



The University of
Nottingham

UNITED KINGDOM · CHINA · MALAYSIA

School of Biosciences

**Master of Nutrition
and Dietetics**

Course Handbook

2016-2017

Please note that all of the information given in this Student Course Handbook was correct at the time of going to press; Schools reserve the right to amend course structures or information and amend, substitute or withdraw modules detailed in this publication. Comments or feedback on the contents of this handbook are welcome, and will be used in the revised edition for 2017-2018. Any comments concerning this publication should be addressed to Kathy Wilson (Programme Manager) at the Sutton Bonington Campus or e-mail Kathy.Wilson@Nottingham.ac.uk.

This handbook is available in alternative formats. Please contact Kathy Wilson by emailing Kathy.Wilson@Nottingham.ac.uk or telephone 0115 74 86501 to request an alternative format.

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1 Dates for Your Diary

Term dates

Autumn Term

Monday 26 September 2016 – Friday 16 December 2016

Spring Term

Monday 16 January 2017 – Friday 7 April 2017

Summer Term

Monday 8 May 2017 – Friday 23 June 2017

Semester dates

Autumn Semester

Monday 26 September 2016 – Saturday 28 January 2017

Spring Semester

Monday 30 January 2017 – Friday 23 June 2017

Exam dates

Autumn Semester

Monday 16 January 2017 to Saturday 28 January 2017 – including
Saturday 21 January 2017

Spring Semester

Monday 22 May 2017 to Saturday 10 June 2017 – including Saturday 27 May and
Saturday 3 June 2017

Late summer resits

Monday 21 August 2017 to Wednesday 30 August 2017 – excluding
Saturday 26 August 2017

2 Course Handbook

This Manual is designed to give you all the information you need to allow you to progress your studies at Nottingham. It describes the various procedures and practices that are in place which are designed to help you achieve your goals. From time to time these have to be changed to meet new requirements put upon us by the University and changes are also made based on student opinion. Therefore at any time if you have a positive suggestion, which can bring about some improvement in what we do, please bring these to the attention of the Student Guild who are represented on a number of School Committees.

3 The School of Biosciences

The School of Biosciences is part of the Faculty of Science and is based mainly on the Sutton Bonington campus; the BSc/MSci Environmental Science and BSc Environmental Biology degrees are located at the University Park campus.

The School of Biosciences has over 80 academic members of staff, 895 undergraduate students and about 550 research and taught postgraduate students. Academic staff are allotted to one of 5 Divisions which reflect specific areas of teaching and research; Agricultural and Environmental Sciences, Animal Sciences, Food Sciences, Nutritional Sciences and Plant and Crop Sciences.

You can find full and detailed information about the School and its staff on our Website – www.nottingham.ac.uk/Biosciences

4 Advice

One of the first people you will meet is your Personal Tutor. Your Personal Tutor will be a member of academic staff with whom you have regular meetings, sometimes as part of a group. Your Tutor is there to give you help and support in person as well as guidance in academic matters. You should make every effort to establish a good relationship. Your Tutor will provide you with advice and details of your exam performance so it is essential that you discuss your progress, in confidence, with him/her at regular intervals.

Here are a few pieces of free advice; they come from fellow undergraduate students and from academic staff who helped us prepare this document.

- Most lecturers teach at a faster pace than you may be used to from school or college.
- Develop good note taking skills early in your university career.
- Lectures are progressive, i.e. each one builds on the last. Missing lectures is therefore dangerous, as is ignoring things that you didn't fully understand at the time.
- Module Conveners may issue a book list. Check with academic staff and 2nd and 3rd year students which are the most valuable to buy. You may not be able to afford them all. Books on your reading lists can be borrowed from the Libraries.
- You should expect to work outside of class time. This may include reading, rewriting your notes, doing coursework, writing reports, etc.
- Don't be afraid of asking questions in lectures. Lecturers like to know that students are following what they are saying. The question you ask may be exactly what other students were wondering but were afraid to ask. Most lecturers will provide opportunities for questions. You can also ask for help outside of lecture time.

- Don't be afraid to approach staff for help. Their offices are accessible to you and they have telephones and email. They are busy people but a large part of their work involves dealing with students. Please see "office hours" section for further details of how to make appointments with academic staff.
- Make use of their time, advice, experience and expertise.
- Remember that activities continue after the exams and that you are required to remain at the University until the end of each semester.
- Never hesitate to see the lecturer if you are having difficulty with his / her module or don't understand why you were given a particular mark
- Handing in coursework late means losing marks. 5% will be lost for every working day late.
- The School has a Learning Community Forum with staff and student representatives from each year. Use this system to make constructive comments about your course.
- If you become ill and have to miss more than a couple of days, or a coursework deadline, or if your performance in an exam is affected, go to see your tutor and complete an Extenuating Circumstances Form and on the website:
<http://www.nottingham.ac.uk/academic-services/quality-manual/assessment-and-awards/extenuating-circumstances-policy-and-procedures.aspx>
- Missing an exam for any reason is extremely serious and should be avoided if at all possible. Let your Tutor know IMMEDIATELY and complete an extenuating circumstances form available as above.
- Check your email daily and Moodle updates; otherwise you may miss vital information.

5 Student Commitment

Students are expected to access their e-mail accounts regularly as this is the main means of communication. Please do not use any other personal email account which you may have for communication within the University. If you do, you risk losing out on important information

You are required to:

- **Read** this handbook and other documents referred to so that you are clear about the structure of your degree course and what is expected of you.
- **Abide** by University Ordinances, Regulations and other codes of practice (e.g. Computing, Safety etc.).
- Read **notices** placed on official notice boards, these provide an important primary channel of general communication and may advertise such information as re-arrangements to the teaching timetable.

It is wise to carry a diary in which to note appointments with tutors, module conveners, course diary, etc.

6 Your School and Your Studies

Teaching Staff - Lecturers are responsible for teaching components of modules and for setting and marking assignments and examinations.

Each module has a **Convener** who is responsible for its organisation. At the start of the module, the Convener will issue to each student a document describing its aims, content, objectives, transferable skills, methods of assessment, dates for submission and return of coursework and penalties for late submission. Students will be given coursework turnaround details. S/he will also conduct a feedback exercise at the end of the module to gauge student opinion.

Each course has a **Course Director**, responsible for overseeing its structure and smooth running. The Course Director ensures balance between modules and liaises regularly with other staff to ensure that appropriate teaching and learning are provided. The **Course Directors** are directly responsible to the **Assistant Pro-Vice-Chancellor for Teaching and Learning** for ensuring that all levels of the teaching management structure operate efficiently. They should be notified of any significant problems. **Heads of Division** are ultimately responsible for the services provided by their staff.

The **Assistant Pro-Vice-Chancellor for Teaching and Learning** oversees the organisation and management of teaching across the School.

The **Semester 1 Tutor** is responsible for maintaining a balance of work between the core Semester 1 modules. S/he appoints student representatives and holds meetings at which any matters which students may wish to raise can be discussed. Don't be afraid to make your views known!

A list of the staff who hold these positions are included in this handbook (see Staff Roles section). Students should feel able to approach any of them with concerns they may have about aspects of their education. Your Personal Tutor can advise you and make the appropriate contacts.

7 Staff Roles

Role In School	Staff Member	Location <i>See key at end of table</i>	Tel	Email @nottingham. ac.uk
Head of School	Prof Simon Langley-Evans	MB	16139	Simon.Langley-Evans
Head of Operations	Dr Sarah Johnson	MB	16000	Sarah.Johnson
PA to Head of School and School Manager (Academic Administration)	Ms Susan Blencowe	MB	16010	Susan.Blencowe
Sutton Bonington Programme Manager	Ms K J Wilson	Barn	16002	Kathy.Wilson
Sutton Bonington Manager	Miss Helen Wells	Barn	86504	Helen.Wells
4-Year Degree Tutor (Euro. Cert.)	Rachel Jessop	BBSB	16162	Rachel.Jessop
Marketing Manager	Ms Helen Rotherforth	MB	16607	Helen.Rotherforth
Sutton Bonington Programme Administration	Mrs Gill Fox	Barn	86501	Gillian.Fox
IT Support Officer	Mr Dave Walters	JCG	16511	Dave.Walters
U21 Co-ordinator	Rachel Jessop	BBSB	16162	Rachel.Jessop
Sutton Bonington Administrator	Mrs E Staves	Barn	86504	Elena.Staves
Sutton Bonington Senior Administrator	Mrs L Eaves	Barn	86508	Linda.Eaves

Building Locations

BBSB = Bioenergy and Brewing Science Building

GB = Gateway Building

MB = Main Building

SL = South Lab Building

SO = School Office, Main Building

JCG = James Cameron Gifford Library

Heads of Division	Name	Building <i>See key at end of table</i>	Tel	Email @nottingham. ac.uk
Animal Sciences	Prof P Garnsworthy	SL	16065	Phil.Garnsworthy
Agricultural and Environmental Sciences	Prof S Mooney	GB	16257	Sacha.Mooney
Food Sciences	Prof Tim Foster	FS	16246	Tim.Foster
Nutritional Sciences	Prof Andy Salter	NL	16120	Andy.Salter
Plant and Crop Sciences	Prof M Holdsworth	PCS	16323	Mike.Holdsworth

Key Roles	Name	Building	Tel	Email @nottingham. ac.uk
Warden Bonington Hall	Dr I Hardy	SL	16052	Ian.Hardy
Senior Tutors	Prof M R Luck Dr L Bailey	SL	16309 16255	Martin.Luck Liz.Bailey
Semester 1 Tutor	Dr K Pyke	PCS	13216	Kevin.Pyke
Exam. Officer	Dr M Elmes	NL	16183	Matthew.J.Elmes
Study Abroad Co-ordinator	Dr Marcus Alcocer	NL	16103	Marcus.Alcocer
Biosciences Director of Learning and Teaching	Dr Fiona McCullough	NL	16118	Fiona.Mccullough
Malaysia School Coordinator	Dr Marcus Alcocer	PCS	16013	Marcus.Alcocer
Industrial Placement Officers & School Placement Officers	Dr J Wayte Rachel Jessop	BioB	16171 14380	Judith.Wayte Rachel.Jessop

Building Locations

BioB = Bioenergy Building
 FS = Food Sciences
 GB = Gateway Building
 NL = North Lab
 PCS= Plant and Crop Sciences
 SL = South Lab Building

Course Directors	Name	Building <i>See key at end of table</i>	Tel	Email @nottingham. ac.uk
Agriculture Agricultural and Crop Science Agricultural and Environmental Science Agricultural and Livestock International Agricultural Science	Prof P Wilson	SL	16075	Paul.Wilson
Animal Science	Dr D Sweetman	SL	16019	Dylan.Sweetman
Applied Biology & Biotechnology	Dr Nagamani Bora (Mani)	PCS	TBC	Nagamani.Bora
Environmental Biology	Dr Ruth Blunt	Gateway Building, SB, or B47, Life Sciences, UP	16288	Ruth.Blunt
Environmental Science	Dr Ruth Blunt	Gateway Building, SB, or B47, Life Sciences, UP	16288	Ruth.Blunt
Food Science & Nutrition and Food Science	Dr D Gray	FS	16147	David.Gray
Microbiology	Dr J Hobman	FS	16166	Jon.Hobman
Master of Nutrition and Dietetics	Dr F McCullough	NL	16118	Fiona.Mccullough
Nutrition	Dr P Jethwa Dr J Majewicz	NL NL	16604 16106	Preeti.Jethwa Jon.Majewicz
Plant Science	Dr Kevin Pyke	PCS	13216	Kevin.Pyke

Building Locations

FS= Food Sciences Building
 GB = Gateway Building
 NL = North Lab Building
 PCS= Plant and Crop Sciences
 SL = South Lab Building

8 Academic Staff and Locations

Name	Room	Telephone Number	Divisions*
Dr R Alberio	B223, South Laboratory Building	0115 951 6304	AS
Dr M Alcocer	49E, 2 nd Floor, North Laboratory Bldg	0115 951 6103	NS
Dr R Anand-Ivell	B216, South Laboratory Building	0115 951 6298	AS
Mrs A Avery	49D, North Laboratory Building	0115 951 6238	NS
Dr E Bailey	C21, The Gateway Building	0115 951 6255	AES
Dr M Bell	B228, South Laboratory Building	0115 951 6056	AES
Ms M Benlloch Tinoco	A18 Biosciences. Main Building	0115 951 6146	MB
Prof M J Bennett	C06, Plant Sciences Building	0115 951 3255	PCS
Dr A Bishopp	A15, Plant Sciences Building	0115 951 6108	PCS
Dr R Blunt	B47, Life Sciences Building or C18 Gateway Building	0115 951 3238	AES
Dr N Bora	B06, Bioenergy and Brewing Science Bldg	0115 951 6011	PCS
Dr J Brameld	43, 1st Floor, North Laboratory Bldg	0115 951 6133	NS
Prof M Broadley	A05, Plant Sciences Building	0115 951 6382	PCS
Dr K Brown	B30a, Food Science Building	0115 951 6509	FS
Dr N Chapman	306, South Laboratory Building	0115 951 6082	PCS
Dr L Coneyworth	58, 2nd Floor, North Laboratory Bldg	0115 951 6124	NS
Prof I F Connerton	B28, Food Sciences Building	0115 951 6119	FS
Dr D Cook	C04, Bioenergy and Brewing Science Bldg	0115 951 6245	FS
Prof N Crout	C19, The Gateway Building	0115 951 6253	AES
Prof C E R Dodd	B30, Food Science Building	0115 951 6163	FS
Dr S Egan	C21 School of Veterinary Medicine and Science	0115 951 6659	VS
Dr M Elmes	53, 2nd Floor, North Laboratory Bldg	0115 951 6183	NS
Dr I Fisk	A28, FS Building	0115 951 6037	FS
Dr R Ford	C03, Bioenergy and Brewing Science Bldg	0115 951 6685	FS
Prof T Foster	B29, FS Building	0115 951 6246	FS
Dr M J Foulkes	312, South Laboratory Building	0115 951 6024	PCS
Dr R G Fray	C33, Plant Sciences Building	0115 951 6371	PCS
Dr A P French	C08a, Plant Sciences Building	0115 951 6108	PCS
Prof P C Garnsworthy	B203, South Laboratory Building	0115 951 6065	AS
Dr Z Gonzalez-Carranza	C11, Plant Sciences Building	0115 951 6335	PCS
Dr N Graham	C30, Plant Sciences Building	0115 951 6681	PCS
Dr D Gray	A29, FS Building	0115 951 6147	FS
Dr D Greetham	A20 Food Science	0115 951 6578	FS
Prof S E Harding	A15, The Limes	0115 951 6148	FS
Dr I Hardy	C26, The Gateway Building	0115 951 6052	AES
Dr J Harris	C18, Vet School	0115 951 6316	AS
Dr K Harris-Adams	C311, South Laboratory Building	0115 951 6066	AES
Dr P J Hill	B21, FS Building	0115 951 6169	FS
Dr J L Hobman	B22, FS Building	0115 951 6166	FS
Prof M J Holdsworth	301B, South Laboratory Building	0115 951 6046	PCS
Prof J Hort	C10, Bioenergy and Brewing Science Bldg	0115 951 6222	FS

