

PC#	Competency	Institutional Competency Framework	At level 4	At level 5	At level 6	What changes as students progress	Rationale and presence
PC1	Knowledge Application	Apply and integrate knowledge to find a creative solution to real-world problems / creation of original research	Show understanding of the broad biological concepts that underpin the discipline and how these impact the world around them.	Apply understanding of more detailed biological concepts to investigate key issues in the discipline and its applied contexts.	Apply in depth investigation of biological concepts to solve complex scientific and applied (industrial, governance, societal and/or environmental) problems. As well as discuss and defend their answers/solutions by drawing on appropriate academic knowledge.	The complexity and level-of-detail of the problems (and the uncertainty of the answers). The switch from testing understanding to application	This is an essential skill that is assessed across a breadth of bioscience themes. The marking criteria for almost every assessment across all 120 credits in every year will include some element of this competency. To fully evidence this competency you must show that you are capable of understanding and applying knowledge across 120 credits worth of bioscience subject themes. But the actual topics will change depending on your programme and your module choices in each year.
PC2	Information Literacy	Identify and critically assess appropriate sources	Find and understand appropriate sources of information on broad scientific topics Reference sources appropriately with assignments Incorporate information extracted from sources into assignments appropriately	Critical analyse and evaluate scientific literature towards providing an answer to a question with an uncertain answer	Find, read, evaluate and use appropriate literature; be able to analyse, synthesise and summarise information critically. With recognition that much of what they are taught is contested, subjective, and provisional, particularly in the light of continuing scientific advances.	Extent of critical thinking expected and the number/quality of sources students draw from	This is an essential skill as part of the 4th Industrial Revolution that underpins every coursework element across the degree (as well as seen exams), and will make up some portion of the marking criteria for all of those assignments. You are expected to include some additional material from outside of taught content on each module from your very first assignment, with the expectation increasing at each level of study. As you progress through your degree, you assessed on your ability to show a greater level of critical evaluation of the information you cite in your work; ensuring that it is highly reputable and explaining clearly why it is relevant to your assignment narrative.
PC3	Practical Skills	n/a	Implement the scientific method and basic disciplinary practical techniques in a highly structured environment	Assume some level of responsibility for the choice and design of experimental procedures, in a intermediately structured environment, using the scientific method to collect data relevant to the sub-disciplines relevant to the programme.	Design and implement appropriate experimental procedures, using complex practical techniques, to collect data in order to answer specific biologically-relevant scientific and/or applied questions.	The level of autonomy expected and the complexity of the practical methods	Practical Skills are fundamental within the relevant QAA frameworks (5.6 Biosciences QAA) and essential to employability within all bioscience-related industries. You are assessed in an appropriate number of different practical skills that are specific to each bioscience subject theme; note that each programme has compulsory sub-disciplinary practical skills but there is no single set of practical techniques considered compulsory for every biosciences programme. You supplement your programme's compulsory practical skills with the practical skills of the optional bioscience subject themes that you choose each year. You should expect this competency to appear in the marking criteria of no less than 60 credits worth of assessment every year, but it is likely to be an element of almost every module you take as part of your course.
PC4	Data Literacy	Evaluate and communicate to a diverse audience the rigour, integrity and contemporary relevance of your creative solution / original research	Implement basic data literacy techniques in a highly structured environment	Assume some level of responsibility for the choice and design of data management, evaluation, analysis and dissemination, in a intermediately structured environment.	Design and use appropriate methodologies to manage, evaluate, interpret and share data using appropriate disciplinary techniques.	The level of autonomy expected and the scope of the data dealt with	Data Literacy is fundamental within the relevant QAA frameworks (5.7 Biosciences QAA) and essential to employability within many high-demand careers both within and outside of the key bioscience industries. You are assessed in a number of different data types specific to each bioscience subject theme; note that each programme has compulsory data literacies but there is no single set considered compulsory for every biosciences programme. You must supplement your programme's compulsory data literacies with additional data types aligned to the optional bioscience subject themes that you pick each year. You should expect this competency to appear in the marking criteria of no less than 60 credits worth of assessment every year, but it is likely to be an element of almost every module you take as part of your course.
PC5	Communication	Understand, question and clearly communicate knowledge to a diverse audience	Adopt appropriate academic conventions in order to communicate basic biological concepts clearly, concisely, and correctly.	Adopt appropriate academic conventions in order to communicate intermediate biological concepts clearly, concisely, and correctly to a variety of audiences.	Give a clear and accurate account of complex concepts from within their discipline, make convincing arguments and engage in debate and dialogue using a style and format appropriate for the audience.	The complexity of the information being communicated and the need to tailor style to a specific audience	The Biosciences QAA document (4.4.i) outlines that graduates must be able to communicate their subject to a variety of audiences. Assignments on our programmes can be aligned to one of three audiences: scientific, technical, and public. You will complete a number of different assignments aligned to each of these audiences in each year (although the balance is different for each programme). In your first year (level 4), you start by adopting an academic style of communication in all assignments. In subsequent years (levels 5&6), you are assessed on your ability to adapt this style more specifically to each of the target audiences (for example, technical at level 5 are be further refined into policy and consultancy at level 6). This competency is shown through the collective completion of a range of assignment types across 120 credits in each year (but must cover each of the three audiences).
