



Please complete all sections of this form with reference to the Handbook where more detail is provided. If you have any queries please do not hesitate to contact us at [accreditation@socnatsci.org](mailto:accreditation@socnatsci.org). Please also complete the Skills Map that will enable you to demonstrate to the Society how each pathway of your programme gains the required skills.

Evidence could be provided via links in this submission to publicly 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 at least two weeks notice of the key themes and any specific areas the team would like to address during your accreditation visit.

We will periodically produce a report sharing good practice based on information obtained in the accreditation process.

<b>Section 1 – Key Information</b>	
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 <sup>st</sup> , 2:1 etc	
*Demographic breakdown in current cohort e.g. gender split, % BAME, % widening participation, % mature students (over 21 on 31 <sup>st</sup> August in the year they start the programme)	

*Non continuation rate (year 1 to 2 progression)	
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*\* 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, management and set up of the programme(s) but also its ethos and any elements of individuality which make your programme(s) unique. Include the programme learning outcomes.

## 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
- Specific learning outcomes within other modules

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 and Data Analytical Skills

Please describe the training students receive in maths and data analytical skills appropriate for the disciplines they are studying.

Evidence may include:

- Compulsory maths modules at a programme level or within subject streams
- Specific learning outcomes within other modules

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:
<b>6.7 – Placements</b> 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:
<b>6.8 – Assessment</b> 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:
<b>6.9 - Degree regulations and quality assurance</b> 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 normally expect reports, other than the latest programme review, 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:
<b>6.10 – Learning Environment</b> Please provide a brief description of specific facilities that you would like to draw to our attention and address all bullet points in the handbook. Evidence may include: <ul style="list-style-type: none"> <li>• Links to health and safety documentation</li> <li>• Information on pedagogical and education CPD opportunities/support for staff</li> <li>• Tutoring policy documents</li> <li>• NSS data on students support and learning environment</li> <li>• Other feedback from students on facilities and student support</li> </ul>
Narrative:
Evidence:

<b>Section 4 – ED&amp;I review and action plan</b> For all applicants, please provide a programme-level ED&I action plan for the next 5 years based on and including a light-touch exploration of your ED&I data. For reaccreditation, please provide a brief narrative explaining how you have been implementing your ED&I action plan and the outcomes of these actions. Please note, unless requested otherwise, that this section will be shared with the Society for Natural Sciences ED&I sub-committee with the objectives to perform aggregated sector-wide analysis and to share good practice (institutional data will not be shared
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beyond the accreditation panel and ED&I sub-committee). If you do **not want** to share your institutional EDI data with the EDI sub-committee, please check this box

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