Rachel Jessop	C05, Bioenergy and Brewing Science Bldg	0115 951 6162	FS
Dr P Jethwa	55, North Laboratory Building	0115 951 6604	NS
Miss J Kearns	30, 1st floor, North Laboratory Bldg	0115 951 6756	NS
Prof I P King	C21, Plant Sciences Building	0115 951 6372	PCS
Dr J King	C26, Plant Sciences Building	0115 951 3205	PCS
Dr B Lomax	C24, The Gateway Building	0115 951 6258	AES
Prof M R Luck	B207, South Laboratory Building	0115 951 6309	AS
Dr S Lydon	C08, Plant Sciences Building	0115 951 6289	PCS
Dr J Majewicz	37, 1st floor, North Laboratory Building	0115 951 6106	NS
Dr G Mann	B208, South Laboratory Building	0115 951 6326	AS
Dr J Margerison	B209 South Laboratory Building	0115 951 6301	AS
Dr S Mayes	301C, South Laboratory Building	0115 951 8062	PCS
Dr F S W McCulloch	26,1st Floor, North Laboratory Building	0115 951 6118	NS
Dr K Mellits	B26, FS Building	0115 951 6172	FS
Dr K M Millar	B67, Vet School	0115 951 6303	AS
Prof S Mooney	C31, The Gateway Building	0115 951 6257	AES
Dr E H Murchie	301C, South Laboratory Building	0115 951 6082	PCS
Dr A Murton	49H, 2nd Floor, North Laboratory Building	0115 823 6592	NS
Dr T Parr	53A, 2nd Floor, North Laboratory Bldg	0115 951 6128	NS
Miss J Pearce	49G, 2nd Floor, North Laboratory Bldg	0115 951 6105	NS
Dr C Powell	C02, Bioenergy and Brewing Science Bldg	0115 951 6191	FS
Dr S Price	CO8 Bioenergy and Brewing Science Bldg	0115 951 6742	FS
Dr K Pyke	C09, Plant Sciences Building	0115 951 3216	PCS
Dr D Quain	C08 BABS	0115 951 6160	FS
Dr C Raaff	26 North Laboratory Bldg	0115 951 6121	NS
Dr S Ramsden	308, South Laboratory Building	0115 951 6078	AES
Dr R Ray	303, South Laboratory Building	0115 951 6094	PCS
Dr C E D Rees	B23, FS Building	0115 951 6167	FS
Prof K Ritz	C22 Gateway Building	0115 951 6288	AES
Dr T P Robbins	C27, Plant Sciences Building	0115 951 6329	PCS
Dr A Rosenthal	A24 Food Sciences	0115 951 6038	FS
Prof A M Salter	32A, 1st Floor, North Laboratory Bldg	0115 951 6120	NS
Dr D Scott	B19, FS Building	0115 951 6221	FS
Prof G Shaw	C29, The Gateway Building	0115 951 3206	AES
Dr C Sietou	C304 South Laboratory Building	0115 951 6306	AES
Prof K D Sinclair	B210, South Laboratory Building	0115 951 6053	AS
Dr M S Sjogersten	C27, The Gateway Building	0115 951 6239	AES
Dr D L Sparkes	330, South Laboratory Building	0115 951 6074	PCS
Dr D Stekel	C20, The Gateway Building	0115 951 6294	AES
Dr C Stevenson	A57, Vet School	0115 951 6055	AS
Dr R Stoger	B232, South Laboratory Building	0115 951 6232	AS
Miss R Stow	40, 1st floor, North Laboratory Bldg	0115 951 6170	NS
Dr A Swali	A20, Ground Floor, FS Bldg	0115 951 6578	FS
Dr R Swarup	C31, Plant Sciences Building	0115 951 6284	PCS
Dr D Sweetman	B234, South Laboratory Building	0115 951 6019	AS

Dr J A Swift	57a, Second Floor, North Lab	0115 951 6178	NS
Dr R Tarlington	School of Veterinary Medicine and Science	0115 951 6273	VS
Dr M Taylor	52, 2nd Floor, North Laboratory Bldg	0115 95 16104	NS
Dr A Waterfall	B224, South Laboratory Building	0115 951 6307	AS
Dr S Welham	24, North Laboratory Building	0115 951 6129	NS
Dr D Wells	C07, Plant Sciences Building	0115 951 6108	PCS
Dr H West	C28, The Gateway Building	0115 951 6268	AES
Mrs E Weston	A22, FS Building	0115 951 6146	FS
Dr G White	B227, South Laboratory Building	0115 951 6068	AS
Dr K Whitehead	28A, 1st Floor, North Laboratory Bldg	0115 951 6136	NS
Prof P Wilson	332, South Laboratory Building	0115 951 6075	AES
Prof Z A Wilson	A03, Plant Sciences Building	0115 951 3235	PCS
Prof J Wiseman	B205, South Laboratory Building	0115 951 6054	AS
Dr B Wolf	A27, Ground Floor, FS Bldg	0115 951 6134	FS
Dr S Young	C25, The Gateway Building	0115 951 6256	AES

***Divisional codes**

AES Agricultural & Environmental Sciences
 AS Animal Sciences
 BBS Bioenergy and Brewing Science Bldg
 FS Food Sciences
 MB Main Building
 NS Nutritional Science
 PCS Plant and Crop Sciences
 VS School of Veterinary Medicine and Science

9 Course Structure, Organisation and Choosing Your Modules

The Academic Year

The academic year at Nottingham is based on 2 semesters (autumn and spring) spread over three terms.

The following definitions might be helpful to you:

- **Credits** indicate a quantity of assessed learning. They contribute to a cumulative indication of modules which a student has completed. One credit equates to approximately 10 hours of study.
- A **Module** is a specified programme of study which is self-contained and attracts a specified number of credits. Examinations are held at the end of most modules. A ten credit module accounts for approximately 100 hours of your time, of which usually no more than 40 hours will be spent in the lecture room or laboratory
- A **Course of Study** is a set of modules satisfying the requirements for a particular degree and attracting 320 credits for an Ordinary Bachelor degree and 360 credits for an Honours degree.
- The levels in a course of study leading to an Honours degree are as follows
 - Year 1 (120 credits) Level 1
 - Year 2 (120 credits) Level 2
 - Year 3 (120 credits) Level 3

And for a Master of Nutrition and Dietetics or MSci degree

- Year 4 (120 credits) Level 4

Credits achieved in Year 1 are for progression purposes only and will not contribute to the final degree classification.

- A **semester** is a division of the academic year. It consists of twelve weeks of teaching, coursework and revision, plus two (Autumn Semester) or four (Spring Semester) weeks of assessment and consultation.
Note: Although each academic year is divided for teaching purposes into two semesters, there is still a three-term pattern of attendance, with breaks at Christmas, Easter and during the summer.
- A **year** is period of study consisting of an Autumn Semester followed by a Spring Semester. **Assessment** may be by means of written examination papers, oral examinations or coursework. Progression and/or degree classification are based on the outcome of the assessment.
- A **mark** module a numerical indication of the quality of the assessed work completed by a student in each. Marks awarded are subject to the approval of the Board of Examiners and are ratified by an External Examiner.

Choosing optional modules*

At module advisory days you will be asked to complete a module registration form that details your chosen optional modules for ALL PERIODS, i.e. for modules totalling 120 credits. All entries must include the module code. **All optional choices must be approved and signed by your Course Director.** You will have an opportunity at the beginning of the Autumn/Spring Semesters (the "Two week change of mind period") to make adjustments to your choices for that semester; you will also need to check that there are no timetable clashes.

Your choice of modules must normally total 60 credits per semester, and in any event not less than **50 credits** or more than **70 credits** per semester. To determine how a Full Year module contributes to the number of credits in a given semester, check the semester credit split for that module in the Module Catalogue modulecatalogue.nottingham.ac.uk/Nottingham

IT IS YOUR RESPONSIBILITY to see that your combination of modules accords with the Regulations for your course and teaching timetable. **Failure to do so could prevent you from progressing to the next year of the course or from graduating.**

Once you have chosen your optional modules and they have been approved, IT IS YOUR **RESPONSIBILITY** to ensure that you read the Declaration, sign the form and hand it to School Office staff. After that date changes to Full Year and Autumn Semester choices will not be allowed. **Failure to hand in the form by the date displayed may lead to incorrect examination entries and records.**

**There are some courses in Year 1 where there are no optional modules; however this information is useful for Years 2 and 3.*

Modules outside Biosciences

If you wish to register for an optional module from outside the School of Biosciences, you should write the module details on your Module Entry Form and obtain a signature in the "Agreed" box from the School that offers the module, as confirmation that the offering School accepts your registration (or email and provide email confirmation).

A complete list of modules within the University can be found in the Catalogue of Modules at modulecatalogue.nottingham.ac.uk/Nottingham

10 Master of Nutrition and Dietetics

Course Director: Dr Kirsten Whitehead

Contact details: e: kirsten.whitehead@nottingham.ac.uk or t: 0115 951 61136

See "taught" column to check the semester in which modules are taught

Compulsory

Students must take all modules in this group

Code	Title	Credits	Taught
D211F3	The Biosciences and Global Food Security	10	Autumn
D211P1	Genes and Cells: 1	10	Autumn
D212Z5	Introductory Physiology	20	Spring
D21BN1	Introduction to Nutrition	20	Full Year
D21BN2	Biochemistry – The Building Blocks of Life	20	Full Year
D21BN4	Introduction to Health Behaviours	20	Full Year
D21BN5	Introduction to Dietetics	10	Full Year
D21BN6	Dietetics Tutorials (academic development)	10	Full Year

Compulsory

Students must take all modules in this group

Code	Title	Credits	Taught
D223D1	Fundamentals of Dietetics	10	Autumn
D223N0	Global Issues in Nutrition	20	Autumn
D223N6	Principles of Immunology	10	Autumn
D223NA	Nutritional Regulation, Physiology and Endocrinology	20	Autumn
B12411	Medicine & Pathology	10	Spring
D224N0	Nutrition, Metabolism and Disease	20	Spring
D224N8	Communication Skills & Educational Methods	10	Spring
D22BN2	Food Composition and Modifications for Dietetics	20	Full Year

Year 3

Compulsory

Students must take all modules in this group

Code	Title	Credits	Taught
B14804	Clinical Pharmacology	10	Spring
D236N0	Research Skills in Dietetics	10	Spring
D23BN1	Nutrition and the Health of Populations	20	Full Year
D23BN4	Changing Behaviour, Promoting Health	20	Full Year
D23BD1	Principles and Practice of Dietetics	60	Full Year

Part III (Year 4)***Compulsory***

Students must take all credits from this group:

Code	Title	Credits	Taught
D247N2	Dietetics Research Project	30	Autumn
D247N7	Advanced Dietetics (Clinical and Public Health) and Professional Issues	30	Autumn
D248N8	Advanced Dietetic Practice	60	Spring

11 Timetable Information

Academic Year 2016-2017 Week Pattern for the UK CAMPUS

Teaching starts Thursday 29 September 2016 (if your modules are taught on either a Thursday or Friday)

Syllabus Plus Timetable Week	Teaching Week	Week Commencing	Comments
1	1	26/09/2016	Registration/Induction
2	2	03/10/2016	Autumn Semester
3	3	10/10/2016	Autumn Semester
4	4	17/10/2016	Autumn Semester
5	5	24/10/2016	Autumn Semester
6	6	31/10/2016	Autumn Semester
7	7	07/11/2016	Autumn Semester
8	8	14/11/2016	Autumn Semester
9	9	21/11/2016	Autumn Semester
10	10	28/11/2016	Autumn Semester
11	11	05/12/2016	Autumn Semester
12	12	12/12/2016	term finishes Friday 16/12/16
13	Vacation	19/12/2016	Christmas
14	Vacation	26/12/2016	Christmas
15	Vacation	02/01/2017	Christmas
16	Vacation	09/01/2017	Christmas
17	Assessment	16/01/2017	Assessment
18	Assessment	23/01/2017	Assessment
19	1	30/01/2017	Spring Semester
20	2	06/02/2017	Spring Semester
21	3	13/02/2017	Spring Semester
22	4	20/02/2017	Spring Semester
23	5	27/02/2017	Spring Semester
24	6	06/03/2017	Spring Semester
25	7	13/03/2017	Spring Semester
26	8	20/03/2017	Spring Semester
27	9	27/03/2017	Spring Semester
28	10	03/04/2017	Spring Semester (ends 07/04/17)
29	Vacation	10/04/2017	Easter (Good Friday 14/04/17)
30	Vacation	17/04/2017	Easter (Easter Monday 17/04/17)
31	Vacation	24/04/2017	Easter
32	Vacation	01/05/2017	Easter
33	11	08/05/2017	Spring Semester
34	12	15/05/2017	Revision/Assessment
35	Assessment	22/05/2017	Assessment
36	Assessment	29/05/2017	Assessment
37	Assessment	05/06/2017	Assessment
38	-	12/06/2017	-
39	-	19/06/2017	term finishes Friday 23/06/17
40		26/06/2017	
41		03/07/2017	
42		10/07/2017	
43		17/07/2017	
44		24/07/2017	
45		31/07/2017	
46		07/08/2017	
47		14/08/2017	

48	Assessment	21/08/2017	Re-sit Period
49	Assessment	28/08/2017	Re-sit Period
50		04/09/2017	
51		11/09/2017	
52		18/09/2017	

12 Teaching Methods

Lectures

Throughout your university career, you will find that lectures are the most common method of teaching. It is most important for you to ensure that you have a set of good clear notes based on the lectures **and** your own reading. As you progress through the second and third years of your degree, you will be expected to do increasing amounts of reading; it is therefore useful to develop your reading skills during your first year. Teaching of some modules is complemented by the use of teaching software.

