**University of Huddersfield**

**Programme Specification**

## *This document does not form part of the student contract*

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| --- | --- | --- |
| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution**  | University of Huddersfield |
| **3.** | **School and Department** | Applied SciencesDepartment of Chemical Sciences |
| **4.** | **Course accredited by** | Society for Natural Sciences(application in process) |
| **5.** | **Mode of Delivery** | Full-time |
| **6.** | **Final Award** | BSc(Hons) |
| **7.** | **Course Title** | Natural Sciences |
| **8.** | **UCAS Code** | S313 |
| **9.** | **Subject benchmark statement** | QAA Biosciences Benchmark 30 Oct 2019QAA Chemistry Benchmark 30 Oct 2019QAA Earth Sciences, Environmental Sciences and Environmental Studies Benchmark 30 Oct 2019QAA Mathematics, Statistics and Operational Research 30 Oct 2019 |
| **10.** | **Date of Programme Specification Approval** | June 2020 Revised March 2023 |

**11. Educational Aims of the Courses**

The principle aims of the courses are:

* To provide graduates with a broad understanding of the scientific basis of the study in areas of science crossing traditional subject boundaries and practical experience of working in a laboratory. To provide a structured, progressive and thematic training in areas of biological sciences, which will provide students with knowledge and understanding appropriate for subject-specific graduate employment.
* To produce graduates that can exercise professionalism, independent thought, and take personal responsibility for decision making in complex, unpredictable and evolving working environments.
* To produce graduates that have specialist knowledge in areas of existing and emerging importance across the sciences. Graduates that can make a significant contribution to innovation and growth in emerging areas of the economy: graduate employment in all areas of science is strong and the UK and in an increasing demarcated working environment have knowledge that across several traditional subject areas.

Specific employment areas targeted by these courses areas are but not limited to:

* bioscience, biotechnology and healthcare industries;
* the chemical industry;
* the pharmaceutical industry;
* the oil industry;
* diagnostic laboratories;
* education: university, college and school teaching;
* government departments;
* government and charity-funded research laboratories and institutes;
* patent offices;
* regulatory matters;
* research laboratories in universities;
* scientific journalism.

In addition, graduates from the course will have key transferable skills, detailed below, which give them clear advantages in graduate employment across all employment sectors world-wide.

* Contribute to widening access recruiting students of varied ethnic origins and a wide variety of educational backgrounds.
* To develop the intellectual and practical skills necessary for progression to postgraduate research and training.
* To encourage independent learning and academic curiosity in preparation for lifelong learning, particularly important where the evolution of core subject specific knowledge is undergoing revolutionary transformation within a generation.
* To offer a range of core and optional modules allowing students to specialise in particular areas of the natural sciences as well as being able to explore areas of science that they may not have previously studied.
* To offer all students the opportunity to conduct a substantial research project.
* To operate a caring and supportive environment in which students can develop confidence in their own abilities.
* To engender an understanding and enthusiasm for science.

**12. Intended Learning Outcomes**

The learning outcomes for this programme have been derived directly from the Quality Assurance Benchmark Statements for the relevant subject areas (October 2019) and map to the module content of the courses in the matrix at the end of the document to guarantee compliance.

***Graduate and Transferable skills***

**Intellectual skills**

1. Analyse, synthesise and summarise information critically from a variety of sources.
2. Consider issues from a number of perspectives and values and arrive at considered critical judgement stating assumptions and limitations.
3. Construct grammatically correct documents in an appropriate academic style and format, using and referencing relevant ideas and evidence.
4. Understand the importance of academic and research integrity.

**Analytical and data interpretation skills**

1. Receive and respond to a variety of sources of information: textual, numerical, verbal, graphical.
2. Understand and manipulate numerical data.
3. Solve problems by a variety of methods
4. Determine the validity and rigour of statistical outcomes.

**Communication, presentation and information technology skills**

1. Communicate about their subject appropriately to a variety of audiences, including the general public, using a range of formats and approaches and employing appropriate scientific language.
2. Cite and reference work in an appropriate manner, ensuring academic integrity and the avoidance of plagiarism whether intentional or not.
3. Use the internet and other electronic sources critically as a means of communication and a source of information.

