



Programme Review Report

Bachelor of Science in Biosciences (TU751)

Bachelor of Science (Honours) in Biomolecular Science (TU886)

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
1.0	Dr. Linda Moore	13.04.2025
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		Click or tap to enter a date.

<i>Approval</i>	<i>Date</i>
Documentation for Review approved by Faculty Board	14.02.2025
Report of Programme Review Panel approved by AQAEC	
New Programme Title approved by University Programmes Board (if applicable)	

Section A Programme Details

Programme #1: TU751

Title	Bachelor of Science in Biosciences
NFQ Level	7
ECTS Credits	180
Mode of delivery	Part-time <input type="checkbox"/> Full-time <input checked="" type="checkbox"/>
Duration	Part-time: N/A Full-time: 3 years
Modality/ies of delivery	In-person, <input checked="" type="checkbox"/> Blended <input type="checkbox"/> On-campus <input type="checkbox"/> Online <input type="checkbox"/> Hyflex <input type="checkbox"/>
Classification of award	Distinction (70%+); Merit Upper (60-69%); Merit Lower (50-59%); Pass (40-49%)
Discipline Programmes Board	Biological Sciences
Faculty Board	Faculty of Sciences & Health

Schools involved in delivery	School of Biological, Health & Sports Sciences; School of Physics, Clinical & Optometric Sciences; School of Chemical & BioPharmaceutical Sciences; School of Mathematics & Statistics;
Delivery location	City Campus - Grangegorman
Collaborative Partner (where applicable)	N/A
Date of Commencement of revised programme	September 2025

Programme #2: TU886

Title	Bachelor of Science (Honours) in Biomolecular Science
NFQ Level	8
ECTS Credits	60
Mode of delivery	Part-time <input type="checkbox"/> Full-time <input checked="" type="checkbox"/>
Duration	Part-time: N/A Full-time: 1 year
Modality/ies of delivery	In-person , <input checked="" type="checkbox"/> Blended <input type="checkbox"/> On-campus <input type="checkbox"/> Online <input type="checkbox"/> Hyflex <input type="checkbox"/>
Classification of award	First Class Honours (70%+); Second Class Honours – First Division (60-69%); Second Class Honours – Second Division (50-59%); Pass (40-49%)
Discipline Programmes Board	Biological Sciences
Faculty Board	Faculty of Sciences & Health
Schools involved in delivery	School of Biological, Health & Sports Sciences
Delivery location	City Campus, Grangegorman
Collaborative Partner (where applicable)	N/A
Date of Commencement of revised programme	September 2025

Section B Awards**Programme #1: TU751 (incl. exit award)**

Award Title	Bachelor of Science in Biosciences
NFQ Level	7
Award Class	Major
ECTS Credits	180
Classification of award	Distinction (70%+); Merit Upper (60-69%); Merit Lower (50-59%); Pass (40-49%)
Award (1) Title	Higher Certificate in Science in Biosciences

Exit/Embedded	Exit <input checked="" type="checkbox"/> Embedded <input type="checkbox"/>
NNFQ Level	6
Award Class	Major
ECTS Credits	120
Classification of award	Unclassified

Programme #2: TU886 (no exit award)

Award Title	Bachelor of Science (Honours) in Biomolecular Science
NFQ Level	8
Award Class	Major
ECTS Credits	60
Classification of award	First Class Honours (70%+); Second Class Honours – First Division (60-69%); Second Class Honours – Second Division (50-59%); Pass (40-49%)
Award (1) Title	N/A
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NNFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	

Section C - Programme Derogations (if required)*Derogations from Assessment Regulations/Marks and Standards, requiring approval by University Programmes Board***TU751**

- For modules with practical elements, students must pass the practical element of the module and achieve a total weighted mark of greater than 40% pass the module.
- In the absence of documented extenuating circumstances a student will normally be permitted a max of four consecutive attempts at each module at each stage exams.

TU886

- In the absence of documented extenuating circumstances a student will normally be permitted a max of four consecutive attempts at each module with the exception of the research project which can only be repeated once.