Hints and tips for making the most effective use of the teaching and learning opportunities available to you are provided in *Study Skills Guide* given to all students at the beginning of their first year).

NB books which should be purchased will be identified at the start of teaching - you are advised not to buy any books prior to this unless otherwise indicated in the recommended reading lists at the end of each module synopses.

Practical Classes

Course requirements may require you to take practical classes. These may involve laboratory experiments or observations and analysis of data obtained during the sessions. Practical sessions provide an opportunity to learn and develop additional skills in techniques, observation and analysis. Practical classes also provide an opportunity to extend your knowledge of topics not covered in lectures. For each practical course you will receive a laboratory manual or collection of schedules which will expand on the learning experience of the course.

Some large first year classes are taught simultaneously in adjacent laboratories. Consult the class lists posted on the notice boards to identify the laboratory you will work in. For each practical class, at least one member of academic staff will always be in attendance. S/he will be accompanied by postgraduate students who work as demonstrators. In some cases, technicians may also be present to assist. The teaching team is present in the laboratory to aid your learning experience, so please seek their help as much as you need, and ensure you carry out your work safely, with no harm to yourself or other students. Practical classes provide a valuable opportunity for you to get to know the academic staff in a less formal way and for them to help you. These classes frequently provide an excellent opportunity for you to raise questions from the lecture course with the member of staff and deal with problems you may have.

For all practical classes, you **MUST WEAR** a suitable full-length laboratory coat, which must be buttoned at all times. You will be given a lab coat and safety glasses during Week 1 and advised about any other items you need to purchase. You **MUST** also **WEAR** safety glasses at all times unless advised to the contrary by an academic member of staff.

Safe working and good laboratory practices are essential in the laboratory environment and all laboratory exercises must be formally assessed under the regulations of COSHH. Details of these assessments are noted in the laboratory manual or schedule to draw your attention to specific hazards and the requirements of safe practice. During the introduction to a practical class, the member of staff in charge will give a verbal statement on safety issues.

Food and drink **MUST NOT** be taken into the laboratory.

Assessed Work

Many modules have an element of student-centred learning, especially in Parts I (Year 2) and II (Year 3) of your course. The work involved in these is assessed and forms part of the overall mark for the module. The proportion of the mark allotted to coursework is identified in each module description. Penalties are applied for late submission of coursework (5% per working day), unless there are extenuating circumstances and appropriate documentation is provided. In general, modules in the School of Bioscience use electronic submission of coursework through Moodle as the means of submission.

IT Training

IT is increasingly important as a basis of learning, communication and the preparation of your work e.g. dissertation, BSc project thesis and laboratory reports. It is important that you develop/improve your IT skills as you progress through your course.

Computer-aided Learning (CAL)

Several modules include computer-based teaching material, quizzes, exercises, simulations. In order to use these, you must be registered on the School of Biosciences Network. You may be assessed on some of these packages while using them or in the form of a conventional write-up. You should be prepared to take notes as you work through material on computers.

13 Assessment, Progression, Compensation and Reassessment

The University Undergraduate Course Regulations apply to all the School's BSc, MSci and MNutr degrees.

The regulations can be found at:

www.nottingham.ac.uk/academic-services/quality-manual/study-regulations/study-regulations-for-undergraduate-courses.aspx

You should note that:

- The pass mark for a module is 40%.
- **Progression and Compensation (BSc):** You don't need to pass all modules in order to progress to the next stage of your course. Compensation of failed modules can be achieved in the following ways – if you have:
 - (a) passed modules worth at least 80 credits and have a weighted average for the stage of at least 40% with no module marks of less than 30%;
 - or
 - (b) passed modules worth at least 100 credits and have a weighted average for the stage of at least 50%.
 - or
 - (c) passed modules worth at least 90 credits, have marks of 30% or more in modules worth at least 110* credits, and have a weighted average for the stage of at least 45%.

Progression and Compensation (MNutr): At the Part I, Part II and Part III stage, no core module can be compensated with the exception of optional modules for which university regulations apply. In addition, students must obtain at least 35% in both the examination and coursework components of these modules, although a mark between 35% and 39% in either the examination or coursework may be compensated by the other component of assessment.

Progression (MSci): At the end of Part I, students on the MSci degree must achieve an overall average of 55% at first sit in order to progress to Part II.

- **Reassessment:** If you do not reach the criteria for progression at the end of stage of study, you have a right to one re-assessment in each failed module. The form of reassessment is normally the same as for the first sit, with some exceptions (for example some MCQ papers are sometimes replaced with essay-style papers). For modules which are assessed by both coursework and exam, the School of Biosciences requires that, if the module has been failed overall, then you must be reassessed in the examination element of that module, even if that component of assessment has been passed.

In addition, if you have failed the coursework overall (of a module which is assessed by both coursework and examination) you may elect to resubmit remedial coursework. However, if you have passed your coursework overall, you are not entitled to resubmit either the whole coursework or any failed component within your coursework assessments. If you wish to take up the option of remedial coursework, you must make contact with the appropriate module convener (or his/her representative) **within 7 days** of the date of the letter notifying you that you have failed to progress. The module convener will give you a title and submission date for the coursework. Any remedial

coursework must be submitted before the start of the August examination period. However, individual module conveners have the right to set earlier deadlines at the time of setting the coursework.

Please note: for modules which have both an examination and coursework component, it is not possible for you to be reassessed by resubmitting coursework alone; you are required to retake the examination, even if this element of the module has been passed.

This policy allows students to maximise their chances of passing the module after reassessment. In Part I (and Part II [Master of Nutrition]), the ORIGINAL marks are carried forward for degree classification purposes. However, reassessment marks may be considered by the examining boards if the candidate is on the borderline between degree classes.

- **Progression after reassessment:** For progression purposes, the higher or highest of the marks obtained in each module (at first attempt or upon re-assessment) are considered and the progression and compensation regulations applied accordingly.
- **Marking Schemes:** see appendices 1-6.
- **Progression Charts:** see appendix 6 and can be viewed at <http://goo.gl/N492mp>
- **BSc Degree Candidates**

Award of an Honours degree is dependent on completion and submission of a final year project.

When the overall Part I / Part II mark has been computed, it is rounded to provide a single overall integer mark before any degree classification is assigned. Subject to the exception of borderline candidates and those with extenuating circumstances, who may be awarded a higher degree classification, students shall be awarded the class of degree with their overall mark. The classes of honours degree are as follows:-

- First Class - average of 70%+
- Second Class (Division 1) - average of 60-69%.
- Second Class (Division II) - average of 50-59%.
- Third Class - average of 40-49%.

The standardised weighting for the stages of a Bachelor degree will be 33/67 for Parts I and II respectively, and the standardised weighting for an Integrated Master's degree (undergraduate) will be 20/40/40 for Parts I, II and III respectively.

Borderline Profiling

Classification borderlines will be based on the overall rounded average mark (credit and stage weighted). Borderline overall averages will be as follows:

2:1-1st 68, 69

2:2-2:1 58, 59

3rd-2:2 48, 49

A student should be given the higher class if either of the following criteria are met:

- Half or more of the final stage credits are in the higher class;
- Half or more of the final and penultimate stage credits are in the higher class

Further Reading

Full details of regulations can be viewed on the UoN Quality Manual page at

<http://goo.gl/qoQP3>

Professional Requirements

Professional Requirements In order to qualify for a Master of Nutrition degree students must fulfil the following criteria: An Enhanced Disclosure and Barring Check and Occupational Health Check will be carried out upon joining the course. The student must be free from any unresolved fitness to practice issues prior to placements B & C.

Students must have successfully completed a Food Hygiene Certificate prior to starting placements. Students should normally complete Placement A before commencing Year 3 of their course. Proceeding to placement may be delayed if due to circumstances beyond the University's control and the student does not have Occupational Health or DBS clearance.

Students must successfully complete Clinical Placement B and Clinical Placement C. The procedure to be followed in the event of failure of the placement is outlined below.

In the event of failure to achieve a satisfactory standard at the end of any of the clinical placements, the student and the university tutor must each be informed of the reasons for the failure. Students must achieve a MNutr degree to be eligible to apply for registration with the HPC. Candidates whose overall performance does not merit the award of Master of Nutrition may, based on their performance in Part I and Part II, be awarded a classified BSc degree in Nutrition provided they have met the standards required for that Honours degree. Such students will not be eligible to apply for registration with the HCPC.

Failure of Clinical Placement B

The course of action will be dependent on the extent of the failure as determined by learning outcomes. Thus, depending on the number of outcomes failed, the student may be required to repeat 6 weeks of the placement or the whole placement. The student will not normally be permitted more than two attempts at Clinical Placement B. The length of extended training will be decided in consultation with the base trainer, and university tutor.

Failure of Clinical Placement C

The course of action will be dependent on the extent of the failure as determined by learning outcomes. Thus, depending on the number of outcomes failed, the student may be required to repeat 2 weeks of the placement or the whole placement. The student will not normally be permitted more than two attempts at Clinical Placement C. The length of extended training will be decided in consultation with the base trainer, and university tutor.

Details of these Professional Requirements may be found in the document 'Master of Nutrition, Professional Requirements' provided at the start of the candidates' course. Only those candidates qualifying for a Master of Nutrition degree are eligible for HCPC Registration as a Dietitian.

Other Placement Information

The practice placement periods are conducted in partnership with clinical educators in the East Midlands region. The placement's named trainer should be informed of all health conditions and academic referrals in advance of each placement. In the unlikely event of any student not being willing to disclose this relevant information, the Director of Dietetics Education will seek permission from the Head of School to inform the named trainer at the placement, in the interest of the students, placement staff and service users (patients).

14 Extenuating Circumstances

Policy regarding extensions to coursework on grounds of Extenuating Circumstances, Disability or Specific Learning Difficulties Summary:

- 1) Extensions to coursework will not normally be given unless the student has a specific recommendation from the School's Extenuating Circumstances Committee, or Academic/Disability Support.
- 2) Extensions will not normally be given as a result of short-term illness of less than 7 days unless the module convenor agrees this.
- 3) Students with Academic/Disability referrals allowing the option for coursework extension may arrange for a short extension to coursework submission with the module convenor, on the basis of particular circumstances, without the need to apply for extenuating circumstances.
- 4) Students with approved extenuating circumstances may be granted an extension to coursework submission of usually no more than 21 calendar days.

Full details of the school's implementation of University policy is below. Meeting deadlines is an important part of working life. It is important that students develop time management skills and the ability to meet deadlines before undertaking work placements or entering the workforce on graduation. Coursework deadlines are normally set at the start of the module by the module convenor¹, and clearly stated in module documents/introductory teaching sessions. This gives students the opportunity to identify periods of high workload within each semester and plan their time accordingly. Whilst course teams will try to adapt deadlines to avoid coursework 'hotspots', deadlines are set as appropriate for each individual module and it is the student's responsibility to plan their time accordingly.

Extensions to coursework deadlines can be given in limited circumstances – for example, if students have extenuating circumstances, disability or specific learning difficulties. These are dealt with in the following way.

- Extensions to coursework will not be given to students unless they have a specific recommendation from Academic/Disability Support, the School's Extenuating Circumstances (ECs) committee or the module convenor (see below).
- Students with specific recommendations from Academic/Disability Support may request one extension in advance of the deadline, giving justification for why they need it. Students should not expect to be offered an extension, and it is acceptable for the Module Convenor not to allow one, if it is not possible within the module structure – for example, if the work is subject to a very tight marking turn-around period, such as laboratory practical write-ups. In these circumstances, students should be given notice in advance of the deadline that no extensions can be allowed. If the module convenor feels that an extension is appropriate, the following extension lengths, which have been endorsed by Academic Support, will be followed:

Length of Coursework

Up to 2,500 words (or equivalent)
2,500- 5,000 words (or equivalent)
Final Year Dissertation

Extension

Maximum of 2 calendar days
2-4 calendar days
Maximum of 5 calendar days

¹ Where this guidance refers to "module convenor" this can also be taken to include coursework marker/other academic contributor to the module where this person is not the module convenor.

Any further extension would normally only be given on the basis of approved extenuating circumstances.

Any unapproved late submissions will have marks deducted as outlined in the Quality Manual (5% for each working day).

