

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

BSc (Hons) Biochemistry

BSc (Hons) Biochemistry (with Foundation Year)

Delivery period

Sept 2021-Sept 2025 (intake)

Programme to be included in Graduation Ceremonies

Yes

Intake points

Once a year in Sept

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University
Location of delivery
Plas Coch Campus
Faculty/Department
Applied Science Faculty of Social and Life Sciences
Exit awards available
BSc (Ord) Biochemistry DipHE Biochemistry CertHE Biochemistry
Professional, Statutory or Regulatory Body (PSRB) accreditation
None
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.
N/A
HECoS codes
100344
UCAS code
BC21
Relevant QAA subject benchmark statement/s
Benchmark Statements Biosciences (2019). Link to QAA Benchmark Statement: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-biosciences.pdf?sfvrsn=21f2c881_4

Regulatory details
Mode of study
Full & part time
Normal length of study for each mode of study
<p>FULL TIME</p> <p>BSc (Hons) Biochemistry: 3 years.</p> <p>BSc (Hons) Biochemistry with Foundation year: 4 years.</p> <p>PART TIME</p> <p>Part time delivery is over 6 years and students take 60 credits per year. Chosen module delivery is offered jointly with full time delivery.</p>
Language of study
<p>English</p> <p>The programme will be delivered in English with the option for individual students to undertake coursework assessments in Welsh upon request.</p>
Transitional arrangements for re-validated provision if applicable
N/A
The following University Award Regulations apply to this programme
<p>General Regulations and Definitions</p> <p>Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees</p> <p>Language Admissions Policy</p>

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Date of validation event:	30 July 2020
Date of approval by Academic Board:	14 October 2020
Approved Validation Period:	5 years from Sept 2021
Transitional arrangements approved (if revalidation)	n/a
Date and type of revision:	Enter the date of any subsequent revisions 28/07/2023 APSC approval to replace SCI546 with SCI522 and SI639 with SC6I43 April 2025 – updated assessment strategy for SCI557 from Sep 2025 onwards. May 2025 – admin correction for SCI442 and SCI443 assessment.

1 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
3 year Bachelors degree	112 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

Non Standard entry criteria

N/A

2 Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

3 DBS Requirements

No DBS check is required for the BSc (Hons) Biochemistry programme.

4 Suitability for Practice Procedure

N/A

5 Aims of the programme

The overall aims of the Biochemistry programme are to:

- Provide a coherent and challenging learning experience for students who have an interest in Biochemistry.
- Offer attractive and flexible learning opportunities to full-time and part-time students.
- Facilitate a widening of access to higher education within the local community and beyond through flexibility in admissions procedures and learning and teaching styles.
- Optimise the use of learning resources by providing opportunities for shared learning for students undertaking related programmes.

Specifically, the programme will:

- Provide a broad practical based Biochemistry curriculum.
- Develop competence in scientific methods of enquiry and problem solving.
- Enable students to develop an in-depth knowledge in the field of Biochemistry and acquire a critical awareness of current issues and developments in the subject.
- Equip students in a wide range of industry standard and novel techniques applicable in Biochemistry.
- Encourage critical skills, a knowledge of professional responsibility, integrity and ethics together with the ability to reflect on personal progress as a learner and undertake independent study at level 6 for the dissertation module.
- Produce graduates able to carry out research within an ethical framework

6 Distinctive features of the programme

The programme is designed to introduce the students to a wide range of industry standard and novel techniques applicable in the field of biochemistry. The aim is to produce high quality graduates with excellent further study and employment opportunities. Modules have been designed to cover the specific criteria of the QAA Biosciences 2019 Benchmarks as well as being aligned to PSRBs such as the Biochemical Society and Royal Society of Biology. The programme is structured so as to provide a logical and coherent progression through the modules. Theoretical and experiential learning modules interlink and support each other throughout. The programme has been designed with particular consideration to the widening participation agenda, which attracts and supports students from non-traditional backgrounds.

The programme begins at level 4 by providing a solid foundation and introduction to the broad disciplines that underpin the subject of biochemistry, resulting in a strong understanding of the subject. At levels 5 and 6, teaching will take advantage of the wide range of specialist facilities based within the Centre for Water Soluble Polymers, with specialist research-based modules allowing students extensive 'hands on' access to instrumentation. The Applied Science department has strong collaborations with local industry. Visits and opportunities for placements with local biochemical companies will further enhance student experience.