University Programmes Board Approval

Date Historically approved under the DIT, and City Campus GAR

Section D Review Process

Date of Programme Review	Wednesday 9 th April 2025
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Context for Programme Review

How was the programme review process instigated, by whom/via which process?

A full programme review of both the TU751 and TU886 programmes was last undertaken in April 2018. The Programme Review reported here was initiated by the School of Biological, Health & Sports Sciences. This follows a Major Amendment Event focussing on Year 1 of the Bachelor of Science in Biosciences (TU751) (and Year 1 of 3 other programmes in the Faculty), undertaken during the 23/24 academic year.

Both programmes are being reviewed as part of the same Programme Review event as the Bachelor of Science (Honours) in Biomolecular Science (TU886) is a one-year add-on programme. This provides students who have successfully completed the Bachelor of Science in Biosciences (TU751) programme a progression pathway to an Honours degree.

Please tick the type of programme review undertaken:

Full Programme Review <input checked="" type="checkbox"/>	Focused Programme Review <input type="checkbox"/>
If a focused programme review, what is/are the area(s) of focus?	

Implementation of revised programme

How will changes to revised programme be implemented, i.e. will all changes be implemented with immediate effect in the next academic year of delivery, or will the changes be phased in on a year-by-year basis?

TU751

It is intended that the new version will be implemented for all years within the programme with effect from September 2025. The Programme Leadership has already secured approval from current Year 1 students (progressing into Year 2 in September 2025), and Year 2 students (progressing into Year 3 in September 2025) via student representatives on the Programme Committee, on condition of approval of the proposed programme changes put forward for the Programme Review event reported on here.

The proposed new year 4 (TU886) was presented to the TU751/3 class prior to the internal application process for the TU886 course opening. The revised programme will also be communicated to external applicants for the September 2025 intake, before they accept a place on the programme.

Panel Members

Name	Panel Role	Affiliation
Dr. David Gaul	Chair	Head of Global Business, School of Global Business, Faculty of Business, TU Dublin
Prof. Kevin Kavanagh	External panel member (Academic)	Professor of Microbiology, Biological & Biomedical Science, Faculty of Science & Engineering, Maynooth University
Dr. Elizabeth Ryan	External panel member (Academic)	Associated Professor in Immunology, Department of Biological Sciences, University of Limerick

Dr. Neha Ryan	External panel member (Industry)	Technical Services Manager (12K Drug Substance Facility), Pfizer Grange Castle
Dr. Colin O'Connor	Internal panel member	Programme Co-ordinator & Lecturer, School of Tourism & Hospitality Management, Faculty of Arts & Humanities, TU Dublin
Dr. Linda Moore	Academic Affairs Representative	Quality Framework Team, Academic Affairs, TU Dublin

Refer to Appendices 1 & 2 respectively for the Programme Review Schedule and Documentation List.

Section E Programme Evaluation

Programme Review Process		
<i>Was the programme review conducted in accordance with the Programme Review Process, i.e. were current students, graduates, employers, other appropriate stakeholders involved in the review process?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> The programme review was conducted in accordance with the approved TU Dublin Programme Review Policy and associated procedures. The School evidenced detailed stakeholder feedback – from a range of internal and external stakeholders - in the PSERs for both TU751 and TU886. The panel-Programme Leadership Team meetings also clearly evidenced how this feedback had been used to inform the changes proposed for this Programme Review. The Review Panel had the opportunity to meet with a group of current students and a group of past graduates of both programmes, representing all stages of TU751, as well as both main entry routes into TU886. 		

Governance & Management		
<i>Do the Programme Management and Quality Assurance arrangements align to TU Dublin Quality Framework processes?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> The programme management and quality assurance and enhancement arrangements do align with TU Dublin's Quality Framework processes. 		
<i>Has the Annual Academic Quality Enhancement process been used to identify issues and actions that continually enhance the programme and student learning experience?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> Annual quality assurance and enhancement reports for the previous 3 years were submitted for each programme. The information in the reports was used to inform the enhancement of the programme as presented in the form of proposed programme changes. 		