Students who submit coursework late as a result of illness or other circumstances lasting more than 7 days should discuss this with the module convenor or their personal tutor and should submit an EC form in advance of the submission deadline and evidence within 7 days of the submission deadline. If evidence is not available at the time that the form is submitted, it can be submitted within 14 days of the EC form submission. This documentation will be considered via the normal EC process (see: <http://www.nottingham.ac.uk/academic-services/qualitymanual/assessmentandawards/extenuating-circumstances-policy-and-procedures.aspx>)

- If ECs are accepted, an extension to the submission will be agreed and any marks that have been deducted for late submission will be reinstated.

Any extension (within a teaching semester) for students with ECs will not normally be for more than 21 calendar days, to ensure that all coursework is submitted prior to the coursework return date. Any submission after the return date will not be accepted but a student may be given a first sit opportunity if they have approved ECs.

15 Plagiarism and Paraphrasing

Plagiarism and Paraphrasing

This section is also covered in the Study Skills book. It draws upon information available at the following University Web sources together with guidance from staff in the School of Biosciences. **As work is now submitted electronically through Turnitin, be aware the plagiarism is readily-detected.**

USEFUL ADVICE FOR STUDENTS

One good method to avoid plagiarism is to make notes from material you have read and construct your essay / report, in your own words, from these notes. It is tempting (and easy) to copy and paste, but this is unacceptable and constitutes an academic misconduct. It is also poor practice to construct a draft by copying and pasting material from multiple sources, with the intention of then paraphrasing the resulting document. Apart from the fact that the end-product may be disjointed, the paraphrasing is often incomplete and the work submitted may contain elements of plagiarised material. It is, however, acceptable to include relevant figures and tables from published work, as long as you acknowledge their source by citing the primary reference for them.

To make a specific point, there may be rare occasions when you have may to quote an author verbatim; this is acceptable if you put the quotation in inverted commas and give the source, but you should have a good reason why you can't put the material in your own words.

USEFUL WEBSITES

Academic integrity and plagiarism

<http://www.nottingham.ac.uk/studyingeffectively/writing/plagiarism/index.aspx>

Quality Manual

<http://www.nottingham.ac.uk/academic-services/qualitymanual/assessmentandawards/academic-misconduct.aspx>

Studying Effectively

<http://www.nottingham.ac.uk/studyingeffectively/home.aspx>

DEFINITION OF AN ACADEMIC MISCONDUCT

Any activity or behaviour by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment is considered to be an act of academic misconduct and unacceptable in a scholarly community. Such action(s) will be considered under the University's Regulations on Academic Misconduct and this may lead to a penalty being imposed

DEFINITION OF PLAGIARISM

The following definition of plagiarism appears in the University Quality Manual:

Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks etc. This includes the unauthorised use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: A proof-reader may be used to ensure that the meaning of the author is not misrepresented due to the quality and standard of English used, unless a School/Department policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammar errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed; doing so may result in a charge of plagiarism.

Work in any year of study which is not undertaken in an Examination Room under the supervision of an invigilator (such as dissertations, essays, project work, experiments, observations, specimen collecting and other similar work), but which is nevertheless required work forming part of the degree, diploma or certificate assessment, must be the student's own and must not contain plagiarised material.

Possible **penalties** for an academic misconduct including plagiarism are:

- a) No marks to be awarded in relation to the specific material which is the subject of the act constituting an academic misconduct (thus leading to a reduced overall mark for the piece of course work, dissertation, examination question or examination script in which the specific material appears)
- b) Award a mark of zero for the entire piece of course work, dissertation, examination question or examination script in which the academic misconduct has occurred
- c) Award a mark of zero for the entire module in which the academic misconduct has occurred
- d) Award a mark of zero for all the assessments in the semester (even where this will lead to a reduction in degree class). In the case of year-long modules, this penalty may affect both semesters
- e) Award a mark of zero for the whole year (even where this will lead to a reduction in degree class)
- f) Require the student to take reassessments (as a result of being awarded zero marks) in the following session before being allowed to progress or complete their course
- g) require the student to register with the University and enrol on modules in which they need to take reassessments (as a result of being awarded zero marks) in the following session before being allowed to progress or complete their course
- h) Terminate the student's course
- i) Withdraw the award of a degree or other qualification from, and issue an amended transcript to, a former student of the University

- j) Full details of possible School and University penalties can be found at:
www.nottingham.ac.uk/academicservices/qualitymanual/assessment/academic-misconduct.aspx

ACADEMIC MISCONDUCT

Any activity or behaviour by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment is considered to be an act of academic misconduct and unacceptable in a scholarly community. Such action(s) will be considered under the University's Regulations on Academic Misconduct and this may lead to a penalty being imposed.

Here is a range of cheating behaviours:

1. False citation (i.e. attributing work to the wrong source)
2. Plagiarism
3. Using unauthorised sources or notes in examinations or tests
4. Dishonestly obtaining material or information prior to examinations
5. Copying from other students
6. Permitting other students to copy your work
7. Soliciting work from others (e.g. individuals, 'editors' or essay banks etc)
8. Submitting your own previously assessed work without acknowledgement (auto plagiarism)

Unauthorised Collaboration, or Collusion, occurs where:

Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously collaborated on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorized another to use their work, in part or whole, and to submit it as their own.

Note: Legitimate input from University tutors or approved readers or scribes is not considered to be collusion.

Fabrication may take various forms but is essentially concerned with manufacturing aspects of the work produced. For example, the insertion of made-up information, data, sources, quotes, anecdotes or analysis would all amount to fabrication

Recycling or unauthorised, multiple submissions.

The multiple submission by a student of their own material is not, in itself, considered as academic misconduct. Submission of material that has been submitted on a previous occasion for a different summative assessment is, however, unlikely to be academically appropriate. The merit of such material will therefore be a matter of academic judgement and it may attract fewer (or no) marks than would have been the case if it had not been assessed previously

Note:

Plagiarism is regarded as a serious academic misconduct by the University and will be penalised accordingly. Plagiarism can be easily identified by entering suspect passages into search engines. Specialist search engines (e.g. Turnitin) are available to check all submitted work against previously published sources, including coursework submitted by students in the current or previous years. The School of Biosciences uses Turnitin to assist academic staff detect plagiarism; students are

required to submit all coursework in electronic form to facilitate automatic on-line detection of plagiarism.

All BSc Research Projects must be submitted electronically to be checked by Turnitin along with the necessary hard copies (see Guidelines for BSc Research Projects).

If a student is required to attend an Academic Misconduct interview within the School for any suspected academic misconduct his/her tutor will be informed of this, together with the Head of School (or nominee), module convenor (or nominee) and the School Manager for Academic Administration (or nominee).

GUIDANCE TO HELP YOU AVOID COMMITTING PLAGIARISM

1. You are allowed to use information from other people's work provided you acknowledge the source. This can apply to a statement, Table or Figure. The best way of doing this for Tables and Figures is to add: "After Smith (1988)" or "Modified from Smith (1988)", and include the reference in your reference list.
2. If you are discussing something somebody else has said, you can say, for example: Smith (1987) claimed that coral reefs in the Pacific were damaged by high temperatures in 1975. Or: It has been claimed that high temperatures in 1975 damaged coral reefs in the Pacific (Smith, 1975).
3. It is rarely necessary to quote previous work directly and you should try to avoid doing this. If quotation is unavoidable, you should put the passage in quotation marks, e.g. Smith (1980) described the outcome of unprecedented high temperatures on coral reefs as: "A disaster for the marine communities in the coastal regions of the Indo-Pacific", and then stated that: "The phenomenon appears to be due to unprecedented high temperatures".

For information on paraphrasing see 8 and 9 below.

4. Authors should be cited in text either as: Smith (1975), Smith and Allen (1978), Allen (1987, 1989), or as (Smith, 1975; Smith and Allen, 1978; Allen 1987, 1989). Note that these are in chronological, not alphabetic order. When more than two authors are quoted, this should be in the form Allen *et al.* (1993) in the text, but the reference given in your reference list should contain the names of all the authors. Do not use numerically cited or ordered references.
5. In your "References" or "Literature cited" section, the following style (authors, date, title, journal, volume number, page numbers; called the "Harvard" style) should be used and references should be listed alphabetically.

Provided you are consistent, you may also use any other accepted style - see journals in the library – unless instructed otherwise by the member of staff setting the coursework.

Smith, A. J. and Allen, N. B. (1986). Temperatures and coral reefs. *Journal of the Marine Biological Association* 86: 101-123.

Smith, A. J., Jones, K. L. and Allen, N. B. (1988). Death of corals due to high temperatures. *Thermal Biology* 27: 19-34.

If the source is only available electronically or is being published "ahead of print", give the

DOI number in your reference.
Some electronic journals do not use page number

6. For books, the following style (author, title underlined or in italics, publisher, place of publication) applies:

Allen, N. B. (1992). *Coral Reef Biology*. Blackwells, London.
7. For chapters in edited volumes, the following style (author, date, title of chapter, title of book underlined or in italics, editors, page numbers, publisher, place of publication) applies:

Smith, A. J. (1987). Temperature and bleaching in corals. In: *Coral Reef Biology* (N. B. Allen and C. K. Hodges, eds.), pp. 65-90. Clumber Press, New York.
8. **Paraphrasing**, i.e. verbatim or almost verbatim restatement of a passage is a form of plagiarism frequently used in essays and dissertations. The following is paraphrased from C. H. Gordon, P. Simmons and G. Wynn (date unknown). *Plagiarism - What It Is And How To Avoid It*. University of British Columbia.

Students often ask "How much do I have to change a sentence to be sure I'm not plagiarising?" If you have to ask, you are probably about to commit plagiarism! There is no set number of words that you need to change or add to make a passage your own – the originality must come from the development and expression of your own ideas.

Original work demands original thought. You should try and separate your ideas from those of others. If you use another author's conclusions then acknowledge them. If you come to the same conclusions as another author you should still acknowledge them. Once a piece of work is complete, look at each part and ask yourself if the ideas expressed are entirely your own, and whether the general language or choice of words is your own. If the answer to either is "no" the work should be credited to the original author.

9. Examples.

9.1 Original

From Smith (1992):

The author has found that corals respond to high temperatures by expelling their zooxanthellae. This causes them to go white, a phenomenon known as "bleaching." Such corals soon become covered in algae, which makes it difficult for new coral planulae to settle and start a new colony (Davies, 1980). The phenomenon of bleaching is similar to the effect of a crown-of-thorns starfish (*Acanthaster planci*) attack where the polyps are digested by enzymes secreted onto the colony surface (Brown, 1990). As Jones (1972) found, *A. planci* poses a severe threat to corals in the Indo-Pacific. The recent occurrence of high numbers of these starfish on reefs has been correlated to run-off from land which contains high levels of plant nutrients (Jones, 1986). The subsequent increase in the number of algae apparently enhances the survival of the filter-feeding larvae of the starfish.

To include this text verbatim in your own work, *without* placing the entire paragraph in quotation marks and acknowledging Smith (1992) (see 3 above) would constitute plagiarism.

9.2 Paraphrased version

Paraphrased from Smith (1992):

Smith (1992) has found that corals respond to high temperatures by expelling their zooxanthellae. This phenomenon, known as "bleaching", causes them to go white. Such corals quickly become covered in algae and this makes it difficult for new coral planulae to settle and begin developing a new colony (Davies, 1980). Bleaching is similar to the effect of a crown-of-thorns starfish (*Acanthaster planci*) attack. Brown (1990) note that this is where the polyps are digested by enzymes secreted onto the colony surface. Jones (1972) found that *A. planci* may be a severe threat to corals in the Indo-Pacific. Recently high numbers of these starfish on reefs has been correlated to run-off from land with high levels of plant nutrients (Jones, 1986). The increase in the number of algae apparently enhances the survival of the filter-feeding larvae of the starfish.

To include this text in your own work, even *with* the initial acknowledgment Smith (1992) would constitute plagiarism since it reads as if only the first sentence is taken from Smith, and the rest of the references (Davies, Brown and Jones) have been sourced and read by you and that the development and expression of the text is your own original work.

9.3 Unacknowledged version (i.e. submitting this as if it were your own thoughts or work)

The presence of high numbers of crown-of-thorns starfish (*Acanthaster planci*) on reefs has been connected to run-off from land containing high levels of plant nutrients. This causes an increase in the number of algae which results in better survival of the filter-feeding larvae of the starfish. The starfish kills corals by secreting digestive enzymes onto their surfaces. *A. planci* poses a severe threat to corals in the Indo-Pacific and their effect is similar to that caused by "bleaching", a phenomenon caused by high temperatures which results in zooxanthellae being expelled. Subsequently the dead corals become covered in algae which makes it difficult for a new colony to start.

To include this text verbatim in your own work, would constitute plagiarism since there is no acknowledgment of Smith (1992).

9.4 Acceptable version (based on information from Smith, reading the cited references yourself and drawing upon other work)

Smith (1992) quoted Jones (1972, 1986) in suggesting that the crown-of-thorns starfish poses a threat to corals in the Indo-Pacific, and that their recent upsurge may be due to an increase in plant food levels caused by an input of nutrients from land. Brown (1990) found that these multi-armed starfish killed corals by everting their stomachs onto the coral colony surface and secreting an enzyme to digest the tissues externally. The resulting "bleaching" effect is similar to that which occurs when corals are exposed to high temperatures and the zooxanthellae are expelled (Smith, 1992). Davies (1980) found that the settlement of algae on the colony surface made it difficult for new coral larvae to settle and, although fish often grazed the algae continually, he found they could not keep these under control. Recent studies have shown that plagues of crown-of-thorns starfish may be a natural phenomenon, as the fossilised remains of previous outbreaks have been found in rocks millions of years old (Cromer, 1994).

To present your work like this would not constitute plagiarism.

Note that all the references and authors used in this document with the exception of Gordon *et al.* are fictitious.