Students will be integrated into the culture of research from enrolment through to graduation where they will interface with researchers from other disciplines. They will work alongside MPhil and PhD students as well as Post-doctoral researchers.

According to prospects UK a biochemistry degree opens up a wide range of careers. Career opportunities are available not only in the biosciences sector, but the key problem-solving and analytical skills developed in the programme are widely sought after in many other industrial sectors. The main employers of biochemistry graduates in the public sector are: Environment Agency (EA), government departments; National Health Service (NHS); research institutes and education. Biochemistry graduates are also employed in industry. Typical employers include pharmaceutical, biotechnology, food, water and agricultural companies. Other employers include scientific and medical publishers and the Intellectual Property Office (as patent examiners). Due to the balance of skills and knowledge students can also gain employment in areas such as sales and marketing, technological firms and law firms.

Summary of key benefits of the programme are:

1. Highly experienced, research-active staff, all holding doctorate degrees.
2. Dedicated laboratories to allow students' hands-on practical experience.
3. Development of skills required within a workplace.
4. University support available through the medium of Welsh.
5. Access to the state-of-the-art facilities in the Centre for Water Soluble Polymers research group.

7 Credit Accumulation and exit awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education Biochemistry

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education Biochemistry

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor's degree Biochemistry (Ordinary)

8 Programme Structure Diagram, including delivery schedule

Full-time delivery

Level 4

Mod Code	SCI443	Mod title	Introduction to Chemistry	Credit value	20	Core	Semester 1
Mod Code	SCI442	Mod title	Maths and Statistics for Science	Credit value	20	Core	Semester 1
Mod Code	SCI447	Mod title	Professional Practice for the Biomedical & Life Sciences	Credit value	20	Core	Semester 1
Mod Code	SCI450	Mod title	Cell Biology, Biochemistry & Genetics	Credit value	20	Core	Semester 2
Mod Code	SCI448	Mod title	Essential skills for the Life Sciences	Credit value	20	Core	Semester 2
Mod Code	SCI446	Mod title	Introduction to Immunology & Microbiology	Credit value	20	Core	Semester 2

Level 5

Mod Code	SCI557	Mod title	Research Methods	Credit value	20	Core	Semester 2
Mod Code	SCI545	Mod title	Analytical Methods in Applied Science	Credit value	20	Core	Semester 1
Mod Code	SCI547	Mod title	The Cell & Molecular Biology	Credit value	20	Core	Semester 1
Mod Code	SCI543	Mod title	Advanced Biochemistry	Credit value	20	Core	Semester 1
Mod Code	SCI552	Mod title	Applied and Medical Microbiology	Credit value	20	Core	Semester 2
Mod Code	SCI544	Mod title	Advanced laboratory skills for the Biomedical & Life Sciences	Credit value	20	Core	Semester 2

Level 6

Mod Code	SCI638	Mod title	Research Project	Credit value	40	Core	Semester 1&2
Mod Code	SCI642	Mod title	Drugs and Toxicology	Credit value	20	Core	Semester 1
Mod Code	SCI641	Mod title	Structural and Functional Biochemistry	Credit value	20	Core	Semester 1
Mod Code	SCI643	Mod title	Biology of Disease	Credit value	20	Core	Semester 2
Mod Code	SCI640	Mod title	Nanomedicine and Biochemistry Futures	Credit value	20	Core	Semester 2

Part-time delivery**Level 4**

Mod Code	SCI443	Mod title	Introduction to Chemistry	Credit value	20	Core	Semester 1 , Year 1
Mod Code	SCI442	Mod title	Maths and Statistics for Science	Credit value	20	Core	Semester 1, Year 1
Mod Code	SCI450	Mod title	Cell Biology, Biochemistry & Genetics	Credit value	20	Core	Semester 2, Year 1
Mod Code	SCI447	Mod title	Professional Practice for the Biomedical & Life Sciences	Credit value	20	Core	Semester 1, Year 2
Mod Code	SCI448	Mod title	Essential skills for the Life Sciences	Credit value	20	Core	Semester 2, Year 2
Mod Code	SCI446	Mod title	Introduction to Immunology & Microbiology	Credit value	20	Core	Semester 2, Year 2