**Interpersonal and teamwork skills**

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
2. Recognise and respect the views and opinions of other team members
3. Use negotiating skills.
4. Evaluate their own performance as an individual and a team member.
5. Evaluate the performance of others.
6. Develop an appreciation of the interdisciplinary nature of science and of the validity of different points of view.

**Personal and professional development skills**

1. Develop the skills necessary for independent lifelong learning (for example working independently, time management, organisational, enterprise and knowledge transfer skills)
2. Identify and work towards targets for personal, academic, professional and career development.
3. Develop an adaptable, flexible and effective approach to study and work.
4. Build on knowledge and understanding of the role and impact of intellectual property (IP) within a research environment.

**Core knowledge, understanding and skills**

1. An interdisciplinary and multidisciplinary approach in advancing knowledge and understanding of the processes and mechanisms within their chosen areas of study.
2. Engagement with the essential facts, major concepts, principles and theories associated with the chosen subject area, including knowledge of the processes and mechanisms that have shaped the natural world.
3. Competence in the core experimental and/or survey skills appropriate to the subject under study.
4. Understanding of information and data, and their setting within a theoretical framework, accompanied by critical analysis and assessment to enable understanding of the subject area as a coherent whole.
5. Familiarity with the terminology, nomenclature and classification systems, as appropriate.
6. Practical and theoretical methods of acquiring, interpreting and analysing scientific information with a critical understanding of the appropriate contexts for their use through the study of texts, original papers, reports and data sets
7. Awareness of the contribution of their subject to the development of knowledge.
8. Knowledge of a range of communication techniques and methodologies relevant to the particular subject, including data analysis and the use of statistics (where this is appropriate)
9. Engagement with some of the current developments in their chosen areas of study, their applications, and the philosophical and ethical issues involved
10. Awareness of the contribution of biosciences to policy and other debates and controversies.
11. Understanding of how scientific knowledge forms the basis for informed concern about the quality and sustainability of life.
12. Awareness of the boundaries and limitations of their learning
13. Awareness of intellectual property (IP) and how scientific advances may be secured and progressed by the application of Intellectual Property Rights (IPRs).
14. An appreciation of how their skills and learning contribute to the many careers to which graduates will be progressing.
15. An appreciation of the complexity and diversity of natural world.
16. 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.
17. The capacity to give a clear and accurate account of a subject, marshal arguments in a sophisticated way and engage in debate and dialogue both with specialists and non-specialists, using appropriate scientific language.
18. Critical and analytical skills including a recognition that statements should be tested and that evidence is subject to assessment and critical evaluation.
19. The ability to employ a variety of methods of study in investigating, recording and analysing material
20. The ability to think independently, set tasks and solve problems.

***Specific graduate skills***

**Intellectual skills**

1. Recognise and apply subject-specific theories, paradigms, concepts or principles.
2. Analyse, synthesise and summarise information critically, including published research or reports.
3. Obtain and integrate several lines of subject-specific evidence to formulate and test hypotheses.
4. Apply subject knowledge and understanding to address familiar and unfamiliar problems.
5. Recognise the moral and ethical issues of investigations and appreciate the need for ethical standards and professional codes of conduct.

**Practical skills**

1. Demonstrate competence and progressive development in the basic and core experimental skills appropriate to the programme of study
2. Design, plan, conduct and report on investigations, which may involve primary or secondary data (for example from a survey database)
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 subject under study
4. Undertake field and/or laboratory investigations in a responsible, safe and ethical manner.

**Threshold standard**

On graduating with an Honours degree in Natural Sciences the graduates will meet the threshold standards appropriate to the streams they have studied. With such a variety of options available to the students it is not possible to capture the learning objectives of all the modules in a manageable list of statements. Instead, this information can be found in the course specifications for the related, single Honours degrees.

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

**13.1** Comprehensive documentation giving module details, course structure and related matters is available online.

The courses are studied over three years, with an option to extend this by a further year through undertaking a supervised placement. This year may be in a work based environment (SSB3001) or in a research based environment in the university (SSC3001). Students can also opt for a full time 3-year route if a placement isn’t sought. The placement is regarded as especially valuable but it is recognised that it will not be suitable for all students and students can also opt for a full time three-year route. Study is undertaken at three levels, one for each year of University-based study. The courses are based on six 20-credit modules per year, with the exception of the Final Year, which includes the 40-credit Research Project.