- External examiner reports for both programmes were positive, praising the high standard of student work and assessments, and comparability of breadth of knowledge required being comparable to other HEIs. The reports also highlighted some areas that needed to be considered further, proposing some constructive programme enhancement recommendations. The examiners also noted that the effects of the Covid pandemic on student performance was still apparent in some cases. Examiners commended staff on their interest in and mentorship of students.
- Some issues identified for improvement in certain modules, including the duration of the working day during the research project and practical. The lack of feedback in some situations was highlighted.

Student Data		
<i>On consideration of student recruitment data, is there evidence that there continues to be a market demand for the programme and that the programme remains viable?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Panel Comment: <ul style="list-style-type: none"> • Data presented in the PSERs is evidence of a clear and sustained demand for both programmes, with TU886 attracting students both directly from TU751, but also Level 7 graduates from other Irish HEIs. • Potential employment opportunities both within industry and healthcare settings for both TU751 and TU886 graduates, as well as the potential to embark on a research careers for TU886 graduates is attractive to students when considering whether to apply for these programmes. 		
<i>On consideration of student performance, progression and completion data, are there concerns about student performance and have these been acknowledged and addressed through the programme review process?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Panel Comment: <ul style="list-style-type: none"> • Year 1 of TU751 was previously (2023/2024 academic year) part of a Major Amendment Event for the approval of programme changes to enhance streamlining of Year 1 delivery to address identified student performance challenges in Year 1 of this and related programmes. • Both TU751 and TU886 have mechanisms in place to monitor student performance with the view to ongoing consideration of both external and internal factors influencing student performance. 		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Panel Comment: <ul style="list-style-type: none"> • The programme aims for both programmes are clearly defined and closely aligned to School and Faculty objectives. • Programme learning outcomes (PLOs) for both programme are clearly written using the correct terminology, are well-presented and appropriate to the level of study for each programme. 		

<ul style="list-style-type: none"> The panel noted the introduction of a sustainability PLO for each programme to highlight the sustainability-related programme content. 		
<i>Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> The PLOs for TU751 align to the NFQ grid level indicators for a Level 7 programme. The PLOs for TU886 align to the NFQ grid level indicators for a Level 8 programme. 		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> The curriculum is well-aligned with industry needs, with learning, teaching and assessment methods enabling students to reach the appropriate NFQ Level 7 (TU751) and Level 8 (TU886) award standards. 		
<i>Is ongoing programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> It is evident from the PSERs submitted for each programme, as well as communications during the panel-Programme Leadership engagement sessions, that the programme teams have established a number of stakeholder initiatives to inform ongoing programme development and quality enhancement, with this feedback being embedded in the QA annual monitoring Q5 reports for the programmes. There is also evidence of incorporation of stakeholder feedback into the SWOT analysis of the programmes and associated programme enhancement initiatives for each programme. 		
<i>Does ongoing programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		

Programme Design		
<i>Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?</i>	Yes ✓	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> As per previous panel comments, there is evidence of the influence of stakeholder feedback in informing programme enhancement initiatives, including programme design for both programmes. An example of this is the removal of programme streams as part of the programme changes put forward for this review in response to student feedback. The graduate employment destinations evidence a demand for graduates of the programmes, demonstrating that the alignment and currency of graduate knowledge, skills and abilities with regards to demands of industry, healthcare, research, and other employment settings. However, panel-stakeholder engagement meetings suggested the need for a greater balance between wet and dry laboratory experience and assessments as part of the practical component of the programmes (<i>see Recommendation R4</i>). 		
<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes ✓	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> The PSERs submitted for both programmes evidence that there are a number of mechanisms available for external stakeholders to feed into the ongoing development of the programme. This includes a LinkedIn Alumni group for graduates of the programmes. 		
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes ✓	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> Module descriptors associated with both programmes are comprehensive in their description of the syllabus content, evidencing the provision of excellent material appropriate to each year of the programmes. The content of both programmes gives both depth and breadth to student knowledge. There is a clear progression from fundamental material in early years to highly specialised modules in later years in TU751. This extends to a clear progression from the final (third) year of TU751 into TU886. However, the progression in some module descriptors is not apparent in the pre-requisite module field in module descriptors where this is required (<i>see Condition C1</i>). The TU751 module BIOL 2910 Professional Skills is to be commended in that it gives students a wide range of effective skills for future employment. The TU886 modules expose students to advanced knowledge in a variety of Biomolecular areas, building on pre-existing knowledge acquired during TU751, or other similar programmes. Modules such as BIOL 4302 Therapeutic Product Development (BIOL 4302), BioEnterprise (BIOL 4005), Research Methods and Data Analysis (BIOL 4909) and the Research Project (BIOL 4907) equip students for future employment. 		
<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes ✓	No <input type="checkbox"/>