**PLEASE CONSULT YOUR TUTOR IF YOU ARE STILL IN DOUBT ABOUT
PLAGIARISM**

16 Personal Academic Development

This table sets out the goals that you should strive for as you progress through your degree. If you can achieve these you will be well prepared for the diverse opportunities that lie ahead

	Qualifying year Year 1	Part I Year 2	Part II Year 3
Learning experience	<ul style="list-style-type: none"> Establish a strong factual base Learn the basics of the scientific method and develop a questioning approach 	<ul style="list-style-type: none"> Link knowledge from diverse sources and develop an ability to relate information Develop a critical and analytical approach to information 	<ul style="list-style-type: none"> Develop the ability to handle complex information Evaluate information and synthesise ideas Develop a creative approach to problem solving
Skills acquired	<ul style="list-style-type: none"> Cope with varying lecture styles Make effective use of library and IT facilities Acquire basic laboratory skills 	<ul style="list-style-type: none"> Consolidate information skills with extensive use of library and IT Enhance practical skills Enhance presentation skills Organise study and manage time to meet deadlines Appreciate the importance and value of team work 	<ul style="list-style-type: none"> Develop a mature approach to study Exhibit strong self-discipline and commitment Clearly articulate knowledge and understanding Respect the views of others and engage in reasoned argument
Developing independence	<ul style="list-style-type: none"> Learn to combine teacher-driven study with work based on individual initiative 	<ul style="list-style-type: none"> Make independent use of library and other information resources Acquire experience in a range of learning styles 	<ul style="list-style-type: none"> Take responsibility for self-learning Demonstrate individual style and flair Exhibit professionalism and ownership of subject

17 Academic Tutoring

Academic tutoring is the support which the school provides to students in addition to formal teaching. It is complementary to the University's central support services and pastoral care provision.

The objectives of Academic Tutoring are to:

- Help you acquire the necessary study skills to pursue your studies successfully.
- Address problems of lack of knowledge and understanding of the subject.
- Address any problems with aspects of a module or your studies in general.
- Provide you with an overview of your academic progress at module and programme level.
- Assist you in making academic choices e.g. module enrolments, programme pathways.
- Provide assessment feedback to help you improve your future performance.
- Contribute to the acquisition of key employability skills.
- Assist and encourage you to gain employment or continue your education after you graduate.

The School takes its responsibility for academic tutoring very seriously and provides the following to ensure that you are properly supported:

- One-to-one meetings with your personal tutor for personal development, pastoral support and guidance (e.g. on module choices).
- Meetings with course directors for module guidance, either informally or at module enrolment days.
- Tutorials/seminars within modules comprising your degree programme.
- Provision of specific credit-bearing academic tutoring and study skills modules D21BG1: Biosciences Tutorials (Academic Development) and Foundation and, C11BE1 Dissertation in Environmental Science and also through skills embedded in other academic modules including project and dissertation modules.
- Drop-in support sessions for mathematics and statistics.
- Written feedback on assessments including;
 - individual written or verbal feedback on coursework and mark allocation based on a transparent marking scheme,
 - generic feedback one week after exam results,
 - constructive comments provided by markers through individual appointments with module conveners,
 - students' evaluation forms collated from students' comments, available through Moodle.
- Student led-seminars.
- Peer support groups, including mentoring.
- 'Office hours' system for appointments with module coordinators/tutors.
- A flexible and comprehensive virtual learning environment (Moodle).
- Links to central support services e.g. Academic Support, the Counselling Service and the Student Services Centre.
- Assistance and guidance on academic administrative matters through the school office.
- Encouragement to make use of central on-line study skills resources e.g. 'Study Skills' www.nottingham.ac.uk/studyingeffectively
- Assistance with personal support or guidance from the School Senior Tutors.

School of Biosciences Tutoring Statement

The full Biosciences tutoring statement can be found in appendix 8 and at <http://goo.gl/dPpFjU> Students are encouraged to read the statement.

18 Attendance Monitoring

Students must attend all teaching activities necessary for the pursuit of their studies, undertake all associated assessments and attend meetings and other activities as required by their School or the University. Where students face difficulty in attending sessions or undertaking assessments and examinations, it is their responsibility to inform their School of this fact and to provide a satisfactory explanation. Please see

<http://www.nottingham.ac.uk/academic-services/quality-manual/registration-attendance-and-study/regulations-governing-attendance-and-engagement.aspx> for further details on attendance regulations at the University.

Two weeks is considered a significant period of absence and students are encouraged to consider interrupting their studies if they will miss this length of time. See for further details on voluntary interruption of studies.

The School will consider all extenuating circumstances relevant to attendance and engagement with a student's studies. Students should make the School aware of any extenuating circumstances as soon as possible to ensure full support can be provided and any alternative arrangements such as coursework extensions can be applied within the approved timescales. See the Quality Manual <http://goo.gl/yX4aTC> or further details on extenuating circumstances.

Individual Schools and Departments have systems in place to monitor attendance during the academic year. Example includes taking registers in lectures, monitoring coursework submission and tutorial attendance, etc. Unauthorised absences are reported to Academic Services and recorded as appropriate. Where students are absent without authorisation, to the point that it is not possible to continue with the course, Academic Services will write to the student stating that they will be deemed to have withdrawn from the University and their student record will be amended to show that they have withdrawn.

Students who are identified to be poorly engaging with their studies or poorly attending teaching activities will be asked to meet with the Student Experience and Support Officer or their Personal Tutor.

Where required the University will report non-attendance and poor attendance to appropriate authorities including the UK Border Agency and Student Finance.

19 Complaints and Appeals Procedures

Details of the University's Complaints and Appeals Procedure can be found at:

<http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/academic-appeals-policy-and-procedure.aspx>

The procedure regarding a complaint concerning your course is that in the first instance you should contact the lecturer concerned. If the matter cannot be resolved, the next points of contact would be:

- Module Convener
- Course Director
- Teaching Manager
- Head of Division
- Head of School
- Student Year Representative (names are on the Learning Community Forum notice board together with the Module Convener)

Students are encouraged to involve their Personal Tutors at any stage, whether the matter of concern is of an academic or personal nature. Students also have the right to bring matters of concern before Learning Community Forum.

20 Channels of Communication

Dissemination of information is an on-going process during the academic year; this will come from both the School Office and academic staff. We use several ways to give out information.

- **Email** - Email is the normal means of communication to individuals or class groups; your tutor and module conveners will email regularly and it is also a good way for you to contact academic staff. However, this and other media should not detract from personal meetings, which are necessary for the communication of several matters including the conveyance and discussion of examination.
- **Moodle** - Moodle is the online learning environment across the University. The resource allows you to access lecture notes, find links to external learning resources, access self-test exercises and assessments, participate in online learning activities, submit assignments and collaborate on group projects. You can log in using your University username and password the day after you have completed your registration online. w: moodle.nottingham.ac.uk
- **The Student Portal** - The Portal is a central part of the University's communication system for staff and students. Make sure you have access to it at: <https://goo.gl/dFwTwP>
- **Social Media** - The University of Nottingham uses the latest technology to bring Nottingham to life and to ensure that you can experience and interact with the University community at any time, see: www.nottingham.ac.uk/connect/nottinghamconnect.aspx
- **Blue Castle website** - students can view their marks, progression status and final award information electronically at: <https://goo.gl/txm85c>

21 Students/Staff Consultation

The courses you are taking have evolved over a number of years and incorporate many features arising from student feedback and evaluation. Each department has its own procedures for allowing students to participate in the evaluation and future development of courses.

Broadly, two channels exist:

- feedback evaluations which enable you to comment on the content, style and objectives of modules; we urge you to take the time and effort to complete these so you and future students can play a role in improving our teaching
- The Learning Community Forum (LCF) consists of course representatives of undergraduate students and teaching staff who discuss a wide range of academic and non-academic matters. Anyone who has comments, criticisms or suggestions that they wish to be discussed should contact one of the representatives, whose names will be notified to you during the first semester. Minutes of the Learning Community Forum will be made available electronically.
- The Student Guild also elects student representatives to the School Board and other School committees. If you want to influence academic procedures in the School and University on behalf of your fellow students, you must join the Guild first.

22 Students' Access to Academic Staff policy

Appointments for meetings with staff should be requested by students by email or in person (by phone or office notice board). Requests by email can be made at any time. Staff should respond to such requests by email within two working days (both during term and outside term-time). Staff are not obliged to send their responses outside of normal working hours, nor during official University holidays, nor when on vacation. They should put out-of-office messages on their emails during vacations and respond within two working days upon return.

Following a request, appointments should be arranged with the student at a mutually convenient time, normally to be held within three working days of the request.

Once an appointment has been made, both the staff member and the student are expected to honour the appointment. Should either be unable to attend they should email to cancel prior to the meeting.

Staff have the option of restricting their availability to students to particular days or times of day (other than in emergencies). In this case, they will communicate their preferred availability to their tutees and to other students they see on a regular basis.

23 Quality Assurance

The primary aim of the University of Nottingham is to sustain and improve the high quality of its provision as one of the leading research-led universities in the United Kingdom. It is also committed to providing a learning environment of the highest quality for students, in which first class teaching is underpinned by excellent research. The School of Biosciences endeavours to maintain these goals in the Biosciences, where relevant in collaboration with other schools, in the following ways:-

- by recruiting motivated students with a proven record of high level of learning;
- by providing a broad education across the discipline;
- enabling the development of an analytical and critical appreciation of scientific ideas and problem solving;
- providing a learning experience enriched by an active research environment;
- enabling the development of independent learning and skills for a wide range of careers within and outside the biological sciences;
- to ensure that students receive appropriate support and guidance in their academic development and career planning;
- to identify and support the academic and pastoral needs of individual students;
- to provide a flexible, effective and adequately resourced learning environment, and
- to maintain and improve teaching and learning through effective management structures in line with the University Quality Manual.

As part of an ongoing process of improving quality, some of our teaching facilities have been recently refurbished and modernised. We look to our students to help us maintain these areas in good condition for the benefit of future generation.

24 Coursework and Examination Feedback

Feedback is provided in three main forms on i) assessed coursework, ii) examination performance and iii) general aspects of each module. In addition to individual marks given for assessed coursework in each module, you will receive an overall module mark and the end of each semester and a full set of module marks will be made available to you through Blue Castle (<https://bluecastle.nottingham.ac.uk>). Your module marks are confidential and not shown to other students. Individual mark components (e.g. coursework marks) are also confidential; the only exception to this is when you receive a mark for a piece of 'group work' in which all members of your group receive the same mark. The sections below provide further details about feedback.

Coursework Feedback

Coursework feedback is normally provided through written comments on your work. For many pieces of coursework, a cover sheet will be returned with your work to explain the mark received and give advice on how your work could be improved. For other pieces of non-examination assessed work, it may not be feasible to provide written comments on your work, for example, a group oral presentation; in such cases, feedback may be provided verbally or by email. Feedback for other assessed work e.g. laboratory practicals, may be provided in other ways as appropriate to the assignment set. Whilst the manner by which you receive coursework may vary depending on the type of coursework set, the purpose of the feedback is to provide a mark for the work together with constructive comments to help improve your performance in future assignments. If you wish to discuss your performance in any assessed work, you should contact the module convenor.

Module convenors will set a deadline by which you must submit coursework and a date when you can expect to receive feedback on your work. This information will be provided when the module convenor sets the piece of work. In normal circumstances, marked coursework and associated feedback should be returned to students within 21 days of the published submission deadline, i.e. students submitting work before the published deadline should not have an expectation that early submission will result in earlier return of work. See details www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/feedback-to-students.aspx

Examination Feedback

After each examination period, general examination feedback from each module will be posted on Moodle. This will include: i) feedback on examination questions where students' performance could be improved, ii) suggested strategies for improving performance in those questions and iii) general comments about examination technique. Students wishing to discuss their examination performance should contact the relevant module convenor(s).

General Feedback

A copy of the Module Report Form, which is a summary of the discussion/feedback with students at the end of each module, can be found within a folder for the module in Moodle. This feedback sheet is used by module convenors to identify which areas of the module students felt worked well, and others that could be improved; in the latter case, the module convenor will make appropriate academic adjustments to the module for the following academic session. The areas of feedback covered by the module report form follow the headings detailed in the Module Report Form.

The University's Quality Manual provides information on good practice for feedback on assessed work and what you can expect to receive as a student at the University of Nottingham – see <http://goo.gl/DI1Gqo>

25 Student Services/departments

25.1 Student Services Centre

The Student Services Centre can provide you with information and support throughout your student life. They are approachable, knowledgeable and most of all they are there to help. Student Services Centres are based at Sutton Bonington, University Park, QMC and Jubilee Campuses. Further details of support services to be given to you on arrival.

25.2 Libraries

The James Cameron-Gifford Library on SB Campus, together with Hallward Library (at UP), George Green Library (UP) and the Medical School Library (QMC and Derby) provide information on all subject areas covered by the School, plus study areas and computing facilities. The on-line catalogue (NUsearch) enables you to search for material held at all branches of The University of Nottingham library. Material from the other campuses can be obtained swiftly for you through the intersite delivery service. During Semester 1 you should attend an introductory lecture provided by the library's Teaching and Learning Support Team. This will be followed up by a tutorial providing an introduction to key resources and discussion on the critical interpretation of published materials as part of the Academic Development and Employability module.

Learning these basic information retrieval and evaluation skills is essential - you will need them for essays and projects throughout your course. As you progress, more specialised studies are undertaken and you must become familiar with the experimental data published in various journals. Acquaintance with published research provides the foundation for most final year research projects. You should not forget to read the more popular scientific press such as *New Scientist* or *Scientific American*, as well as those appropriate to your discipline.

The James Cameron-Gifford Library at Sutton Bonington has over 100 reading places, including quiet areas, bookable/non-bookable study rooms and a number of PCs (see below); it links with several of the Computer Rooms. The Library stock has been developed to support teaching and research in the Schools of Biosciences and Veterinary Medicine, and the library service also provides access to a wide range of databases, electronic journals, and e-books.