All assessments, including examinations, are set and marked by academic staff of the University. Assessment results are considered by the Natural Sciences Course Assessment Board (CAB), which includes the staff responsible for delivering the modules and the External Examiners. The Board determines degree classification based on a student’s best 100 credits of performance in Year Two and the Final Year, with the latter weighted by a factor of two.

**13.2 Course Structure**

All courses may include a supervised placement year, between Year Two and the Final Year, in a work based environment or (SSB3001) or in a research environment in the university (SSC3001).

The course structure is based on streams of associated modules that link from first to second to final year. This ensures that students study material at honours level but does not restrict them to traditional subject area boundaries.

The course is designed to be as flexible as possible and with the exception of SFB1010 (Research Skills) and SIB2001 (Research Skills 2) which are compulsory modules, all modules are optional, subject to a student having completed the required perquisites. Students must complete a 40 credit research project, SHB4001 SHC4018 or SHG4020, in their final year.

**First Year**

Students will all study SFB1010 research skills (compulsory) and will then choose five additional modules, which are taken from at least two subject areas with at least two modules coming from the same subject area.

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| **Chemistry** |
| Inorganic | Organic | Physical | Analytical |
| SFC1001 | SFC1002 | SFC1003 | SFC1004 |
| Chemistry of the Elements | Introduction To Organic Molecules & Their Reactions | A general introduction to Physical Chemistry | An Introduction to Analytical Science & Spectroscopy |

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| **Biology** |
| Biochemistry | Physiology | Cell Biology | Genetics |
| SFB1004 | SFB1006 | SFB1003 |
| Biochemistry 1 | Physiology 1: Structure and Function | Molecular and cellular biology |

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| **Environmental Science** |
| SFG1012 | SFG1015 |
| Dynamic Living Systems | Global Earth Cycles |

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| **Chemical Engineering** |
| SFC1018 |
| Heat Transport and Fluid Flow |

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| **Maths** |
| Core Maths | Statistics |
| CFM2102 | CFM2105 | CFM2106 |
| Calculus | Linear Algebra | Probability Theory and Statistical Analysis |

**Second Year**

Students will all study SIB2001 research skills 2 and will then choose five additional modules, which are taken from at least two subject areas with two modules coming from the same subject area. One of the five modules may come from the specialist list. Pre-requisites for each module are shown in italics.

Core modules

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| --- |
| **Chemistry** |
| Inorganic | Organic | Physical | Analytical |
| SIC2001 | SIC2002 | SIC2003 | SIC2004 |
| Co-ordination Chemistry & Chemistry of Solids | Synthesis & Stereochemistry of Organic Molecules | Electrochemistry Kinetics and Quantum Mechanics | Spectroscopy, Chromatography, Instrumental Analysis & Chemometrics |
| *SFC1001* | *SFC1002* | *SFC1003* | *SFC1004* |

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| **Biology** |
| Biochemistry | Physiology | Cell Biology | Genetics |
| SIB2004 | SIB2006 | SIB2002 | SIB2005 |
| Biochemistry 2 | Physiology 2: Control and Integration | Cell Biology | Genomes & Evolution |
| *SFB1004* |   | *SFB1003* |   |

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| **Environmental Science** |
| SIG2012 | SIG2015 |
| Ecological Adaptation and Conservation Management | Anthropocene |
| *SFG1012* |   |

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| **Chemical Engineering** |  | **Specialist Module:****Forensic Science** |
| SIC2011 |  | SIC2010 |
|  Chemical Engineering 1 |  | Crime Scene and Forensic Examinations |
| *SFC1018* |  |

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| **Maths** |
| Core Maths | Statistics |
| CIM2201 | CIM2202 | CIM2203 |
| Real Analysis | Mathematical Methods and Modelling | Advanced Statistical Methods |

**Optional Placement Year**

SSC3001 120 credit Supervised Work Experience

**Final Year**

Students should complete a 40 credit research project (SHB4001, SHC4018 or SHG4020 depending on their area of specialism) and will then choose four additional modules, which are taken from at least two subject areas and two modules come from the same subject area. Where possible the research project will cross traditional subject boundaries.