Panel Comment:		
<ul style="list-style-type: none"> While there is no formal work placement in either of the programmes under review, the panel recognises that the research project undertaken in TU886 represents a form of work placement, and that students should be encouraged to recognise this as such (<i>see Recommendation R6</i>), with programme teams considering further work placement opportunities as the programmes evolve over time (<i>see Recommendation R7</i>). 		
<i>Are work/practice placements appropriate and fit for purpose, having regard to the requirements of professional, regulatory, and associative bodies where applicable, in the context of student achievement of learning outcomes and in the overall student experience?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Panel Comment:		
<ul style="list-style-type: none"> As per the panel comment for the afore-mentioned criterion, there is currently no formal work placement in either of the programmes. However, the TU886 Research Project (BIOL 4907) could be considered a form of work placement. The panel considers this research project to be appropriate and fit-for-purpose, promoting student employability skills and experience of a research-based work placement setting. 		
<i>Is the required programme and module information provided in the correct format?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Panel Comment:		
<ul style="list-style-type: none"> All programme, and related, documentation submitted for the review of these programmes was in the correct format. The PSER for each programme included all required information regarding the programmes, as per the PSER template. Programme and module descriptors were submitted via the Programme Module Catalogue (PMC). Some fields in some module descriptors require some further points of clarification (<i>see Condition 1</i>). Student Handbooks were provided in the correct format. 		

Learning, Teaching & Assessment		
<i>Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Panel Comment:		
<ul style="list-style-type: none"> Documentation submitted evidences clear mapping of module assessments to module learning outcomes, and module learning outcomes to programme learning outcomes of both programmes. Assessments are appropriate to the level of each programme. A variety of student assessment methods are used, including authentic assessments. The written examinations encompass a number of different question styles, including knowledge-application questions. The second year (TU751) CA and summative exam papers follow the same format as in first year. The third year (TU751) summative examination requires more detailed knowledge, with the questions providing a good balance for students. Panel-student engagement meetings suggested some clustering together of assessments at certain times of the academic year (<i>see Recommendation R1</i>). 		

<ul style="list-style-type: none"> Panel-student engagement meetings further suggested a requirement for introductory theory to be communicated prior to the commencement of practical work related to the same topic (see <i>Recommendation R3</i>). 		
<i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> The assessment includes a number of unseen written assessments and authentic assessments that support the maintenance of academic integrity of assessments of both programmes. The Student Handbooks advise students of their responsibilities regarding maintenance of academic integrity, with an expanded statement relating to academic integrity requested by the panel (see <i>Condition C2</i>). 		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> While the intent to give students feedback is evident, panel-student engagement sessions evidenced a variety of feedback practices, the feedback appeared to be very limited in some modules. (See <i>Recommendation R2</i>). 		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> The variety of theory and practical assessment methods cater for the diversity of the student cohort, with a number of the staff in the School having completed the Digital Badge in Universal Design for Learning (National Forum for the Enhancement of Teaching & Learning). 		