Your University Card is also used as a Library borrower's card, and is required for entry to the libraries at University Park campus.

The James Cameron-Gifford Library is open
Monday to Friday 8.00 am 9.45 pm

Saturday 9.00 am - 4.45 pm
Sunday 9.30 am - 4.45 pm

The library is open 24/7 during exam periods. More information can be found on our website at: www.nottingham.ac.uk/library

25.3 IT Facilities

Help and advice

Advice and information for new users of the IT facilities can be found on the University web pages – go to www.nottingham.ac.uk and search for 'Student Essentials'. Several on-line guides can be found, and many of them are available as hard copy booklets in the libraries.

Getting online

Your username and password will get you access to most of the services you will need during your time at the University. Make sure you set a strong password and *never* share your password with someone else. The University will *never* ask you to reveal your password, and you should be suspicious of any request to tell someone your password.

Be sure to check your University email regularly, otherwise you may miss important information.

Computer rooms

There are a number of Information Services (IS) computer rooms on the Sutton Bonington campus which can be used by students, but some are also used for teaching classes. Please look out for notices stating times when the rooms are unavailable due to teaching bookings

There is a large (120 seat) computer room in the Gateway building (room A07); and smaller rooms in the Main Building (rooms B05, B08, B09, and B10). Further computers are available in the James Cameron Gifford Library, including some with large screens for collaborative or group work.

All IS Computer Room computers are set up in an identical manner, with the same selection of software installed or available (Windows, Microsoft Office, EndNote, PDF Creator; and a range of statistical, graphical and course-related software applications).

Computer loans

The JCG library counter offers a short-term laptop and tablet loan service, with loans restricted to use within the Library and Learning Hub areas only.

Students may also make use of the Information Services Laptop Loan service, where longer-term loan periods are possible. This service operates from an office at University Park (Pope Building).

The Portal; and Virtual Learning Environment

The **Portal** (linked from the University's home page) is the main point of access for students, through which you can access most of the services you will need. From the Portal you can connect to your email service, module information, Library services, timetables, and other essential information. You can also connect to **Moodle**, which is the University's Virtual Learning Environment (VLE), and is where you will find course information, module documents, lecture notes, reading lists, assignments, etc.

Saving your files and backing up your data

It is the responsibility of each student to save their work safely and securely! Each student has 4GB of personal file storage available on the University's networked servers. This is available as the 'Home Drive' from any IS Computer Room computer, as well as via the web at files.nottingham.ac.uk.

Never save your work onto the hard drive of Computer Room computers – files will be deleted when you log off! Save files to the Home Drive or to an external device.

Any work done on your *own* computer should be backed up – either onto *at least* one external hard drive or onto one of a number of cloud storage options available widely.

Printing

Students can print from any IS computer to the University Print Service. Printing is held in a queue and can be printed off and collected at Print Service printers which are situated close to all IS computer rooms and in the libraries.

You can also print from your home computer, laptop or mobile device using the Mobile Print Service. Simply email your document to mobileprint@nottingham.ac.uk

Wireless

Good wireless coverage on the **eduroam** service should be available in all of the main teaching and social areas of the campus, and in some outdoor areas. In the halls of residence the wireless service is provided by the Hall management companies.

25.4 Accessibility

Teams supporting students with study support, disabilities, specific learning difficulties and long term health conditions are located in the Student Services Centre (SSC), in The Barn on Sutton Bonington Campus, in the Portland Building on University Park, and will be available on all of our other teaching sites.

We can assist with queries regarding:

- Support in making the transition to University, admissions and registration
- Liaison with your School or department about any impact your condition may have on the study elements of your course OR: assessments in relation to disability and dyslexia and recommendations to academic staff about reasonable adjustments in the learning, teaching and assessment environments
- access to alternative formats such as Braille and large print
- residential accommodation – adapted study bedrooms
- accessible transport around and between our Nottingham campuses
- applying for Disabled Students' Allowances
- access to alternative formats such as Braille and large print
- access to specialist technology in libraries
- liaison with libraries for enhanced services such as extended loans
- timetabling arrangements

The Accessibility Team also provides support for students who wish to develop their strategies for academic writing and time management.

The Accessibility Team have online study resources which relate to almost all of the areas you cover in the guide, see

<http://www.nottingham.ac.uk/studentsservices/supportforyourstudies/academicsupport/studyrresources/index.aspx>

If you would like to contact us please phone the Student Services Centre on (0115) 951 3710

e: disability-support@nottingham.ac.uk
dyslexia-support@nottingham.ac.uk

The University of Nottingham ACCESS Centre (UNAC), in the Student Services Centre, provides assessments for students who have applied for Disabled Students' Allowances.

Student Welfare Manager

The School also has a dedicated Student Welfare Manager, who provides a point of reference, advice and guidance for members of staff and students in the School about student disability issues and student support. The Welfare Manager is part of a large cross campus team of Student Welfare support managers and officers that meets regularly to share information and good practice. The Welfare Manager in Biosciences works closely with the Accessibility Team in working to ensure that all students are supported and advised appropriately and that there is equality of opportunity for all.

If you have any requirements or concerns talk in the first instance to your Welfare Manager – or contact your personal tutor.

School Welfare Manager

The Welfare Manager for the School of Biosciences is located in the Main Building. You will be meet your Welfare Manager during your induction and will be given further details on your arrival at university.

25.5 Careers and Employability Service

Careers and Employability Service

Many first year students think it is too early for them to start thinking about their future career, but in our experience it is never too early. By making the most of your time at university you can develop skills and build experiences that will be of interest to your future employers.

You could:

- join a **society** or **sports team**
- complete an **Advantage Award** module
- find a **part-time job** through Unitemps

For more information about the Advantage Award, Unitemps or other ways to make the most of university life you can visit our webpages www.nottingham.ac.uk/careers or speak to a member of the careers team.

Whether you have one or several career ideas or none at all, it is a good idea to start researching possible career options. There are a number of ways the Careers and Employability Service can help you to do this:

- **Speak to a Careers Adviser.** You can book a one-to-one appointment to discuss your career ideas or questions at Sutton Bonington Campus or at University Park.
- **Meet employers on campus.** Throughout term time there will be a range of different employers visiting Sutton Bonington Campus and University Park. While you're in your first year you can attend these events to find out about different industries and companies, which will help you with your career planning.
- **CV Reviews.** Whether applying for work experience, a summer internship or a part-time job you can have your own CV reviewed at Sutton Bonington Campus or University Park.

To book an appointment or CV review, or to book a place at an employer event or workshop visit: www.nottingham.ac.uk/careers/login

To find out about the workshops and events, check your university email to find your weekly Biosciences Careers bulletin. You can also follow @UoNCareers and @UoNBioscareers on twitter.

If you have any questions or if you would like to find out more about The Careers and Employability Service, please do visit one of the careers offices:

- **Sutton Bonington Campus** – Student Services Centre, The Barn, Sutton Bonington Campus
- **Science Faculty team** – B08, Pope Building, University Park

26 Health, Safety & Security

- The research buildings are open to students from 08:30am until 18:00pm, Monday to Friday, except public holidays and University holidays. If for any reason you have to be in the building outside of these times, you must be supervised by an academic member of staff.
- There are lifts available in all teaching buildings for use by disabled students. The other use of the lifts is for movement of goods, and should not be used for other purposes.
- The School has its own Safety Handbook which is available on the web at <http://goo.gl/UASVap>

Fire

- Fire alarms in the teaching buildings are tested at a regular time (eg Wednesday at 10 am in the Main Building). In the event of fire in the building the alarm will sound continuously. In the event of this the lecturer in charge of your class will organise evacuation of the building to the relevant assembly point. Fire exits are clearly sign-posted. Re-entry into the building after a fire alarm is given by the Fire Monitor.

Safety

- Safety in the building, especially in the Laboratories is paramount. See further reference to this matter under 'Practical Classes'
- Practical classes are continuously supervised by an academic member of staff with the support of demonstrators and occasionally technicians. You should not enter a laboratory until a member of staff arrives.
- Suitable protective clothing must be worn for laboratory classes (see 'Practical Work').
- Defined procedures must be followed for the disposal of certain types of laboratory waste, such as syringes and syringe needles, broken glass, organic solvents and microbial cultures. Instruction on the correct disposal of these and other items will be given in practical classes.
- Safety in Fieldwork. Field Course safety information and the Code of Practice for students can be found at: <http://goo.gl/IBS6EF>

Accidents & First Aid

- For minor injuries, first aid boxes are available in all laboratories and certain offices. In such situations it is likely you can deal with such injury yourself.
- Where an injury is more serious a qualified 'First Aider' should be called. Names of First Aiders are listed on the School's web pages.
- If a 'First Aider' is not available or if further treatment is required, you will be taken to the Cripps Health Centre or A&E at Queens Medical Centre in extreme situations.
- All accidents, whatever their severity, must be reported on an accident report form available from the member of staff taking the class at the time of the accident and will supervise completion of the form.

Food & Drinks

- On no account should food and/or drink be taken into a laboratory, lecture theatre or computing rooms.

27 Modules

YEAR 1 Modules

D211F3 The Biosciences and Global Food Security

Module Convenor: Dr Kevin Pyke Kevin.Pyke@nottingham.ac.uk

Module Details: Level 1, Autumn Semester, 10 Credits

Expected Number of Students Taking Module: 250

Target Students Most first year students studying taking degrees in the School of Biosciences including, Nutrition, Biotechnology, and Food science, Animal Sciences, Plant Sciences.

Availability to Exchange Students Yes - if relevant in the first year.

Pre-requisite(s): Normal entry requirements for School of Biosciences.

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Summary of Content – The module will define global food security as a concept and then examine various aspects thereof, including plant growth, evolution of crop crops, agriculture and crop production, agricultural systems and animal production, the food industry and sustainable nutrition.

Assessment details There will be several pieces of assessment including a practical questionnaire to be filled in after the practical session, an online assessment for a self-study session (30 minutes), a multiple choice test in week 8 of the module covering all taught material up till then (one hour, 50 questions) and a final exam which will be performed online using ROGO (one hour)

- Practical questionnaire (3 pages) – 500 words 10%
- An online assessment for a self-study session (30 minutes) – 10%
- MCQ test –one hour – 50 questions - 10%
- ROGO exam - one hour (70%)

Aims: To provide first year students with an overview of the issues of global food security and show them the level of complexity that exist in different parts of the food generation system, from plant and crop growth, agricultural systems, generating food stuffs and the environmental effects this process entails and sustainable nutrition.

Learning outcomes: On successful completion of the module, students will be able to:

- Review new technologies used to combat global food security.
- Describe the impact agriculture and food production has on the environment.
Describe the challenges being faced in global food production in relation to your subject area.
- Develop professional skills to work safely in a laboratory situation.

D211P1 Genes and Cells: 1

Module Convenor: Dr Nicola Chapman Nicola.Chapman@nottingham.ac.uk

Module Details: Level 1, Autumn Semester, 10 Credits

Expected Number of Students taking module - 300

Target Students – all year 1 students enrolled on a School of Biosciences degree

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Lecture Programme: Lecture programme is **provisional** and more detailed information will be given to you in the first session.

Day	Lecture 9 a.m.	Lecture 10 a.m.	Practical 11 a.m.
September 28 th	Genetics	Animal Cell	Genetics Practical
October 5 th	Genetics	Animal Cell	Genetics Practical
12 th	Genetics	Plant Cell Lecture	
19 th	Genetics	Plant Cell Lecture	Genetics Practical

Summary of Content: The module will start will examining the ultrastructure of the main cell types; eukaryotic (animal and plant) and prokaryotic; and viruses, along with the structure and function of the main organelles within cell type. An overview of cell growth and development will be outlined including the control of the cell cycle, mitosis and meiosis and cell differentiation. The module will then move into more molecular biology and genetic investigations, examining Mendelian laws of inheritance and gene expression.

Assessment:

Exam 1	75	1.5hr hour Rogo based examination
Coursework 1	25	Online portfolio of practical work

Aims: This module is designed to give students a broad foundation in the basic functional units of life: cells. The first half of the module will cover the general cell ultrastructure of animal, plant and bacteria cells and also viruses as well as the major organelles essential for their function. A solid foundation in the growth and development of cells will be delivered focusing on mitosis, meiosis, cell division and differentiation. Basic genetic principles will be examined in the second half of the module looking at the Mendelian laws of inheritance and gene expression processes. Application of the basic theories will also be enhanced using practical sessions and workshops

Learning outcomes:

1. Describe the ultrastructure of eukaryotic (animal and plant), prokaryotic cells and viruses outlining the structure and function of the main organelles.
2. Explain the growth and development of cells in relation to the cell cycle and cell differentiation.
3. Explain the regulation of gene expression in eukaryotic and prokaryotic cells highlighting the processes from DNA to protein and the sub-cellular units involved that each stage of the process.
4. Online Mendelian Law of Inheritance (using the correct terminology) and the factors that result in changes in populations
5. Report on several key molecular cell biology techniques examining the principles and functions of cell biology

D212Z5 Introductory Physiology

Module Convenor: Dr Alan Waterfall Alan.Waterfall@nottingham.ac.uk

Module Details: Level 1 Spring Semester, 20 credits

Note: This module is a pre-requisite for Year 2 module **Physiology of Excitable Tissues**.

Expected Number of Students Taking Module: 200

Target Students: Biosciences and Exchange Students - if relevant in the first year

Summary of Content: This module will introduce the major physiological systems including the central nervous system, the respiratory system, the cardiovascular system, the renal system and the digestive system. In each case the gross structures and functions of the major organs will be outlined, and the functions of individual cell types will be described in the context of each system as a whole. Regulatory pathways, which integrate internal physiological responses with external influences will be investigated; basic principles of cell communication will be discussed in the context of cell-specific responses to developmental signals and environmental stresses. The topics covered will refer to genes, proteins and membranes, transport of molecules across membranes, nerve signalling and biorhythms. Examples from across the animal kingdom will be presented.