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| **Chemistry** |
| Inorganic | Organic | Physical | Analytical |
| SHC4001 | SHC4002 | SHC4003 | SHC4004 | SHC4014 |
| Advanced Inorganic Chemistry | Targeted Synthesis of Organic Compounds | Surface Science and Theoretical Chemistry | Separation Techniques & Analytical Toxicology | Spectroscopic Techniques, Electroanalysis & Sensors |
| *SIC2001* | *SIC2002* | *SIC2003* | *SIC2004* |
| *SFC1001* | *SFC1002* | *SFC1003* | *SFC1004* |

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| **Biology** |
| Biochemistry | Physiology | Cell Biology | Genetics |
| SHB4004 | SHB4006 | SHB4019 | SHB4005 |
| Advanced Topics in Protein Science | Advanced Physiology | Mechanisms and Pathology of Cancer and other Chronic Diseases | Genomics |
| *SIB2004* | *SIB2006* |  | *SIB2005* |

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| **Environmental Science** |
| SHG4012 | SHG4015 |
| Conservation Science | Soil Properties & Contamination |

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| **Chemical Engineering** |
| SHC4011 |  |
| Chemical Engineering 2 |  |
| *SIC2011* |
| *SFC1018* |

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| **Maths** |
| Core Maths | Statistics |
| CHM2402 | CHM2404 | CHM2401 | CHM2403 |
| Partial Differential Equations | Numerical Analysis | Applied Data Analysis | Big Data Analytics |
|   |   |  | must be studied with CHM2401 |

**Specialist Modules:**

|  |  |
| --- | --- |
| **Forensic Science** | **Medicinal Chemistry** |
| SHC4010 | SHC4013 | SHC4016 | SHC4031 |
| Advanced Forensic Biology and Toxicology | Forensic Science & the Law | Chemical Therapeutics | Molecular Targets and Drug Design |

Whilst the module structure has been designed to give students the maximum flexibility in module choice some combinations will not be possible due to unavoidable clashes in the timetable.

**13.3** **Interim Awards**

Students who are unable, or do not wish, to complete the Honours programme are able to gain named intermediate awards determined by the number and type of credits as follows:

**Certificate of Higher Education**  120 “F” credits

**Diploma of Higher Education** 120 “F” credits + 120 “I” credits

**BSc Biological Sciences** 120 “F” credits + 180 “I”/”H” credits (at least 60 “H” credits)

**14. Teaching, Learning and Assessment**

The course ensure that the intended learning outcomes can be achieved by:

1. Providing a coherent education with a high degree of currency in the chosen specialism.
2. Delivering a curriculum informed by research and scholarly activity.
3. Delivering a curriculum informed by feedback from employers.
4. Providing a curriculum delivered by staff who engage in peer observation of teaching and participate in an annual personal development review.
5. Including modules, which develop the students’ understanding of all areas of science and the ability to specialise.
6. Including modules on specialist topics.
7. Having a flexible structure, which caters for a diversity of abilities.
8. Providing experience of carrying out a wide range of laboratory procedures using modern equipment.
9. Incorporating modules with a variety of types of teaching, learning and assessment.
10. Providing modules that encourage students to think and work independently.
11. Ensuring the availability of support and guidance throughout the students’ education by allocating a personal tutor to each of them.
12. Providing students with comprehensive feedback on their progress throughout their course.
13. Developing progressively the students’ personal skills, notably through a structured tutorial programme and personal development planning guided by their personal tutor.
14. Providing at all stages of the course a structured and supported process that enables students to reflect upon their learning, performance and achievement, and to plan their personal, educational and career development.
15. Offering the opportunity of a year’s work or research placement.
16. Including modules that develop independent learning, culminating in a research project in the final year.
17. Making available expert careers guidance.