Student Supports & Learning Environment		
<i>Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Panel Comment:</p> <ul style="list-style-type: none"> The TU Dublin Programme Review Policy requires that the submission of Programme Review documentation be accompanied by a statement from the Head of School with responsibility for the programme confirming the availability of resources to deliver the programme as specified. Such confirmation was submitted by the Head of the School of Biological, Health & Sports Sciences at the time of submission of the PSER documents for the programmes under review. The PSERs for both programmes indicated that the maintenance of the staffing resources to deliver the programmes was dependent on the TU Dublin filling posts vacated through the retirement of personnel in the School. The panel queried the sustainability of resourcing of the TU886 Research Project (BIOL 4907) module carried out at external (to TU Dublin) sites may not be sustainable into the future, particularly if competitor programmes require similar facilities for their student projects. (See <i>Recommendation R5</i>). 		

<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery?</i>	Yes ✓	No <input type="checkbox"/>
Panel Comment: <ul style="list-style-type: none"> • Please reference the panel commentary regarding staffing resources associated with the aforementioned criterion. • The staff biographies evidenced a highly qualified staffing cohort, with many being research active with strong links to industry. 		
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes ✓	No <input type="checkbox"/>
Panel Comment: <ul style="list-style-type: none"> • Students on the programmes benefit from engaged and available year tutors to support the students, in addition to other TU Dublin-wide students supports available. 		
<i>Are the access, transfer and progression arrangements clearly defined and appropriate, aligned to TU Dublin policy/strategy in this regard?</i>	Yes ✓	No <input type="checkbox"/>
Panel Comment: <ul style="list-style-type: none"> • The access, transfer and progression arrangements are clearly defined and aligned to TU Dublin Strategy for both programmes. • The access routes align well with the principles of Recognition of Prior Learning (although no specific reference to TU Dublin's policy in this regard was made). • Student and graduate data (contained in the PSER) evidences that the progression pathway from TU751 to TU886 is well utilised by students, typically with over half of the TU751 graduates qualifying for entry into TU886. 		
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes ✓	No <input type="checkbox"/>
Panel Comment: <ul style="list-style-type: none"> • The School evidences (in the PSER for each programme) a number of EDI initiatives and supports, both within the School and the broader TU Dublin. 		
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes ✓	No <input type="checkbox"/>
Panel Comment: <ul style="list-style-type: none"> • The Student Handbooks for both programmes are very detailed and contain most of the core information required, including a comprehensive programme overview, however there is no indicative delivery module delivery schedule included, nor is there an indicative assessment schedule included (see <i>Condition C3</i>). A student feedback mechanism is also included, which is to be commended, as it encourages the capturing of the student voice throughout each year of study. • The TU886 Research Project Student Information and Guidelines for the Research Project (BIOL 4907) module is very comprehensive and well presented. This provides research-relevant information and contact details. This includes the structure and timelines of the assessments of the module/project assessments. 		

Section F**Overall Recommendation of the Panel**

1.	Recommend continuing approval of programme as submitted, without amendment	<input type="checkbox"/>
2.	Recommend continuing approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration. Note: recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.	<input type="checkbox"/>
3.	Recommend continuing approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached. Note: conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions. A new programme cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.	<input checked="" type="checkbox"/>
4.	Do not recommend continuing approval of programme.	<input type="checkbox"/>

Areas for Commendation	
1.	The documentation submitted is of an exceptionally high standard, particularly the Programme Self Evaluation Report (PSER) documents.
2.	Each programme provides an excellent education, with graduates obtaining employment in a variety of companies and other settings (e.g. healthcare) at home and abroad.
3.	The modules of both programmes are well structured and appropriate to each level of the TU751 and TU886 degrees. The modes of assessment adopted in each programme are varied and suitable to each stage of the degree.
4.	TU886 provides a defined progression pathway to a Level 8/Honours qualification for TU751 graduates.
5.	The TU886 research project placements in industry and other settings, e.g. healthcare, provide students with industry-relevant and industry-based work experience and the exposure to academic or workplace research settings, facilitating them in the development of valuable work place research skills.
6.	The opportunity for TU886 students to undertake their research as part of an Erasmus student exchange process, giving the students the chance to gain international experience in the Biomolecular Science field.
7.	The incorporation of the student voice into the curriculum revisions proposed, particularly, with regards to the removal of the streams within the programme.

