4) • Laboratory sessions (A4, A5) • Field work (A1, A4) • Seminars (A1- A4) • Tutorial (A1-A4) • Virtual learning environment (A1-A4) • Surgeries (A1-A4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>The assessment strategy for Level 5 develops by increasing the use of exam and decreased use of online tests to assess student learning. There is also an increased emphasis on critical evaluation/review in coursework.</p> <ul style="list-style-type: none"> • Reports (A1,A3, A4) • Exam (A1, A2, A3) • Research proposal (A1-A5) • Essay (A1-A4) • Online test (A1, A2) |
| <p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>B1 Apply scientific concepts to solve or investigate a range of biological problems</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> |

Programme Specification - Section 2

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| <p>B2 Evaluate information relevant to the discipline and understand the context provided by current regulatory frameworks</p> <p>B3 Apply theoretical knowledge and concepts to real-world biological problems</p> <p>B4 Exercise judgement in using appropriate methods of data analysis and statistical methods</p> | <ul style="list-style-type: none"> • Lectures (B1, B2, B3) • Seminars (B1, B2, B3, B4) • Tutorial (B3, B4) • Virtual learning environment (B4) • Surgeries (B4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Reports (B1, B2, B4, B3) • Essay (B1, B2) • Exam (B1, B2, B3) • Online test (B1, B3, B4) |
| <p>C: Practical skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>C1 Use biological science laboratory and field equipment appropriately and safely</p> <p>C2 Observe, record and collect data on biological science activity in the field / laboratory</p> <p>C3 Prepare technical and scientific reports and presentations, using relevant supporting information sources, citing and referencing work in an appropriate manner</p> <p>C4 Make effective use of subject specific software packages</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Laboratory sessions (C1, C2) • Field work (C1, C2) • Seminars (C3, C4) • Tutorial (C3, C4) • Virtual learning environment (C3, C4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Reports (C1, C2, C3, C4) • Essay (C3) • Group presentation (C3, C4) • PC based tasks (C4) |
| <p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>D1 Be reflective learners and analyse their strengths and weaknesses</p> <p>D2 Communicate effectively in both written and verbal form</p> <p>D3 Work effectively in teams</p> <p>D4 Demonstrate problem solving skills</p> <p>D5 Apply a range of statistical tests to experimental and fieldwork data</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Laboratory sessions (D3, D5) • Field work (D1, D3, D4) • Seminars (D1, D4, D6) • Virtual learning environment (D1, D2, D5, D6) • Group work (D3, D4) • Peer assisted learning (D1, D3) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> |

Programme Specification - Section 2

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| <p>D6 Have strong general IT skills</p> | <ul style="list-style-type: none"> • Online tests (D4) • Reports (D1, D2, D4, D5, D6) • Essay (D2, D4) • Exam (D2, D4) • Group presentation (D1,D2, D3, D5) |
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LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

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| <p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>A1 Biology and Chemistry to underpin the requirements of the year 2 science units.</p> <p>A2 Cell biology, taxonomy, physiology and evolution.</p> <p>A3 The nature and sources of UK and EU law and the regulatory control that it places on biological problems/issues</p> <p>A4 The scientific and human behavioural dimensions of a range of biological, environmental and human health issues</p> <p>A5 Sampling, investigative techniques at a basic level and an understanding of basic statistical methods</p> <p>A6 A range of techniques for the qualitative and quantitative analysis in the areas of chemistry and biology</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1, A2, A3, A4, A5, A6) • Laboratory sessions (A1, A5, A6) • Field work (A1,A5, A6) • Seminars (A1, A2, A3, A4, A5, A6) • Tutorial (A3, A4, A5) • Virtual learning environment (A1, A2, A3, A4, A5) • Surgeries (A1, A2, A3, A4, A5) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Assessment at this level is entirely by coursework. The use of online tests is also prevalent at this level. Assessment methods used are:</p> <ul style="list-style-type: none"> • Online tests (A1, A2, A3, A4, A5) • Reports (A1, A2, A3, A5) • Essay (A1, A2, A3, A4) • Poster presentation (A1, A4, A6) |
| <p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>B1 Analyse numerical data and identify and use appropriate statistical tests</p> <p>B2 Identify key ethical and regulatory considerations relating to biological issues</p> <p>B3 Identify and utilise appropriate information sources</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B1, B2, B4) • Laboratory sessions (B4, B5) • Field work (B4) • Tutorial (B1, B3, B4) • Virtual learning environment (B1, B3, B4) |