Timetable (provisional): This will consist of 2 lectures per week (5hrs) and 4(2 repeats) practical class (8hrs). Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Teaching Programme (provisional):

Homeostasis	1 lecture (Dr Carl Stevenson)
Endocrine system	1 lecture (Dr Carl Stevenson, Prof Martin Luck)
Cellular communication	1 lecture (Dr Reinhard Stoger)
Cellular responses	2 lectures (Dr Dylan Sweetman, Dr Reinhard Stoger)
Nervous system	3 lectures (Dr John Harris, Dr Alan Waterfall)
Autonomic nervous system	1 practical repeated once (Dr John Harris, Dr Alan Waterfall)
Cardiovascular system	2 lectures (Dr Alan Waterfall)
Respiratory system	2 lectures (Dr Reinhard Stoger)
Renal system	2 lectures (Dr Simon Welham)
Digestive system	2 lectures (Dr Simon Welham)
Pharmacology	1 Lecture (Dr TBC)
Reproductive system	1 lecture (Dr Ravinder Anand-Ivell)
Stem cell/developmental physiology	1 lecture (Dr Ramiro Alberio, Dr Dylan Sweetman)

Teaching Staff:

Dr Reinhard Stoger, Dr John Harris, Dr Carl Stevenson, Dr Alan Waterfall, Dr Simon Welham, Dr Ravinder Anand-Ivell, Dr Ramiro Alberio, Dr Dylan Sweetman.

Assessment:

Exam	75%	2 hour examination
Coursework 1	25%	MCQ questionnaire (60 questions) based on the lab practical

Aims: This module deals with the major physiological systems which are essential for life. The aim is provide students with basic information on form and function within the central nervous system, respiratory system, cardiovascular system, renal system and digestive system. In each case the gross structures and functions of the major organs will be outlined, and the

functions of individual cell types will be described in the context of each system as a whole. This module will deal with animals from a functional standpoint including their reactions to the internal and external environments, reproduction and development. The aim of the course is to investigate how multilevel physiological processes ranging from environmental down to molecular, mediate organism function.

Learning outcomes: On successful completion of this module, students will be able to:

- Name the major anatomical structures of the major organs systems
- Identify the function of the major organ systems at the cellular, organ and organism levels
- Identify the basic rules of pharmacology and drug receptor interactions
- Recognize the interdependence of major physiological systems
- Identify the basic principles of cell communication
- Recognize cell-specific responses to developmental signals and environmental stresses.

D21BN1 Introduction to Nutrition

Module Convenor: Dr L Coneyworth Lisa.Coneyworth@nottingham.ac.uk

Module Details: Level 1 Autumn and Spring Semesters, 20 credits

Note: This module is a pre-requisite for D224N0 Nutrition, Metabolism and Disease, & D223N8 Principles of Animal Nutrition

Expected Number of Students Taking Module: 180

Target Students: Students studying Master of Nutrition (B401), BSc Nutrition (B400), Nutritional Biochemistry (C770), Nutrition and Food Science (B4D6) and Animal Science (D320).

Availability to Exchange Students: Yes - if relevant in the first year.

Summary of Content: This module aims to provide a comprehensive introduction to the key concepts in the field of Nutrition, including macronutrients, energy metabolism, vitamins and minerals. The role of nutrition in human disease will be introduced in the context of major public health issues (coronary heart disease, cancer, obesity and diabetes). Animal-specific content will include ruminant and comparative animal nutrition and animal product quality. Key academic and transferable skills will also be taught in lectures and tutorials, with a particular emphasis on evidence-based approach to nutrition.

Timetable: Typically one two hour timetabled session per week. Twenty two lectures. Further Activity Detail: One computer practical (4 hours) will take place during the Autumn Semester, to introduce online resources. Personal timetables will be available to all students via www.nottingham.ac.uk/student-services

Lecture Programme: This lecture programme is provisional and more detailed information will be given to you in the first session.

Week	SUBJECT
AUTUMN	
1	Introduction to Module Dietary Reference Values
2	Macronutrients - Protein
3	Macronutrients – Carbohydrates
4	Macronutrients – Lipids
5	Energetics
6	Energetics
7	Vitamins 1
8	Vitamins 2
9	Minerals 1
10	Minerals 2
11	Revision session

Teaching Staff: Dr Lisa Coneyworth (LC, module convenor), Dr Preeti Jethwa (PJ), Miss Joanne Pearce (JP)

Week	SUBJECT
SPRING	
19	Introduction and Public Health Nutrition
20	Food Labelling & Pre/pro-biotics
21	Functional Foods
22	Obesity & cancer (human)
23	Equine and companion animal nutrition (animal)
24	Diabetes (human)
25	Comparative nutrition & ruminant nutrition (animal)
26	Coronary Heart Disease (human)
31	Product quality (animal)
32	Revision session
33	Coursework 1

Teaching Staff: DR Lisa Coneyworth (LC) Prof Simon Langley-Evans (SLE), Dr Matthew Elmes (ME), Dr J Brameld (JB), Dr Marcos Alcocer (MA), Prof A Salter (AS), Dr Tim Parr (TP), Miss Joanne Pearce (JP)

Coursework: Online assessment of taught content at the end of the Spring Semester (1 hour)

Assessment:

Exam 1	70%	2 hour online 'short answer' exam (Autumn)
Inclass Exam 1 (Written)	30%	In-course online assessment of 1hr duration at the end of the Spring

Aims: On successful completion of the module, students will be able to:

- 1) To provide a sufficiently comprehensive basis in nutritional science, both for students preparing to specialise in Nutrition and those preparing for other specialisations.
- 2) To emphasise the scientific, evidence-based approach to nutrition and illustrate the quantitative nature of nutrition science.
- 3) To extend these ideas into applications specific to animal and human nutrition and highlight the differences and similarities between the two disciplines.

Learning outcomes: On successful completion of the module, students will be able to:

- 1) Describe the role of essential nutrients (macro and micro) in mammals.
- 2) Describe the basic principles underlying nutritional energetics.
- 3) Recognise comparative aspects of nutrition between species.

In addition, students focussing on animal nutrition will be able to:

- 4) Describe the role of nutrition in producing high quality animal products for human consumption.

In addition, students focussing on human nutrition will be able to:

- 5) Describe the influence of diet on the prevention of disease.

D21BN2 Biochemistry–The Building Blocks of Life

Module Convenor: Dr Matt Elmes Matthew.Elmes@nottingham.ac.uk

Lecturers: Dr Matt Elmes (ME); Dr Marcos Alcocer (MA) ; Prof Andy Salter (AS); Dr Andy Murton (AM); Dr Simon Welham (SM); Dr Ranjan Swarup (RS); Dr Kevin Pyke (KP).

Module Details: Level 1 Autumn and Spring Semesters, 20 credits

Expected Number of Students Taking Module: 250

Target Students: All School of Biosciences students in year 1

Availability to Exchange Students Yes - if relevant in the first year

Note: This module is a pre-requisite for D224N0 Nutrition, Metabolism and Disease, D223F0 Manufacture of Food (40 credit), D223N8 Principles of Animal Nutrition, D224A6 Endocrine Control Systems & D224G1 Professional Skills for Bioscientists.

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Summary of Content: This module introduces - proteins, carbohydrates, lipids and nucleic acids. The structure and properties of these will be examined in relation to their function. Topics covered include proteins as structural elements and enzymes, lipids as components of cell membranes, carbohydrates as energy stores and nucleic acids as genetic information and genetic engineering. The process of protein synthesis in prokaryotes will be outlined. The nutritional roles of amino acids, carbohydrates and fats will also be considered briefly. The major metabolic pathways in the cell responsible for energy production (respiration) and biosynthesis of cellular components, including the major pathways of carbohydrate and lipid metabolism along with some aspects of thermodynamics will be covered. Photosynthesis and pathways responsible for the assimilation of nitrogen in plants and eventually animals, will be covered along with general nucleic acid metabolism. In addition general mechanisms for the control of cellular metabolism will also be discussed. The practical sessions are designed to introduce students to several key biochemical techniques. In the first semester this will introduce students to the use of spectroscopy and demonstrate two major separation techniques - chromatography and electrophoresis. The practical sessions in the second semester are designed to introduce the concept of sub-cellular fractionation, enzyme assays and metabolite quantification.

Lecture Programme (provisional):

Week	Subject	Lecturers
2	Nucleic acids - structure	ME
3	Nucleic acids – Properties and Applications	AM
4	Amino acids and protein structure	MA
5	Practical	ME, MA,
6	Practical	AM, ME
7	Practical	MA, AM
8	Protein synthesis	SW
9	Amino acid metabolism	MA
10	Nucleotide synthesis and metabolism	MA
11	Nucleotide synthesis and metabolism	MA
12	Enzymes	SW

19	Bioenergetics and Respiration	ME, RS
20	Bioenergetics and photosynthesis	ME, KP
21	Bioenergetics	ME
22	Practical	ME, MA,
23	Practical	AM, ME
24	Practical	MA, AM
25	Carbohydrates and lipids-structure	ME, AS,
26	Carbohydrates and lipids-structure	ME, AS
31	Carbohydrates and lipids -functions	ME, AS
32	Metabolic control	ME

Teaching Staff: Dr Matt Elmes (ME); Dr Marcos Alcocer (MA); Prof Andy Salter (AS); Dr Andy Murton (AM); Dr Simon Welham (SM); Dr Ranjan Swarup (RS); Dr Kevin Pyke (KP).

Coursework: One MCQ based online test and a practical report.

Assessment:

Exam 1	40%	1.5 hour MCQ exam
Coursework 1	20%	MCQ Moodle assessment
Coursework 2	40%	Practical Write up in Spring

Aims: The aim of this module is to introduce students to the basic structure, properties and functions of the four key biological macromolecules namely- nucleic acids, proteins, carbohydrates and lipids. It also aims to introduce the basic metabolic pathways occurring in cells, such as respiration, photosynthesis and the biosynthetic pathways for the key macromolecules. In particular:

1. To provide a basis for the understanding of biochemical processes in living organisms.
2. To provide students with a basic understanding of the structure and key properties of all four major macromolecules.
3. To demonstrate to students how these properties are essential for the biological functions of the macromolecules.
4. To provide students with a basic understanding of the major biochemical pathways in cells and their control.
5. To demonstrate to students how these pathways are essential for the cell.
6. To demonstrate several key biochemical techniques for the separation and analysis of macromolecules and measurement of metabolic processes.

Learning Outcomes: Knowledge and Understanding – to learn of:

The structure, properties and functions of proteins, nucleic acids, lipids and carbohydrates.

Handle kinetic data and understand molarity.

Understand the basic principles of key techniques such as electrophoresis and spectrophotometry.

The major metabolic pathways such as respiration, photosynthesis, lipid and protein biosynthesis.

Bioenergetics and the role of energy in metabolism.

Understand the basic principles of key techniques used to study metabolism such as enzyme assays.

Intellectual Skills – the ability to:

Analyse simple experimental data.

Handle simple mathematical concepts relevant to the biological sciences, such as molarity, calibration curves and kinetics.

Practical Skills – the ability to:

Accurately operate simple laboratory equipment, such as pipettes.

Collect and record data.

Work safely in the laboratory.

Transferable/key skills – the ability to:

Communicate experimental results clearly and concisely in a written form.

Work productively as an individual and as part of a team.

Manage time efficiently.

D21BN4 Introduction to Health Behaviours

Module Convenor: Jo Pearce Jo.Pearce@nottingham.ac.uk

Module Details: Level 1 Autumn and Spring Semesters, 20 credits

Pre-requisite(s): D23BN4 Changing Behaviour, Promoting Health

Co-requisite(s): D21BN1 Introduction to Nutrition, D212Z5 Introductory Physiology

Expected Number of Students Taking Module: 80

Target Students: Students studying Master of Nutrition (B401), BSc Nutrition (B400)

Summary of Content: This module will cover healthy eating, measuring dietary intake, food composition, the social aspects of food, food and its relationship with income, social class and body image, the individual response to food, food and culture, the concept of 'health', food modification as a public health measure, factors affecting individual food choice, basic epidemiology, introduction to health promotion and introduction of global issues in nutrition.

Timetable: Typically one two-hour timetabled sessions per week: fifteen lectures, two practicals in the dietetic lab, one computing practical, a problem-based learning session and a session on analysing case studies in preparation for the exam. In addition, students are expected to complete around 150 hours of student led studies, coursework completion and revision. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Lecture Programme: Lecture programme is provisional and more detailed information will be given to you in the first session.

- 1 Module introduction/Introduction to healthy eating (JP)
- 2 Assessing dietary intake (JP)
- 3 Food composition (JP)
- 4 Social aspects of food (JS)
- 5 Food, income and social class (JS)
- 6 Gender, body image and self-esteem (JS)
- 7 Individual response to food (SLE)
- 8 International & cultural aspects of food choice (JM)
- 9 Food modification (TF)
- 10 Aspects of food choice (JM)
- 11 Is it healthy part 1? Introduction to epidemiology (JM)
- 12 Is it healthy part 2? (JM)
- 13 Health promotion & public health policies (JP)
- 14 Health & Media (JP)
- 15 Internationalisation & globalisation (JM)

Staff teaching on this module: JP – Jo Pearce (Module Convenor), JM – Dr Jon Majewicz, TF – Professor Tim Foster, JS – Dr Judy Swift, LC – Dr Lisa Coneyworth.