8.	The content and standard of both programmes are comparable to those in other institutions. The staff are to be commended on their professionalism and dedication to the students.
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Conditions of Approval (*applicable to both programmes, unless stated otherwise*)

C1	<p>Module descriptor specification conditions (<i>these are applicable to only some module descriptors</i>). These apply to both programmes, with the exception of the last point, which applies only to the TU751 programme:</p> <ul style="list-style-type: none"> - It is expected that the application of “formative” and “summative” terminology and associated scoring should align with the TU Dublin Assessment Handbook and broader Higher Education conceptualisation of such. Formative assessments are usually used for feedback purposes only, without scoring – or if scored, then not counted towards the final assessment mark. Summative assessments are usually scored, with feedback provided, whereby this feedback can also be formative/developmental in nature. - It is expected that there is a clear statement of module pass mark and applicable module thresholds recorded for each module. This must include where there are requirements to meet either the module pass mark or threshold mark for individual components of assessments. This is particularly relevant to where compulsory lab attendance is required to pass a module. - The “Assignment Description” field must be completed for all assignments captured in module descriptors. This should include a description of the assignment itself (not a reference to another source, e.g. VLE). - It is expected that all pre-requisite modules should be clearly identified in module descriptors, where such pre-requisites apply for modules designed to scaffold learning in a particular area as the student progresses through the programme. <p>School Response:</p> <p>We have updated all the module descriptions in Akari to reflect this condition in both the TU751 and TU886. Where appropriate the pre-requisite modules in TU751 have been identified and included in the module descriptor in Akari.</p>
C2	<p>A statement must be included in the Student Handbooks for each programme, reminding students to review the provision of the Academic Integrity Policy, as well as any student training resources made available during the course of their studies regarding ensuring compliance with Academic Integrity regulations of the University. This ensures that the students are aware of their responsibilities with regards to ensuring that their knowledge regarding Academic Integrity (including the use of Artificial Intelligence) remains current as the University’s policies and procedures in this regard may evolve over the course of their study at TU Dublin.</p> <p>School Response:</p> <p>The following statement and link has been added to the student handbook for each year of the TU751 and to the TU886 student handbook.</p> <p>Assessment regulations and academic integrity</p> <p>For all assessments and examinations, students must adhere to the General Assessment Regulations found here https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/city-student-assessment-regulations/general-assessment-regulations/.</p> <p>Students must familiarise themselves with and adhere to the Academic Integrity policies and procedures on https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/academic-integrity/.</p>

C3	<p>It is expected that the following be included in the Student Handbooks for each programme:</p> <ul style="list-style-type: none"> • Indicative assessment schedule for the year of study. • Indicative programme delivery schedule for the year of study. <p>Availability of this information manages student expectations regarding attendance and assessment requirement and facilitate students in planning their workload over the course of the academic year.</p>
	<p>School Response:</p> <p>The following has been added to the student handbooks with the appropriate link to the assessment calendar for the year. These additions are highlighted in yellow in the respective handbooks</p> <p>Timetables</p> <p>A guide to using the timetabling system is available at: https://www.tudublin.ie/for-students/timetables/</p> <p>This will show you how you can access your timetabling system and locate your timetable, using your TU Dublin student number. Your timetable will be available from September 1st at Publish. Please be aware that this may be subject to change so please check on a regular basis.</p> <p>TU Dublin's Academic Calendar is available at: https://www.tudublin.ie/explore/university-calendar/</p> <p>Assessment calendar</p> <p>An assessment calendar for your module's continuous assessment elements is available here: TU751.3 Assessment Calendar</p> <p>Please be aware that this may be subject to change so please check on a regular basis.</p>