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| <p>B4 Demonstrate an awareness of the scientific method</p> <p>B5 Develop laboratory skills relevant to the biological sciences</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Online tests (B1, B2) • Reports (B1, B3, B5) • Essay (B2, B3, B4) • Exam (B2, B4) • Poster presentation (B1,B3) |
| <p>C: Practical skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>C1 Observe, record accurately and report laboratory / fieldwork activity</p> <p>C2 Use laboratory / fieldwork equipment to generate data</p> <p>C3 Make use of literature relevant to the programme, citing and referencing work in an appropriate manner</p> <p>C4 Write appropriately structured reports</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (C1, C4) • Laboratory sessions (C1, C2) • Field work (C1, C2) • Seminars (C3) • Tutorial (C3) • Virtual learning environment (C3, C4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Online tests (C1) • Reports (C1,C2,C3,C4) • Essay (C3) • Poster presentation (C1,C3) |
| <p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>D1 Communicate effectively by oral, written and visual means;</p> <p>D2 Use IT including the Web, spread sheets and word-processing;</p> <p>D3 Apply a range of basic statistical tests to experimental and fieldwork data;</p> <p>D4 Work in collaboration with others, including staff and students;</p> <p>D5 Demonstrate problem-solving skills and the application of knowledge across discipline areas;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1) • Laboratory sessions (D4, D5) • Field work (D4, D5) • Seminars (D1) • Tutorial (D1, D2, D3) • Virtual learning environment (D1, D2, D3) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Online tests (D2, D3) • Reports (D1 – D5) • Essay (D1, D2) • Poster presentation (D1,D3, D5) |

Programme Specification - Section 2

Programme Skills Matrix

| Units | | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | B 1 | B 2 | B 3 | B 4 | B 5 | C 1 | C 2 | C 3 | C 4 | C 5 | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 | D 7 | |
|--------------------------|---------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| LEVEL 6 | Independent Research Project | X | X | X | | | | X | X | X | X | | X | X | X | X | X | X | X | X | X | X | X | X | |
| | Marine Conservation | X | X | | | | | X | X | X | X | | X | X | X | X | X | X | X | X | X | X | X | X | |
| | Topics in Wildlife Conservation | X | X | | | | | X | X | X | | | | | X | X | X | X | X | X | | | X | X | |
| | Climate and Environmental Change | X | X | | | | | X | X | X | | | | | X | X | | X | X | | | | X | X | |
| | Pathophysiology | X | X | X | | | | X | X | X | | | | | X | X | | X | X | | | | X | X | |
| | Biomolecules | X | | | | | | X | X | X | | | X | | | X | X | | X | | | | X | X | |
| | Parasitology and Epidemiology | X | X | | | | | X | X | X | | | | | X | X | X | X | X | X | | | X | X | |
| | Primate Behavioural Ecology | X | X | | | | | X | X | X | | | | | X | X | | X | X | | | | X | X | |
| | Advanced Topics in Genetics | X | X | X | | | | X | X | X | X | | | X | X | | X | X | X | X | | | | X | X |
| | Molecular Ecology | X | X | | | | | X | X | X | X | | | X | | X | X | X | X | X | | | X | X | X |
| Advanced Systems Biology | X | X | | | | | X | X | X | | | | | | X | X | X | X | X | X | X | | X | X | |
| LEVEL 5 | Advanced Scientific Research Skills | | | | X | X | | | X | X | X | | | | X | X | | | X | X | X | X | X | | |
| | Ecosystems | X | X | X | X | | | X | X | X | X | | | | X | | | | | | | X | X | | |
| | Environmental and Societal Challenges | | | X | X | | | X | X | X | | | | | X | | | | X | X | X | X | | X | |
| | Microbiology | X | X | X | X | X | | X | X | X | | | X | X | X | | | | | X | | | | | |
| | International Field Trip | | X | X | | | | | X | X | | | | | X | | | | X | X | X | | | | |
| | Introduction to Toxicology | | | X | X | X | | X | X | X | X | | X | X | | | | | | | | X | X | | |
| | Animal Biology | X | X | X | X | X | | X | X | X | X | | X | X | X | | | | | X | X | | X | X | |
| | Biochemistry | X | X | X | X | X | | X | X | X | | | X | X | | | | | | | | X | X | | |
| | Advanced Cell Biology | X | X | X | X | X | | X | X | X | X | | X | X | X | | | | | X | | X | X | X | |
| | Behavioural Ecology | X | X | X | | | | | X | X | | | | X | X | | | | | X | | X | | | |
| LEVEL 4 | Becoming Human | X | X | X | | | | | X | X | | | | | X | | | | | X | | X | | | |
| | Evolutionary Biology | X | X | X | | | | | X | X | | | | | X | | | | | X | | | | | |
| | Chemistry | X | | | | X | X | X | | | X | X | X | X | | | | | | X | X | X | X | | |
| | Diversity of Life | X | X | | X | | X | | | X | | X | X | X | X | | | | X | | | X | | | |
| | Scientific Research Skills | | | X | | X | | X | X | X | X | X | | | X | X | | | X | X | X | | X | | |
| | Practical Skills in Biology | X | | | X | | X | X | | X | X | X | X | | X | X | | | X | X | | X | X | | |
| | Cell Biology | X | X | | | X | X | X | | X | X | X | X | X | X | X | | | X | | X | X | X | | |
| | Human Anatomy and Physiology | X | | | X | X | X | | | X | | X | | X | | X | | | | | | X | X | | |

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: BSc (Hons) Biological Sciences | [Bournemouth University](#)

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [Recognition Register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate [Assessment Regulations](#)

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Work-based learning requirements are met through professional practice placements. All Bournemouth University programmes offer an optional minimum 30-week placement which forms the third year of a four-year sandwich degree, and this option is provided in this programme. In addition, students can opt to take non-assessed placements of a minimum duration of two weeks.