**15. Support for Students and their Learning**

**15.1** Support for students undertaking the courses operates at University, School and Course level as follows:

**15.2 University Level**

Central to the provision of student support are **Student Services**. The range of services they offer include:

## 15.2.2 Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Hate Crime Reporting Centre](http://www.hud.ac.uk/wellbeing/hatecrimereporting/)
* Help for suspended students
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)
* Big White Wall

More information on the range of student services can be found on their website at: <http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices>

**15.2.3 Careers and Employability Service**

[Careers and Employability Service](https://students.hud.ac.uk/opportunities/careers/) including Jobshop

**15.2.4 The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.
* Further information can be found on their website at: <http://www.hud.ac.uk/students/finance>

**15.2.5** **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website at:

<http://students.hud.ac.uk/it/>

**15.2.6 Library** **Services** provide induction and ongoing support for all students. More information on the range of library services can be found on their website at: <http://www.hud.ac.uk/library/>

**15.2.7** [**Students’ Union**](https://www.huddersfield.su/)

**15.2.8** [**International Office**](https://www.hud.ac.uk/international/)provides help and support for all overseas students

**15.2.9** [**Accommodation**](https://www.hud.ac.uk/uni-life/accommodation/)

**15.2.10** [**Sports facilities**](https://sport.hud.ac.uk/)

**15.3 School Level**

The School of Applied Sciences provides additional student support using a variety of approaches:

* + 1. **Induction Week**
		2. **Personal Academic Tutor (PAT)** assigned to each student who maintains regular contact with the student throughout each academic session, especially at key times of the year for Personal Development Planning (PDP)
		3. **PDP** meetings
		4. **Support and Guidance Officers** work with the University Student Support systems to provide pastoral support as required.
		5. **School Student Support Office** (Room JPGS/25) for course enquiries.
		6. **Academic Skills tutors** can give one to one support to students requiring help with study skills.
		7. Student attendance is monitored in accordance with the University regulations.
		8. Modern, purpose-built suites of chemistry and biology laboratories with technical support for students.
		9. Two suites of networked PC laboratories which host specialist software.

**15.4 Course Level**

At course level support is provided by:

**15.4.1 Academic mentoring**

* + 1. Year/Module Tutors available to help with module-specific academic issues
		2. Supporting documentation is provided online in the form of Course Handbooks, Module Handbooks, and Programme and Module specifications.
		3. [Brightspace](https://brightspace.hud.ac.uk/d2l/login) virtual learning environment.

**15.4.5** Student e-mail and access to teaching staff including the Head of Department, Course Leader and Year Tutors.

**15.4.6** Supervised Work Experience (SWE) -Students who take the optional SWE year are supported by the SWE Tutor and the Placement and Outreach Administrator. Guidance in the preparation of CVs, letters of application and interview techniques is available. Students are supervised by visits during the placement period. The School of Applied Sciences has a long tradition of placing SWE students with major employers and in world class research facilities. These include The Wellcome Trust at The Sanger Institute, Astra Zeneca Pharmaceuticals, Syngenta, Avecia, GlaxoWellcome, Pfizer, EliLily, Covance, Anthony Nolan Bone Marrow Trust the LIGHT and LIMM Institutes at Leeds, and widespread international placements e.g. in Australia (Monash University) Tokyo (Women’s Medical School) as well as internal research and technical placements at the University of Huddersfield.

**16. Criteria for Admission**

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for International Students can be found on: <http://www.hud.ac.uk/international>

 If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link: <https://www.hud.ac.uk/policies/registry/awards-taught/section-c/>

**16.3** The University’s general minimum entry requirements are specified in Section D of the Regulations for Awardswhich can be found on the University website as follows: <https://www.hud.ac.uk/policies/registry/awards-taught/section-d/>

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at:

<http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices>

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by visiting the University website at <http://www.hud.ac.uk/courses/> and by contacting the admissions tutor.

* 1. Specific entry requirements and admission criteria for the courses are detailed below:

Entry requirements for this course are normally one of the following:

* BBC at A Level including two relevant Science subjects. The endorsement for practical work is an essential part of Science A-level study, and is a requirement for entry to our degree course.
* DDM in BTEC Level 3 Extended Diploma in Applied Science.
* 120 UCAS tariff points from a combination of Level 3 qualifications including a grade C in two relevant Science subjects at A Level.
* Access to Higher Education Diploma with 45 Level 3 credits at Merit or above to include modules in relevant science subjects.
* International Baccalaureate with an overall score of 31 points to include modules in relevant science subjects.
* Successful completion of the University of Huddersfield Science Extended degree course.
* Applications are also welcomed from mature candidates capable of benefiting from the course,

Full details of entry requirements are given on the University course-finder website. Entry requirements for BSc(Hons) Natural Sciences are covered by the regulations of the University.

