

**Course Learning
Outcomes**

**Teaching, learning and
assessment strategies**

You will attend lectures for the primary explanation of theoretical concepts. Tutor-supported tutorials and practical activities to reinforce and apply understanding will accompany lectures. Attendance at laboratory practicals will develop a range of subject specific skills, with many having an associated assessment to ensure you gain good scientific skills in data analysis, reflection of methodology, and report writing.

For the scientific proposal assignment (Level 5 Skills BHS022-2) and the Biological Research Project (Level 6

Learning support

and journal review skills to promote critical thinking and integration of knowledge across the course units. The importance of oral communication skills is also acknowledged, as some units in Level 5 of the award require all students to undertake oral presentations as a part of the unit assessments. This is then continued in Level 6 units.

Students are actively supported through their assessments both directly in subject specific areas by tutors, and by working with the Study Hub to provide targeted workshops to support academic skills development. The focal areas include an introduction to academic integrity, developing good academic practice, scientific writing, use of statistics, and communication of science to

Throughout course delivery workshops and tutorials are used to support the development of academic skills, alongside the learning and the assessment process. All in-course assessments are supported by timetabled, interactive tutorial sessions with formative assessment tasks, as appropriate. In addition, assessments that are based around practical work will involve a briefing before, and a session after the laboratory work to explain further the expectations of the assessment and support specific tasks such as data analysis. Examinations are supported by timetabled revision sessions and by workshop sessions covering examples of past examinations and the expectations of examination questions at each level.

To assist our learners, assignment briefs a uniform set of information and a consistent set of assessment criteria across the course. At the start of each level, students are given introductory session(s) that set out the expectations for each year. For entry points, several sessions are used to provide guidance and support to students joining the University. These provide details of support for the development of academic skills and learning from the School, the Study Hub and initiatives such as peer-assisted learning (PASS scheme). For students progressing between levels, introductory sessions are also provided to ensure the students are aware of the change in expectations of learning and assessment. This will flag areas such as expectations for increased self-directed learning, critical thinking and analysis that are expected as students go through the learning process.

A key aim for the school is the integration of transferable skills within learning and assessment to enhance employability. Our courses build awareness of business applications of knowledge with assessments that develop practical ideas and employability. This is supported by the University's Careers and Employability service throughout the course.

Students who commit academic offences due to a lack of clear understanding of academic integrity are further supported by being invited to attend academic practice guidance (APG) meetings with course staff to discuss the issues, and to refer them to the university academic integrity resource (AIR) to encourage them to develop good academic skills.

As highlighted, alongside the direct support by the School, the University provides a comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those

Admissions Criteria	<p>https://www.beds.ac.uk/entryrequirements</p> <p>Approved Variations and Additions to Standard Admission</p> <p>In addition to University standard entry requirements, GCSE Maths at C or above is required and an A2 Science subject or equivalent is preferred.</p>
Assessment Regulations	<p>https://www.beds.ac.uk/about-us/our-university/academic-information</p> <p>Note: Be aware that our regulations change every year</p> <p>Approved Variations and Additions to Standard Assessment Regulations</p> <p>None</p>

Section B: Course Structure

Unit	Unit Name	Level	Credits	Core or Option	1	2
------	-----------	-------	---------	-------------------	---	---

BHS068-3 Cellular Biology

6 15 Core A1 A1 A2 A1 A1

Unit Unit Name

Level Credits Core or Option 1 2

Section C: Assessment Plan

The course is assessed as follows :

BSBLSAAF- Biological Science

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
BHS012-1	4	SEM1 OR SEM3	Core	CW-DE	6	EX-CB	13				
BHS016-1	4	SEM1 OR SEM3	Core	EX-CB	13						
BHS019-1	4	SEM1 OR SEM3	Core	CW-PO	12						
BHS022-1	4	SEM1 OR SEM3	Core	WR-LAB	8	IT-PT	12				
BHS002-1	4	SEM2	Core	WR-LAB	11	EX	13				
BHS004-1	4	SEM2	Core	CW-ESS	8	EX-CB	13				
BHS026-2	5	SEM1	Core	CW-DE	6	EX	13				
BHS032-2	5	SEM1	Core	WR-LAB	10	EX	13				
BHS039-2	5	SEM1	Core	WR-LAB	8	IT-PT	12				
BHS044-2	5	SEM1	Core	CW-ESS	11						
BHS022-2	5	SEM2	Core	IT-PT	7	PR-ORAL	11				
BHS031-2	5	SEM2	Core	PR-OR	9	EX	13				
BHS043-2	5	SEM2	Core	CW-PO	12						
BHS046-2	5	SEM2	Core	EX-OT	13						
BHS058-3	6	SEM1	Core	WR-I	9	CW-ESS	13				
BHS064-3	6	SEM1	Core	IT-PT	7	EX-CS	13				
BHS066-3	6	SEM1	Core	WR-LAB	6	EX	13				

Administrative Information	
School	School of Life Sciences
Head of School/Department	Prof S Sreenivasaprasad
Course Coordinator	Eleftheria Diakogiannaki