Level 5

Mod Code	SCI547	Mod title	The Cell & Molecular Biology	Credit value	20	Core	Semester 1, Year 1
Mod Code	SCI545	Mod title	Analytical Methods in Applied Science	Credit value	20	Core	Semester 1, Year 1
Mod Code	SCI543	Mod title	Advanced Biochemistry	Credit value	20	Core	Semester 1, Year 2
Mod Code	SCI557	Mod title	Research Methods	Credit value	20	Core	Semester 2, Year 1
Mod Code	SCI552	Mod title	Applied and Medical Microbiology	Credit value	20	Core	Semester -1, Year 2
Mod Code	SCI544	Mod title	Advanced laboratory skills for the Biomedical & Life Sciences	Credit value	20	Core	Semester 2, Year 2

Level 6

Mod Code	SCI625	Mod title	Drugs and Toxicology	Credit value	20	Core	Semester 1, Year 1
Mod Code	SCI643	Mod title	Biology of Disease	Credit value	20	Core	Semester 2, Year 1
Mod Code	SCI641	Mod title	Structural and Functional Biochemistry	Credit value	20	Core	Semester 1, Year 2
Mod Code	SCI640	Mod title	Nanomedicine and Biochemistry Futures	Credit value	20	Core	Semester 2, Year 2
Mod Code	SCI638	Mod title	Research Project	Credit value	40	Core	Semester 1&2, Year 1 and 2

9 Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
A1 <i>Concepts, principles and theories in the field of biochemistry</i>	demonstrate knowledge of the fundamental concepts, principles and theories in the field of biosciences including selected topics in biochemistry and genetics and microbiology	demonstrate knowledge of concepts of biochemistry, microbiology and molecular biology	demonstrate a critical understanding and explanation of the concepts, principles and theories in biochemistry	demonstrate a systematic and critical understanding and application of the central concepts, principles and theories in biochemistry, as informed by leading edge research.
A2 <i>Laboratory investigations</i>	demonstrate competence of working safely in an applied science laboratory and conduct documented laboratory investigations under the guidance of a tutor	demonstrate safe working in an applied science laboratory and being able to conduct documented laboratory procedures and investigations using a variety of instruments	demonstrate the ability to devise and develop laboratory procedures and investigations using a variety of instruments	demonstrate a critical understanding of how to work safely and independently in an applied science laboratory and be able to demonstrate the ability to devise and develop laboratory procedures and investigations using a variety of instruments.
A3 <i>Mathematics, statistics and research skills</i>	demonstrate basic numeracy, algebraic and statistical competence and the ability to manipulate data related to scientific problems	discuss the relative merits and applicability of various approaches to research design; data collection and analysis, and the concepts which underpin such approaches	critically apply a range of research skills and ethical protocols to collect and analyse data relating to biosciences-based studies	critically apply a range of research skills and ethical protocols in an independent manner to collect and analyse data relating to biosciences-based studies

Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
B1 <i>Knowledge application</i>	demonstrate ability to organise and appraise the knowledge and understanding of the essential scientific facts,	demonstrate increasing ability to organise and appraise the knowledge and understanding of the essential scientific facts,	organise efficiently and appraise the knowledge and understanding of the essential scientific facts,	organise efficiently and critically appraise the knowledge and understanding of the essential scientific facts, concepts and theories relating

