

EVIDENCE MATRIX

Please complete this matrix as succinctly as possible providing links to the evidence (e.g. citing specific learning outcomes, module codes, handbooks etc.). Please insert hyperlinks to your documentation if possible. All wording in italics must be deleted, it provides brief guidance, it is not a comprehensive list of what should be included. Separate matrices for each programme can be provided if desired.

Section 1 The degrees submitted

Scope of Application	
Advanced accreditation subject area	<i>List broad areas (e.g. molecular biosciences, organismal biosciences etc.)</i>
Proposing HEI	<i>Name of HEI</i>
Department/Faculty/school etc.	<i>Name of department etc.</i>
Programme title and titles of awards covered	<i>List titles of awards</i>
Programme duration	<i>State duration</i>
Date of HEI formal Approval	<i>Provide month and year</i>
Planned review date	<i>Provide month and year</i>

Section 2 Summary of Evidence

The items of evidence should be provided electronically, and may come from a variety of sources. All evidence, wherever possible, should be easily accessible from the documentation provided (e.g. by reference to specific folders, file names, modules etc.). On-line access to the institution's e-learning facilities should be made available to the Panel. The following table should be completed in order to signpost the assessors to the relevant aspects of the course or documentation. The evidence column in the table can be divided into levels in the programme as desired.

Criteria	Evidence
1. The programme incorporates academic excellence within the teaching programme as evidenced by:	
a) Knowledge and understanding of the subject informed by current scholarship and research	<i>Documentation must provide evidence of academic excellence</i>
b) Proven practical expertise in the laboratory, field and elsewhere as appropriate for the main research project	<i>How do students gain their practical expertise?</i>
c) A knowledge and understanding of research methodology	<i>For example by reference to research methods learning outcomes</i>
d) Appropriate and clear assessment criteria	<i>Evidenced by the HEI's assessment criteria, assessment forms etc.</i>
2. Research-active environment, as evidenced by:	
a) An appropriate breadth in the area being offered for advanced accreditation	<i>Provide evidence of research breadth, as it affects students' acquisition of research expertise</i>
b) Research excellence, as defined by appropriate national and international criteria	<i>By citing research reports, REF results, impact case studies etc.</i>
c) The provision of projects in research-active laboratories.	<i>Provide evidence for the link between research in the Department and the titles and supervision of student projects</i>
d) Achievement of the period of practice	<i>Provide evidence of achievement of the period of practice learning outcomes</i>

learning outcomes	
3. Evidence of an infrastructure supporting the incorporation of excellence within the teaching programme, including:	
a) Access to, and standards of, library and information & communications technology	<i>Provide a summary of resources as for example may have been used during periodic review of the programmes</i>
b) Learning and teaching environments and research laboratories and facilities	<i>As above</i>
c) Experience and expertise of teaching team	<i>As above, provide staff CVs</i>
d) Processes to support monitoring achievement throughout, including processes for approving progression to higher levels	<i>Provide evidence of processes and support</i>
e) A track record of success for the programme's graduates in research in industry or higher education	<i>Provide graduate employment statistics</i>
4. Evidence of other student outcomes including:	
a) Appropriate knowledge and understanding of physics, chemistry and maths in a biological context	<i>By citing relevant learning outcomes on specified modules</i>
b) The ability to study independently	<i>By citing relevant learning outcomes on specified modules and/or examples of assessments</i>
c) Experience of using a range of techniques and research methods in a safe and responsible manner	<i>As above, with reference to development of students' abilities Note that this aspect is concerned with the students' acquisition of knowledge and skills learning outcomes, it is not about the HEI's methods for seeking ethical approval or meeting HSE legislation</i>
d) An analytical, problem-solving approach to	<i>Show link to problem solving and critical analysis</i>

	their work and the ability to critically evaluate evidence	
e)	An understanding of research study design	<i>Provide link to relevant learning outcomes</i>
f)	Provision of necessary and appropriate facilities and equipment	<i>Provide a link to the information given in the most recent periodic review</i>
g)	Effective communication through a variety of media, to specialist and non-specialist audiences	<i>Provide link to relevant learning outcomes</i>
h)	An appreciation of the significance of ethical, social and legal issues and critical awareness of current developments in the subject	<i>Provide link to relevant learning outcomes</i>
5.	Evidence of a period of practice with the following outcomes:	
a)	A period of practice will allow the student to apply the knowledge and learning gained in their academic training while carrying out their own supervised research in an active research environment	<i>For an accredited degree programme the student period of practice must be an evaluated working experience in an appropriate working environment. Inclusion of a period of practice outside the normal learning environment in a professional working structure will enhance the students' experience and should be considered normal practice for degree programmes with advanced accreditation. The clear objective from the students' perspective is to experience the practice of science in a working context. There is also value to employers in this process in interaction of staff with young scientists at a formative stage of their career, as well as offering supervisory or mentoring experience as part of career development for selected staff.</i>
b)	The research will be related to, and draw on, the theoretical knowledge and skills already acquired during the degree programme	<i>Show the link between the taught curriculum and the period of research</i>
c)	The student effort is substantial, there is a written report and other evidence of achievement of learning outcomes; there is a contact between the HEI and the student; and a pass is required for the award of the	<i>The period of practice is normally equivalent to 80 credits or more; provide evidence of the assessment strategy, confirm the supervisory arrangements; and provide a link to the degree regulations (e.g. the programme specification)</i>

named degree	
6. Relevant subject specific criteria developed by the Royal Society of Biology	
a) Does the programme meet the requirements of the relevant subject specific criteria developed by the Royal Society of Biology?	<i>By citing relevant learning outcomes on specified modules</i>
b) Are programme outcomes clearly stated and do they support the subject specific criteria?	<i>As above</i>
c) For integrated Masters courses there should be a clear distinction between the Bachelors and Masters levels. This should be reflected as a greater exposure to work-placed and/or research environments at Masters level with clear demonstrations of independent work.	<i>As above, showing the difference between the FHEQ level 7 and 6 (SCQF levels 11 and 10) learning outcomes</i>
d) For advanced accreditation there should be a clear statement regarding the teaching and learning, and assessment strategies, e-learning, research-informed teaching, employability skills, and bioethics within the modules.	<i>By citing relevant learning outcomes on specified modules and in the Programme Specification</i>

Checklist

Have you included in your electronic submission (please refer to Appendix A of the Advanced Accreditation Handbook):

- The Letter of Intent
- Programme Specifications with:
 - Details of programme structure
 - Learning outcomes
 - List/definitions of terms and acronyms used by the HEI
 - Assessment strategy

- Module descriptors
- Resource documents
 - Overview of facilities
 - Brief CVs of staff
 - Relevant handbooks or guidance
- Internal or external reviews or reports
 - Periodic review file
 - External examiners' reports for previous two years
 - Link to most recent QAA reviews
- Confirmation of procedures within HEI for ethical approvals, relevant Home Office licences
- Destination statistics of graduates
- Most recent summative assessments, marking criteria and model answers
- Accreditation matrix or matrices (state how many in the Letter of Intent)