PC6	Digital Literacy	Communicate with a diverse audience in person and through written, digital & media technologies professionally, safely and confidently	Adopt appropriate academic conventions in order to communicate basic biological concepts clearly, concisely, and correctly in a variety of digitally enhanced formats.	Adopt appropriate academic conventions in order to communicate intermediate biological concepts clearly, concisely, and correctly using a variety of digitally enhanced formats.	Give a clear and accurate account of complex concepts from within their discipline in a variety of formats by drawing on appropriate digital resources.	The complexity of the information being communicated and the level of digital skill being evidenced	RSB accreditation outlines that students must be able to use different types of software to communicate their subject effectively (3.i & 3.iii). We have aligned our coursework assessments to four types for clarity: written essay, written report, verbal presentation, and visual presentation. You will complete a number of different assignments aligned to each of these types in each year (although the balance is different for each programme). The fundamental assumptions of good practice in these formats remains the same in each year, but the complexity of concepts they communicate increase. This competency is shown through the collective completion of a range of assignment types across 120 credits in each year (but must cover each of the four types).
PC7	Ethics Literacy	Practice effective, ethical information management. & Exercise responsible global citizenship through ethical behaviours	Show awareness of and compliance with relevant ethical concepts that apply to a broad base of biological knowledge (e.g. academic misconduct, risk assessment, inclusivity, decolonisation, and research ethics), within a highly structured environment.	Assume some level of responsibility for compliance with relevant ethical concepts that apply to more detailed biological knowledge as relevant to the sub-discipline, in a intermediately structured environment.	Work within relevant legislation surrounding research ethics as relevant to their in depth investigation of the subject (e.g. 3Rs, use of animals in research, informed consent, quality assurance, data protection, risk assessment and ethical approval). Demonstrate understanding of and compliance with the ethical and moral obligations of being a student, scientist, and global citizen.	The level of autonomy and the level of detail expected	This your first year of study (level 4) this competency is broadly evidenced indirectly across the curriculum, which primarily means you must show that you understand academic ethics (i. e. by not falling foul of misconduct and plagiarism), research ethics, and risk management (i. e. by working safely in hazardous, practical environments [lab/field]). While these basic expectations are evident in every year, as your studies progress, your modules will include content on key ethical concerns in the biosciences, including but not limited to: decolonisation and diversity in STEM, contribution of biosciences to UN Sustainable Development Goals, and bioethics (e.g. genetic modification). You will be expected to show awareness of these topics in many of your assignments at levels 5 & 6 (see specific module specs). In addition to this, as part of your final year 40 credit module, you will introduced in detail to research ethics relevant to your field and will have to complete an ethical, risk and budgetary review of your proposed project.
PC8	Collaboration	Take initiative to act with autonomy & responsibility	Reflect on their professional and digital collaboration skills in a highly structured environment to help them succeed in shared endeavours.	Apply their professional and digital collaboration skills in an intermediately structured environment to help them succeed in shared endeavours.	Take ownership of their professional interpersonal and digital techniques to promote effective teamwork, including negotiation and evaluation of yourself and other team members.	The level of autonomy expected and the amount of work handled responsibly	This competency is a consistent presence in all accreditation and QAA documentation for the biosciences, as well as being one of the two most important employability related competencies you will develop on your programme of study (for the other see professional skills). Throughout your degree you will be assessed on your ability to work as part of a team. Your contribution to group assignments will be assessed by your peers using a peer-review system overseen by your lecturers. We expect you to have no less than 10 credits worth of group-based assignments per semester but no more than 30 credits worth. We aim to have more opportunities for formally assessed group work in your first (level 4) and second (level 5) years but it is compulsory element of your final year (level 6).

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PC9	Professional Skills	Collaborate successfully with a diverse team and understand the contribution you bring.	Reflect on their professional time-management and self-directive skills in a highly structured environment to help them work in an autonomous, independent and responsible manner.	Apply their professional time-management and self-directive skills in an intermediately structured environment to help them work in an autonomous, independent and responsible manner.	Take ownership of their professional time-management and self-directive techniques towards working in an autonomous, independent and responsible manner.	The level of autonomy expected and the amount of work handled responsibly	<p>This competency is a consistent presence in all accreditation and QAA documentation for the biosciences, as well as being one of the two most important employability related competencies you will develop on your programme of study (for the other see Collaboration).</p> <p>You evidence this competency at all levels of study primarily through submitting your assignments on time (or by applying for extensions/mitigation where this is not possible) and showing good attendance/engagement with taught sessions. You are also formally assessed on this through the Personal Supervisor portfolio assignment, where you are asked to evidence your ability to apply techniques known to improve time-management and grades.</p>
PC10	Career Management	Recognise the personal need for and embrace the challenge of continued learning & Make informed personal and professional choices, incorporating personal aspirations, societal needs and disciplinary expertise	Reflect on their personal aspirations and life-goals in a highly structured environment.	Show an understanding of what they can achieve with their degree with awareness of the skills that they have developed on (and outside of) their course and where they need to improve.	Identify, develop, and implement reflective strategies required to successfully work towards targets for personal, academic, professional and career development.	The specificity of the aspiration and the actions required to achieve it.	<p>For many students, and in the opinion of the Department of Education, the fundamental goal of taking a degree is to improve career prospects. Perhaps you are looking to access a specific bioscience career or are just looking to generally enhance your potential. Throughout your degree your lecturers will highlight how each bioscience theme links to employment prospects. You will further be invited to attend talks by our successful alumni about their careers, industry collaborators looking for graduates, and the university careers team. You are also formally assessed on this through the Personal Supervisor portfolio assignment, where you are asked to evidence your ability to identify, work towards, and apply for career opportunities.</p>