	Level 4	Level 5	Level 6	Level 6 (Hons)
	concepts and theories relating to biochemistry	concepts and theories relating to biochemistry	concepts and theories relating to biochemistry	to biochemistry, and recognise the uncertainty, ambiguity and limits of knowledge
B2 <i>Information assembly and evaluation</i>	demonstrate the ability to assemble information from a variety of sources and discuss different viewpoints.	demonstrate the ability to assemble information from a variety of sources and discuss different viewpoints.	demonstrate the ability to assemble information from a variety of sources and discuss different viewpoints.	demonstrate the ability to assemble information from a variety of sources and discuss different viewpoints.
B3 <i>Problem-solving</i>	apply basic theory and methods to a well-defined problem and appreciate the complexity of the issues in the subject	identify key areas of problems and choose appropriate tools/methods for their solution in a considered manner.	be confident and flexible in identifying and defining complex problems and apply appropriate knowledge and skills to their solution.	use initiative and experience to solve complex problems encountered in undertaking research-based project work at the forefront of the field.
B4 <i>Methodology and approaches</i>	demonstrate an appreciation of methodology in laboratory work with correct health and safety and ethical standards.	demonstrate a comprehensive understanding of methodology in laboratory work with correct health and safety and ethical standards.	critically understand methodology in laboratory work with correct health and safety and ethical standards.	critically understand methodology in laboratory work with the ability to formulate and plan experiments with correct health and safety and ethical standards.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1 <i>Database research and literature</i>	demonstrate an awareness of the scientific database and the ability to perform basic academic literature search under the guidance of tutor	demonstrate a comprehensive awareness of the scientific database and the ability to perform academic literature search under the guidance of tutor	critically evaluate the usefulness of the scientific databases and perform independent literature search	critically evaluate the usefulness of the scientific databases and show the strong ability of literature search to locate key information
C2 <i>Academic communication and presentation</i>	demonstrate basic academic presentation skills (oral and written) in the subject of study	demonstrate essential academic communication skills (oral and written) in the subject of study	apply extensive academic communication skills (oral and written) in the subject of study	apply professional academic writing and oral presentation skills in the subject of study

	Level 4	Level 5	Level 6	Level 6 (Hons)
C3 <i>Analytical and Data interpretation</i>	demonstrate a basic understanding of qualitative and quantitative analysis in addition to being able to record and appraise experimental observations and process data results.	demonstrate a comprehensive understanding of qualitative and quantitative analysis in addition to being able to record and appraise experimental observations and process data results.	demonstrate skills in the use of technologies for research and be able to debate, practise, reflect upon and apply effective professional skills such as communication, problem-solving and decision-making to process data results	demonstrate advanced skills in the use of technologies for research and to be able to debate, practise, reflect upon and apply effective professional skills such as communication, problem-solving and decision-making to process data results including that related to their own independent research project
C4 <i>Health and Safety and Ethical considerations</i>	demonstrate awareness of the health and safety ethical issues of conducting laboratory experiments. Perform proper risk and ethical assessment and under guidance from the tutor.	demonstrate a comprehensive appreciation of the health and safety and ethical issues of conducting laboratory experiments. Perform appropriate risk and ethical assessments.	demonstrate a safe working practice within a laboratory with due consideration for ethics.	demonstrate ability to select, develop and set up safe laboratory experiments within ethical guidelines.

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
D1 <i>Communication and presentation skills</i>	communicate in a clear and concise way, in writing and orally, in particular demonstrating some competence in academic writing.	communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of scientific writing	engage effectively in a variety of roles; debate in writing and orally; produce clear, structured reports and other extended pieces of work in a variety of contexts.	engage effectively in independent roles; engage effectively in debate in a professional manner, in writing and orally; produce detailed critiques and coherent documents and research paper(s).
D2 <i>IT Skills</i>	apply their IT skills to enable the appropriate presentation of a wide range of information.	demonstrate more advanced IT skills and use online databases effectively to gain information.	conduct effective searches for information using a range of online resources.	conduct effective searches for information using a range of online resources. Apply IT skills in the interpretation and analysis of data.

	Level 4	Level 5	Level 6	Level 6 (Hons)
D3 <i>Learning skills and time management</i>	demonstrate good skills in using the Internet and particularly the University's virtual learning environment. Access data and information from University and other resources.	demonstrate the ability to learn in an increasingly effective and purposeful way, with beginning of development as an autonomous learner. Demonstrate a responsible, ethical, professional approach to work.	adopt a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways. Work independently, setting and achieving appropriate goals.	with minimal guidance, manage own learning using a wide range of resources appropriate to profession; seek and make effective use of feedback. Effectively manage their time, and work within a framework where there are competing priorities and values.
D4 <i>Interactive and group skills and teamwork</i>	interact with tutors and fellow students; participate in clearly defined group situations.	demonstrate more advanced interactive and group skills including effective participation in more demanding group tasks.	debate, practise, reflect upon and apply professional skills such as communication, ICT, problem-solving, decision making and teamwork.	interact effectively within learning or professional groups; recognise, support or be proactive in leadership, negotiating in a professional context and manage conflict.