Recommendations (applicable to both programmes unless stated otherwise)	
R1	<p>It is advised that the scheduling of continuous assessment (CA) submissions should ensure that there is no clustering of CAs and lab exams within a few short weeks towards the end of the semester. A greater distribution of CA and lab assessments throughout the semester is recommended. Lab assessment scheduling should also allow for a period of time between the completion of lab work and the examination of such.</p>
	<p>School Response:</p> <p>With the continued use of the Assessment calendar the distribution of the CA will be monitored by the year tutor and the distribution of CA will be spread throughout the semester and clustering of exams towards the end of the semester will be avoided where possible. Due to the large number of students in the school, lab timetables and assessments are dependent on lab availability, however the distribution of the lab assessment will be considered in the 2025/26 academic year where possible.</p>
R2	<p>The panel recommends that the programme teams develop and adopt a standardised and consistent feedback approaches across the programmes to ensure that students can use feedback from assessments to inform both learning and future assessment performance. The panel further advises the consideration of the use of Brightspace rubrics for student feedback, where applicable to certain assessment types.</p>
	<p>School Response:</p>

	We will review the feedback methods used during the coming academic year 2025/2026 and consider the use of Brightspace rubrics where appropriate.
R3	<p>It is recommended that introductory theory in a topic is communicated to students prior to required laboratory work on the same topic, with clear sign-posting of the relationship between the theory and the practical/lab work to facilitate students in greater integration between theory and practice.</p> <p>School Response:</p> <p>This is already carried out in the design and delivery in most modules but this will be reviewed by all staff to ensure that this signposting is clear to all students. The labs do not start until week 2 of teaching to facilitate this and pre-practical talks will include signposting to the relevant lecture material.</p>
R4	<p>The panel recommends that there be a balance of wet lab delivery/assessment and dry lab delivery/assessment to ensure that the students of both programmes have broad experience in both areas, thereby fostering work-readiness skills.</p> <p>School Response:</p> <p>In the scientific focused modules the wet lab delivery is already in place as this is our unique USP and the feedback from employers is consistently positive in relation to student laboratory skills, showing that there is a good balance in both programmes between wet lab and dry lab skills. We will monitor this in the coming academic year with a view to making any changes necessary for the 2026/27 academic year.</p>
R5	<p>The panel recommends that the TU886 programme team encourages more students to undertake in-house research projects within the TU Dublin. This will have the advantage of enhancing the talent pipeline within the School, potentially increasing the number of PhD students who may be able to supervise the TU886 research projects into the future. This would mitigate against any potential challenges that may arise with availability of external research placement and supervision opportunities into the future.</p> <p>School Response:</p> <p>We actively promote in-house projects to the students and will continue to do so for the 2025/26. We will gather student testimonials from student who have undertaken there project in-house this year and present it as part of the project presentation in the next academic year. It is important to recognise that the opportunities afforded to students by participation on Erasmus or undertaking their project externally to the University is unique and must also be fostered. Students who have undertaken their projects externally to the School have returned to undertake PhDs in the School.</p>
R6	<p>The panel recommends that an opportunity be created for students – either within the professional skills development modules, or extra-curricularly – to support students in identifying the work-relevant skills that they have acquired during the course of their study, which should be captured in their CV. This will facilitate students in showcasing their work-relevant skills in their CVs to potential employers. For example, a CV workshop tailored specifically towards graduates of these programmes, with a TU Dublin Careers Advisor.</p> <p>School Response:</p> <p>Students in TU751 year 2 and 3 already receive a focused talk each year from the TU Dublin Careers advisor Edel Kearney on summer internships for the TU751/2 and further career opportunities for the TU751/3. The possibility of incorporating a CV workshop facilitated by the TU Dublin Careers advisors into the BIOL2910 module will be explored in 2025/26. The University has an established and experienced Careers Service and their ongoing support for students in the School is exemplary.</p>
R7	The panel recommends that continued consideration be given – as the programmes evolve and develop and resources become available – to the increased incorporation of work placement opportunities within the programmes as a way of promoting work-readiness and employability prospects for the students.