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; Quality Assurance Procedures for Taught Courses and Research Awards which can be found on the University website as follows:

 <https://www.hud.ac.uk/policies/registry/qa-procedures/>

**17.1.1 Periodic reviews**

**17.1.2 External examiner system**

**17.1.3 University Teaching and Learning Committee**

**17.1.4 Mechanisms for student feedback** (including independent student satisfaction survey)

**17.1.5 Institutional staff development courses**

**17.2** **School:** Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

* Course and module reviews (student evaluations and staff report)
* Annual course evaluation report prepared by the Course Leader and considered by Course Committee and School Annual Evaluation Committee
* Peer observation of teaching
* External Examiners' reports
* PSRB requirements

**17.2.1 Committees with responsibility for monitoring and evaluating quality and standards**

* Student Panel
* Course Committee
* School of Applied Sciences Teaching and Learning Committee
* School of Applied Sciences Annual Evaluation Committee
* Course Assessment Board
* Annual Evaluation Committee - All forms of feedback, including a review of progression and completion rates are included in the annual course monitoring report. This is considered through the process of annual evaluation of courses and enables areas of weakness to be identified and clear action plans to be determined and monitored. The School has introduced a rigorous module review process that is undertaken by Year Tutors prior to annual evaluation to ensure necessary changes to modules can be implemented immediately. In addition to the annual monitoring processes the University organises a quinquennial review at school level.

**17.2.2 Mechanisms for gaining student feedback on the quality of teaching and their learning experience**

Student Feedback is an integral part of course evaluation and improvement. Students provide feedback through a variety of means including:

* Module and course evaluation questionnaires
* Student representation on Course Committee
* Student Panel.

**17.2.3 Employer Feedback** is sought through feedback questionnaires involving employers of our graduates and through monitoring from placement providers.

* + 1. **External Examiners** provide evaluation of the standards achieved by the students. The course team is required to formally respond to comments raised by External Examiners and to report on progress made in addressing any areas on concern.

**17.2.5 Staff development priorities include:**

* Staff Personal Development Review
* Updating professional developments
* Regular course meetings and annual review and planning for subsequent academic year.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the Regulations for Awards on the University website as follows: <https://www.hud.ac.uk/policies/registry/awards-taught/> and the Regulations for Taught Students, procedures and forms can be accessed on the University website as follows:

 <https://www.hud.ac.uk/registry/current-students/taughtstudents/>

 The minimum pass mark for each module is 40%.

An overview of assessment details and procedures is provided in the Course Handbook.

To qualify for the award of Honours students must be credited with 360 credits and complete all the requirements of the course. Only the marks from the second and third year will contribute to the final classification of degree.

The marks for each module are weighted according to the credit rating. Third year marks contribute two thirds of the overall performance.

**18.2 Role of External Examiners**

External Examiners are appointed by the University Learning and Teaching Committee. The role of the External Examiner is that of moderator. In order to do this they:

* approve examination papers
* review coursework and examination scripts
* interview borderline candidates for award
* attend the Course Assessment Board.

**19. Indicators of Quality and Standards**

Regular reviews of the current teaching provision with the school, including all the modules that form the Natural Sciences course are undertaken in accordance with Section G of the University’s handbook of Quality Assurance Procedures for Taught Courses, September 2015. Specific commendations were received in the following areas:

* The facilities available to students and staff
* The Resource Centre
* The student representatives and their work ethic
* Their extensive efforts in trying to improve the engagement with students from within the subject area

In recent years our existing accreditation or re-accreditation with the Royal Society of Chemistry, the Chartered Society of Forensic Science and the Institute of Chemical Engineers. In all cases similar, positive feed-back was received.

Further indicators include:

* Reports of validation panels
* Periodic Review
* Subject Review
* Annual course review
* External examiners’ reports
* Qualifications and experience of staff

**Appendix 1**

**Course Assessment Board Structure**

|  |  |  |  |
| --- | --- | --- | --- |
| Mode of Study | Course Start Month | Length before Main CAB | Expected Month for Main CAB |
| UGT FT | September | 9 months | June |