10 Learning and teaching strategy

The programme will be delivered using a range of learning and teaching approaches. Teaching will follow the Active Learning Framework (ALF). Grounded in the University's values of being accessible, supportive, innovative and ambitious, ALF will support flexible learning that makes best use of spaces on Campus together with digitally-enabled learning opportunities designed to be accessed anytime, anywhere as appropriate. In addition, ALF will embody ways of teaching and learning that create and support a sense of belonging for students.

The key attributes of the ALF strategy are:

1. Flexible and accessible learning
2. Student engagement
3. Innovative, flexible and accessible assessment

Lectures will be used within the overall ALF strategy which bases teaching on being engaging, active, participative and inventive. Synchronous and asynchronous sessions will be utilised, where appropriate. These will be used to provide students with an introduction to each topic, covering the fundamental factual and theoretical material. This delivery method ensures all students gain a common, firm basis on which to build. A blended approach of online and onsite delivery will be used. During the course of lectures, students will also develop key transferable skills such as active listening and note taking.

Seminars and workshops will be used to support lecture material, providing opportunities for more student-centred, interactive learning and the development of problem-solving skills. Seminars and workshops deepen students' knowledge and understanding of a particular subject, and their ability to sort and critically evaluate information. Students will also have the opportunity to develop presentation, communication and team-working skills. Again a blended approach of online and onsite delivery will be used.

In **laboratory classes**, students will gain hands-on experience of the various experimental techniques used in biochemical analysis. Laboratory classes will enable students to develop their practical skills in a simulated work environment. Practical and problem-solving skills will be strongly developed, as will students' written communication skills. The Department has a wide range of specialised subject-appropriate instrumentation.

Small group tutorials will provide students with the opportunity to explore themes and ideas in an in-depth, self-directed, but staff guided fashion. Tutorials play a pivotal part in the personal development of students, building confidence and developing communication skills.

Independent study is a key element in any degree programme promoting self-discipline and reflective learning at a pace set by the learner, which is essential to their employability skills. Initial staff-directed self-study will, as the student progresses, give way to student-directed self-study, enabling learners to expand their knowledge and explore the subject matter to the full limit of their abilities. It also facilitates the development of students' peer and self-assessment skills. Each 20-credit module equates to 200 hours of study of which there is between 24 and 36 hours of contact time dependent on level, with the rest of the time being dedicated to directed study. Contact time decreases from 36 hours per 20-credit module at level 4 to 24 hours at level 6, in line with the expectation that students will progress steadily towards becoming independent learners as they progress through the programme.

IT supported learning. To aid flexible and accessible learning a key attribute of the ALF strategy, Virtual Learning Environment (VLE) will be extensively used to support the teaching and learning of all the modules in this programme, with the emphasis of student's independent

study. Taught content of modules will be delivered through a blended approach of online and onsite delivery.

Moodle VLE: All taught modules at the University have a dedicated module page in Moodle. Students will have automatic access to modules they are enrolled in for that academic year of study, as will the module leader and associated teaching staff.

Through Moodle VLE, students will be able to access all the course materials (including pre-recorded Panopto lectures and notes, PowerPoint slides, e-books, e-journals and software etc.), try exercises and quizzes, use the virtual learning chemistry software LabSkills and participate in online forums and discussion boards. The reading of e-journals, available from Science Direct, enhances knowledge and helps students evaluate information critically. All online teaching material will be checked for accessibility.

Microsoft Teams: Teams will be used to interact with students, share their computer screen and collaborate on documents, making it ideal for tutorials, group work and smaller delivery sessions.

Technical help for students: The IT support team will be able to help students experiencing any technical issues. Students will be introduced to the available learning resources during Induction. Chiefly these will comprise the Programme handbook and individual Module Handbooks, both of which will be available electronically and will be updated annually. These will include assessment guidelines and grading criteria (including penalties for late submission and plagiarism), advice about writing assessments and scholarly requirements for the presentation of work. Module Handbooks will incorporate assignment briefs.

