

Accreditation Submission

Please complete all sections of this form. If you have any queries, please do not hesitate to contact us at accreditation@socnatsci.org.

Evidence could be provided via links in this submission to publically available webpages or, ideally via an accreditation Sharepoint (or similar) site which is made accessible to the visit team. Where evidence is within long documents please provide page/section information to help us find this, ideally summarising the key points in the narrative/evidence section.

You will be given two weeks' notice of the key themes and any specific areas the team would like to address during your accreditation visit.

Section 1 – Key Information	
Institution	
College/School/Discipline	
Website	
Key staff contacts	
Degree programmes for consideration	
Total number of current students, broken down by programme e.g. BSc/MSci/with study abroad	
Year of first graduating cohort	
*Degree attainment in the last 3 years i.e. % 1 st , 2:1 etc	
*Demographic breakdown in current cohort e.g. gender split, % BAME, % widening participation, % mature students (over 21 on 31 st August in the year they start the programme)	
*Non continuation rate (year 1 to 2 progression)	

** These data are requested to help us get a sector level overview of the demographics of Natural Sciences programmes and highlight areas for us to focus on widening access. There is no threshold requirement for accreditation.*

Section 2 – Programme Overview

Please provide a brief narrative about your programme(s), giving details about the overall structure and set up of the programme(s) but also its ethos and any elements of individuality which make your programme(s) unique.

Section 3 – Narrative and evidence in support of accreditation criteria outlined in section 6 of the handbook. Please refer to the handbook for further details of what is expected.

Narrative – guideline one page per section, please be concise.

Evidence – please refer to paragraph at the top of this form.

6.1 – Interdisciplinarity

Please provide 2-3 paragraphs outlining how you embed interdisciplinarity in your programme and links to appropriate evidence.

This may include:

- Module descriptions for interdisciplinary modules
- Programme pathway descriptions
- Links to relevant module content
- Examples of assessment with an interdisciplinary focus

Narrative:

Evidence:

6.2 – Depth of Knowledge

Please provide a short narrative on where/how students are able to study at depth in a range of subjects and how this is evaluated.

Evidence may include:

- Data comparing your students on a module and those on single honours programmes.
- Data on degree outcomes vs students on single honours programmes
- Accreditation of modules in their home discipline by other PSRBs
- If none of the above is available you could demonstrate alignment of content with QAA benchmark statements for core areas of physics, chemistry and biology, and other subject areas at your discretion.

Narrative:

Evidence:

6.3 – Practical Skills

Please describe how a typical student can gain minimum levels of practical skills and experience appropriate for the disciplines they are studying.

Evidence may include:

- Compulsory practical skills modules at a programme level or within subject streams

If a particular subject stream/combination has no compulsory practical skills component please provide a brief explanation as to why this is not appropriate/necessary.

Narrative:

Evidence:

6.4 – Mathematical Skills

Please describe how a typical student can gain minimum levels of maths skills appropriate for the disciplines they are studying.

Evidence may include:

- Compulsory maths modules at a programme level or within subject streams

If a particular subject stream/combination has no compulsory maths component please provide a brief explanation as to why this is not appropriate/necessary.

Narrative:

Evidence

6.5 – Project Work

Please provide a brief description of capstone project requirements and also highlight where else project work is normally undertaken during the programme.

Evidence may include:

- Module descriptions for capstone projects
- Programme specifications outlining project requirements at a programme level.

Narrative:

Evidence:

6.6 – Professional Skills

Please provide a brief description of how and where a range of professional skills are incorporated into your programmes

Evidence may include:

- Module descriptors
- Examples of professional skills assessment (formative or summative)
- Extra-curricular professional skills support e.g. careers service support

Narrative:

Evidence:

6.7 – Placements

Please provide programme descriptors which show the weighting given to placements e.g. pass/fail, stage weightings. Please also provide a narrative or policy document explaining your approach to grade conversions where relevant.

Narrative:

Evidence:

6.8 – Assessment

Please provide links to relevant documents such as assessment manuals or teaching quality assurance documentation on assessment policy. We also encourage you to share examples of interesting or innovative assessments.

Narrative:

Evidence:

6.9 - Degree regulations and quality assurance

Please give an overview of quality assurance structures, processes and sign off, internal and external. Please also provide a brief summary of any key themes from recent external examiner reports/external review.

We do not expect all reports to be provided at this stage, if visit teams would like to see any of these documents you will be given notice of the request two weeks prior to the visit.

Narrative:

Evidence:

6.10 – Learning Environment

Please provide a brief description of specific facilities that you would like to draw to our attention and address all four bullets in the handbook.

Evidence may include:

- Links to health and safety documentation
- Information on pedagogical and education CPD opportunities/support for staff
- Tutoring policy documents
- NSS data on students support and learning environment
- Other feedback from students on facilities and student support

Narrative:

Evidence:

Section 4 – EDI statement

Please provide a brief narrative and evidence in support of accreditation criteria outlined in section 5 of the handbook. Please refer to the handbook for further details of what is expected. This should include a short action plan on EDI.