	<p>School Response:</p> <p>The School recognises that a placement or placement-like opportunity would be a valuable addition to this programme and will give this continued consideration should resources become available to support this. The fact that the majority of students already have the opportunity to undertake their research project either under the Erasmus scheme or in an external University/Industry provides the students with an opportunity for work-ready and employability prospects for students. Also refer to point R5 above.</p>
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Other matters to be brought to the attention of Faculty Board and/or Academic Quality Assurance & Enhancement Committee


The Programme Review panel were advised that revisions to both the modules and structure of the first year of TU751 was previously approved through a Major Amendment Event (May 2024). However, the panel were asked to still consider these modules as part of the review of TU751 reported here. In particular, the panel were asked to consider the alignment of the TU751 (Year 1) modules with Years 2 and 3 of the same programme, and with the overall programme aims, objectives and learning outcomes.

Section G Approvals

Review Report

This Review Report has been agreed by the Review Panel and is signed on its behalf by the Panel Chair.

Chair: Dr David Gaul

<p>Signed:</p> 	<p>Date: 02/05/2025</p>
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School Response

The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.

<p>Head of School:</p> 	
<p>Signed:</p>	<p>Date: 5.6.2025</p>

Appendix 1 – Review Schedule

**BSc in Biosciences (TU751) Level 7
& BSc(Hons) in Biomolecular Science (TU886) Level 8 add-on**

Programme Review Event Schedule

Wednesday 9th April 2025

MS Teams

[Join the meeting now](#)

Meeting ID: 339 105 698 943

Passcode: hS2a4aU2

Contact: linda.moore@tudublin.ie

Time	Description	In attendance
09:15-10:00	Panel introductions, confirmation of schedule and preliminary discussions	Panel only
10:00-10:40	TU751 Presentation and meeting with programme leadership team	Panel, Head of School, Head of Discipline, Programme Coordinator(s), Year Tutors
10.40-11.00	TU886 Presentation and meeting with programme leadership team	Panel, Head of School, Head of Discipline, Programme Coordinator(s), Year Tutors
11:00-11:15	Panel comfort break	Panel only
11:15-11:45	Panel meeting	Panel only
11:45-12:45	Meeting with staff responsible for module delivery and assessment for TU751 Meeting with staff responsible for module delivery and assessment for TU886 <i>(Discussion of incl. modules and syllabus, teaching and learning methods and assessment)</i>	Panel Head of Discipline Programme Co-ordinator(s) Staff responsible for delivery & assessment of modules (module co-ordinators)
12:45-13:30	Panel meeting	Panel only
13:30-14:15	Panel lunch break	Panel only

14:15-14:45	Meeting with student representatives	Panel, student representatives only
14:45-15:15	Meeting with graduates	Panel, graduates only
15:15-15:30	Panel comfort break	Panel only
15:30-16:30	Private Meeting of Panel to discuss outcome and highlight key areas for the report (private)	Panel only
16:30-17:00	Final meeting with Programme leadership team to verbally report findings	Panel, Head of School, Head of Discipline, Programme Coordinator, Programme Team

Appendix 2 – Documentation List

The panel reviewed and considered the following documentation as part of the Programme Review:

BSc in Biosciences (TU751)

- Programme Self-Evaluation Report.
- Programme document (incl. Individual module descriptors and module learning outcome-to-programme learning outcome map).
- Student Handbooks – for each of Years 1, 2 & 3.
- Exemplar assessment materials – for each of Years 1, 2 & 3, including indicative assessment schedules.
- External examiner reports (previous 3 academic years).
- Programme annual quality assurance reports (previous 3 academic years).

BSc(Hons) in Biomolecular Science (TU886)

- Programme Self-Evaluation Report.
- Programme document (incl. Individual module descriptors and module learning outcome-to-programme learning outcome map).
- Student Handbook.
- Research Project Student Information and Guidelines.
- External examiner reports (previous 3 academic years).
- Programme annual quality assurance reports (previous 3 academic years).