11 The Wrexham Graduate

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

Further information on each of the Wrexham Graduate attributes are available [here](#)

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

12 Work based/placement learning statement

Taught modules will not include any work-based learning as part of the BSc (Hons) Biochemistry programme. However all modules have the Wrexham Graduate skills embedded such as to develop skills required within a workplace. In addition students undertaking research projects and dissertations at level 5 and 6 will be encouraged to consider the work-related aspects. Opportunities may also be available for students to carry out research projects with local companies. Visits with local biochemical companies and guest lectures will further enhance student experience.

13 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

14 Assessment strategy

Students will be assessed on their academic achievement of the programme learning outcomes, which in turn, are achieved by meeting the learning outcomes of core modules. The assessment of the programme learning outcomes will therefore be achieved by assessment at the module level. Selection of the methods for assessment will be determined by the requirements of each individual module, and the rationale for selection of those methods will be considered in the module specifications.

Assessments are chosen to examine a student's ability to integrate theory and practice, and to think critically in relation to theory, empirical research and practice.

Subject specific, professional and transferable skills are developed within classroom-based and independent learning activities. Most modules assess a variety of skills, either directly or indirectly through the assessment work for the module.

The dissertation module enables students to study and research into a specific topic in great depth, and also develops further the capacities for self-managed learning and critical thinking.

Marking rubrics are designed to give students detailed formative feedback.

Module code & title	Assessment type and weighting	Indicative submission date
SCI443 Introduction to Chemistry	Coursework (50%) Written Assignment (50%)	Wk 20, Sem 1 Wk 24, Sem 1 Wk 25, Sem 1
SCI442 Maths and Statistics for Science	Exam - Online multiple choice questions (50%) Coursework (50%)	Wk 18, Sem 1 Wk 25, Sem 1
SCI447 Professional Practice for the Biomedical & Life Sciences	Learning Log / Journal (60%) Presentation (40%)	Wk 17, Sem 1 Wk 21, Sem 1
SCI450 Cell Biology, Biochemistry & Genetics	Exam (50%) Coursework (50%)	Wk 27, Sem 1 Wk 25, Sem 1
SCI448 Essential skills for the Life Sciences	Portfolio (100%)	Wk 42, Sem 2
SCI446 Introduction to Immunology & Microbiology	Coursework (30%) Report (20%) Poster presentation (50%)	Wk 33, Sem 2 Wk 39, Sem 2 Wk 41, Sem 2
SCI557 Research Methods	Portfolio 100%	Week 12 Sem 2
SCI545 Analytical Methods in Applied Science	Coursework (50%) Exam (50%)	Wk 24, Sem 1 Wk 26, Sem 1
SCI547 The Cell & Molecular Biology	Exam (100%)	Wk 26, Sem 1
SCI543 Advanced Biochemistry	Literature Review (50%) In-class test (50%)	Wk 36, Sem 2 Wk 42, Sem 2

Module code & title	Assessment type and weighting	Indicative submission date
SCI552 Applied and Medical Microbiology	Presentation (60%) Examination (40%)	Wk 38, Sem 2 Wk 42, Sem 2
SCI544 Advanced laboratory skills for the Biomedical & Life Sciences	Report (60%) Report (40%)	Wk 35, Sem 2 Wk 41, Sem 2
SCI638 Research Project	Presentation (20%) Dissertation (80%)	Wk 35, Sem 2 Wk 40, Sem 2
SCI642 Drugs and Toxicology	Presentation (50%) In-class test (50%)	Wk 19, Sem 1 Wk 26, Sem 1
SCI641 Structural and Functional Biochemistry	Report (50%) Exam (50%)	Wk 21, Sem 1 Wk 26, Sem 1
SCI643 Biology of Disease	Presentation (80%) Written assignment (20%)	Wk 35, Sem 2 Wk 39, Sem 2
SCI640 Nanomedicine and Biochemistry Futures	Essay (100%)	Wk 42, Sem 2

15 Assessment and award regulations

Derogations

N/A

Non Credit Bearing assessment

N/A

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the Research Project module is within the higher classification.

Ordinary Degrees

N/A

Restrictions for trailing modules (Taught Masters)

N/A

Prerequisites for processing to MRes research component

N/A

16 Accreditation

N/A

17 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

18 Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Wrexham website at www.wrexham.ac.uk to find out more about the Departments

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

19 Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)