Assessment Details:

Coursework 1	50%	Case study analysis of 2000 words
Exam 1	50%	ROGO – One MCQ and 'short answer' online exam of 1.5hr duration end of Spring Semester

Aims: The aim of the module is to develop an understanding of the application and interpretation of nutritional science for and within the general population. To achieve this, the concepts of healthy eating, nutritional requirements and the composition of food are examined in the context of what food we eat and why. The psychological and sociological factors that influence food choice will be investigated before examining what is meant by 'health' and 'healthy lifestyle'. An introduction to health promotion, health education and policies will be delivered along with discussion of the facilitators and barriers to health maintenance and as preparation to topics covered in more detail at levels 2 and 3. This module will draw on the scientific elements that are delivered in Introduction to Nutrition and Introduction to Physiology, building on how they impact on healthy living.

Recommended background Reading: There aren't any recommended texts for this module due to the diversity of the topics covered (each explores a different factor which affects our food choices) – but try to use journal articles, videos, grey literature & e-books which are signposted from each lecture

D21BN5 Introduction to Dietetics

Module Convenor: Dr Moira Taylor Moira.Taylor@nottingham.ac.uk

Module Details: Level 1 Autumn and Spring Semesters, 10 credits

Pre-requisite(s): Normal Entry Requirements for MNutr

Target Students: MNutr students only

Summary of Content: To familiarize students with the diversity of activities that Registered Dietitians carry out in the NHS, including inter-professional learning and multi-disciplinary team working and to introduce the skills needed for clinical practice and provide an opportunity to practice them.

Timetable: The activities relating to this module are integrated closely with the equivalent of a week of A placement activity. The module also encompasses students' Year One inter-professional learning opportunity which includes undertaking basic emergency care training. Typically students will have a three hour timetabled session each week when they are either required to attend a lecture, practical or workshop, or arrange to undertake group work with other students. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Lecture Programme: The programme is **provisional** and more detailed information will be given to you in the first session.

1	Introduction to the module Coursework: Introduction to the placement workbook (Coursework 2)
2	Seminar on applying for your A placement
3	Food Hygiene Certificate session and test (Certificate to be kept in your placement portfolio)
5	Reflection and resilience Coursework: Introduction to coursework 1 and distribution of presentation topics.
7	Introduction to assessing individual dietary intake and estimating individual requirements
9	Use of a computer based dietary analysis package-
10	Seminar presentations (Groups A and B)
11	Seminar presentations (Groups E and F)
	Christmas vacation period
12	Menu planning and institutional food provision Question and answer session re A placement workbook
13	Clinical governance and confidentiality
14	Group A: Practical session
15	Group B: Practical session
16	Introduction to teaching and learning for groups and individuals
17	Introduction to communication skills
18	Introduction to the multidisciplinary teams and team working Obtaining and recording information relating to patients
19	Health and safety at work
	Easter vacation period
20	Feedback on the A placement workbook Module evaluation
21	Pre A placement group session
22	Pre A placement tutorial with your placement tutor

Module Web Links: Please see Introduction to Dietetics D21BN5 on Moodle.

Activities: Students will attend a range of lectures, workshops, practicals and other activities which are logged within their A placement workbook. They will participate in an inter-professional learning group activity with first year students from a range of other healthcare professionals and submit a reflection on their experience. They are also required to prepare and present a brief presentation and to obtain relevant training certificates (some completed on line) to prepare them for their A placement. Support will be given in applying and preparing for their A placement via the core activities and a specific seminar and an individual tutorial with their placement tutor.

Assessment Details:

Coursework 1	75%	Workbook - 3000 words (75% of module mark broken down – 20% individual section, 55% group work)- to be submitted before Easter holidays.
Presentation	25%	5 minute presentation and reflection on the experience (10% of mark will be deducted if not submitted)- presentation is at the end of the Autumn term.

Aims: To familiarise students with the diversity of activities that Registered Dietitians carry out in the NHS, including inter-professional learning and multi-disciplinary team working and to introduce the skills needed for clinical practice and provide an opportunity to practice them.

Learning Outcomes:

1. Describe the key roles of a registered dietitian, including their role in multidisciplinary team working, the benefits of inter-professional learning and working for both the dietitian and the service user.
2. Explain the concepts of reflection, self-evaluation and individual learning style.
3. Identify the key characteristics of effective written and oral communication.
4. Demonstrate an understanding of the behaviours expected of a student dietitian whilst on clinical placements.

Recommended background reading:

- Finglas et al (2015) McCance and Widdowson's The Composition of Foods Seventh Edition. Cambridge: Royal Society of Chemistry.
- Students should be aware of nutrition related government reports, such as:
- SACN (2011) Dietary reference values for energy. London: TSO
- SACN (2015) Carbohydrates and Health. London: TSO
- Students are advised to familiarize themselves with key documents from the HCPC and the BDA relating to professionalism to which they will be directed.

D21BN6 Dietetics Tutorials (academic development)

Module Convenor Dr Fiona McCullough Fiona.Mccullough@nottingham.ac.uk

Module Details: A year-long, 10-credit module of tutorials and lectures.

Expected Number of Students taking module: 30

Target Students: All year 1 dietetic students

Module Web Links: Moodle

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Summary of Content: This module is core for all dietetic students in the School of Biosciences, and will help to enhance the transition into university and guide students through the academic expectations of their degrees. The module is spread throughout the year and will include three generic sessions on 'study skills and plagiarism', 'study opportunities' and 'career and personal development', and a series of small group tutorials with the academic tutor to develop generic skills such as finding crucial information (library skills), oral presentation, data handling and presentation of results, preparation for examinations, and essay writing skills relevant to the Biosciences dietetics. Please note these sessions are compulsory and the module is non-compensatable. If you are unable to attend through illness or for some other reason you must complete an extenuating circumstances form.

Lecture Programme: provisional and more detailed information given in the first session.

Week	Date	Duration		Subject	Format	Rm No	Staff
		From	To				
1	TBC	12.00	13.00	Introductory / welcome discussions with tutees. Set a discussion topic for week 5	Tutorial	Staff offices	Academic tutors
2	TBC	13.00	14.00	Generic session on study skills and opportunities	Lecture	VETSCH-A30	Various
3	TBC	13.00	14.00	LRLR Intervention 1 – Introduction to the library	Lecture	VETSCH-A30	LRLR staff
4	TBC	13.00	14.00	LRLR Intervention 6 – why reference. (The plagiarism task will be set at this session)	Lecture	VETSCH-A30	LRLR staff
5	TBC	One hour at time set by tutor		Tutorial session – plagiarism in practice. Tutees to bring along completed plagiarism tasks for discussion, and also discuss topic from week 1. Set 1500 word essay title.	Tutorial	Staff offices	Academic tutors
6	TBC	12.30	13.30	LRLR Intervention 2 – Using library collections for your first assignment and use of Mahara	Workshop – for Biotechnology, Microbiology and Plant Science students	Gateway Computer room	LRLR staff
6	TBC	12.30	13.30	LRLR Intervention 2 – Using library collections for your first assignment and use of Mahara	Workshop – for Nutrition, Nutrition and Food Science, and Dietetics students	Gateway Computer room	LRLR staff
6	TBC	13.00	14.00	LRLR Intervention 2 – Using library collections for your first assignment and use of Mahara	Workshop – for Animal Science, Food Science and Agriculture students	Gateway Computer room	LRLR staff
9	TBC	One hour at		Feedback on essay writing exercise.	Tutorial	Staff offices	Academic

		time set by tutor		Also discuss exam preparation			tutors
20	TBC	One hour at time set by tutor		Discuss and set problem solving exercise with tutees as a group. Also provide individual exam feedback to tutees	Tutorial	Staff offices	Academic tutors
23	TBC	One hour at time set by tutor		Tutorial session on problem solving exercise. Set the abstract exercise	Tutorial	Staff offices	Academic tutors
24	TBC	13.00	14.00	LRLR Intervention 5 – Applying critical appraisal to information and its sources	Workshop – for Agriculture, Food Science, Microbiology, Nutrition and Food Science, and Plant Science students	Gateway Computer rooms	LRLR staff
24	TBC	14.00	15.00	LRLR Intervention 5 – Applying critical appraisal to information and its sources	Workshop – for Animal Science and Nutrition students	Gateway Computer rooms	LRLR staff
24	TBC	12.30	13.30	LRLR Intervention 5 – Applying critical appraisal to information and its sources	Workshop – for Biotechnology and Dietetics students	Gateway Computer rooms	LRLR staff
26	TBC	13.00	14.00	Careers	Lecture	VETSCH-A30	Various
33	TBC	One hour at time set by tutor		Tutorial session on abstract skills. Provide feedback on abstract. Also discuss placement / Advantage Award opportunities, ask tutees about future career plans, and ask them to provide a cv by end of term.	Tutorial	Staff offices	Academic tutors

Assessment Details:

Coursework 1	50%	1500 word essay completed in the Autumn Semester
Coursework 2	25%	200 word quantitative exercise to be completed in the Spring Semester
Coursework 3	25%	300 word abstract of a scientific paper to be completed in the Spring Semester

Aims: The principal aim of this module is to enhance the academic and professional development of dietetic students via small group work within tutor groups. Working in small groups will encourage active participation and knowledge transfer. The module should equip students with essay-writing, presentational skills (oral and written), critical interpretation of published materials, and other generic skills that should benefit them in modules throughout their degree. It will also provide an opportunity to learn and reflect on opportunities available to enhance their transition from University into the workplace.

Learning Outcomes: On successful completion of this module, students will be able to:

- Summarize key relevant information succinctly in an abstract.
- Give examples of appropriate referencing styles for scientific reporting.
- Identify an appropriate approach for solving a quantitative problem through background and collaborative research.
- Review a given scientific topic in a written report.

YEAR 2 MODULES

D223D1 Fundamentals of Dietetics

Module Convenor: Dr C Raaff Carol.Raaff@nottingham.ac.uk

Module Details: Level 2, Autumn, 10 credits

Target Students: Master of Nutrition (B401)

Pre-requisites: D21BN5 Introduction to Dietetics

Summary of Content: This module aims to add to the knowledge gained in the prerequisite level 1 module and the A placement, whilst developing the skills that are fundamental to dietetic practice. The module considers the dietetic care process and how this defines the actions, critical thinking and specialist skills that form the components of a dietetic intervention. Students will become more familiar with the variety of techniques that can be used to assess dietary intake and to measure anthropometry, and will consider the lifestyle and social factors that may pose barriers to healthy eating. Using case study based teaching, students will be able to apply their knowledge of dietetic assessment and adapt their recommendations to meet the needs of individuals. Other aspects such as genetics in healthcare and user and carer involvement will be discussed and considered.

Lecture Programme: The programme is **provisional** and more detailed information will be given to you in the first session.

1. A placement debrief and evaluation (RS)
2. Placement workbook and catering evaluation; Genetics in Healthcare (RS)
3. Careers in Dietetics (RS)
4. Searching for and interpreting the literature
5. The process for nutrition and dietetic practice; Calculating nutritional requirements (RS)
6. Dietary Intake Assessment (RS)
7. Anthropometry (RS)
8. Nutrient Sources with a focus on Iron (RS)
9. Barriers and Challenges to dietary adherence (RS)
10. Workshop week (RS)
11. Lifestyle Considerations
12. Module Evaluation/ Coursework Q&A

Timetable: Lecture 1 3hrs centrally

Typically 3 hours weekly contact time, totalling 3 hours lectures, workshops and seminars. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Assessment:

Coursework 1	25%	500 word reflection on A placement (LO 1,2)
Coursework 2	75%	1500 word case study report (LO, 3,4,5)

Aims: The module aims to develop learner's knowledge in current areas of dietetic practice while developing student's problem solving skills and other professional skills following A placement. Students will be familiarised with the diversity of activities that Registered Dietitians carry out in the NHS and will develop the core skills that are required for dietetic practice such as calculating nutritional requirements, taking anthropometric measurements and dietary assessment. Using case study based learning, students will be familiarised with the dietetic care process and will learn how to adapt their dietetic assessment skills to meet a particular need.

Learning Outcomes: 1. Gain knowledge about the variety of roles that dietitians can have in promoting positive health, whilst considering the potential barriers to achieving outcomes 2. Develop further the skill of reflection 3. Gain an understanding of, and experience using the dietetic care process in conducting assessments. 4. Understand and discuss the appropriateness and the limitations of routine anthropometric measurements 5. Estimate nutritional requirements, assess food intake for nutritional adequacy and propose appropriate dietary recommendations

D223N0 Global Issues in Nutrition

Module Convenor: Dr J Majewicz Jon.Majewicz@nottingham.ac.uk

Module Details: Level 2, Autumn Semester, 20 credits

Pre-requisites: D21BN1 Introduction to Nutrition, D21BN2 Introductory Biochemistry

Capped Module at 75 - You will need permission from the module convenor to take this module unless it is compulsory for your course.

Target Students: Students studying Master of Nutrition (B401), BSc Nutrition (B400). Also, Capped for students enrolled on Master of Nutrition (B401) and BSc Nutrition (B400). Module content and delivery is specifically designed for students enrolled on these courses. Mode of delivery and assessment methods also prohibits additional students enrolling on the module.

Availability to Exchange Students Yes

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Summary of Content: Throughout this module the student's problem solving skills will be developed while enhancing their knowledge on key topics in nutrition for example Global Food Security, tackling the obesity epidemic, positive impacts on consumer behaviour.

Every two weeks students will receive a lecture from a different academic introducing the case study topic to be investigated. In groups students will gather relevant information from various research sources, synthesis data and present in appropriate formats. As well as developing a number of skills and knowledge essential for working in the professional sector, students will be expected to use knowledge that is has been and is currently being delivered in other modules to apply to the set case studies.

The development of these skills are not only essential for developing a successful career but are utilised in the assessment in the final year of your degree.

Module Activities:

Lecture	5 weeks	1 per fortnight	2 hours (5 sessions)
Workshop	11 weeks	2 per week	2 hours

Assessment:

Coursework 1 100% - 4000 word (or equivalent) case study portfolio and presentation

Aims: This module aims to develop learners knowledge in current key issues that are bring faced in nutrition while developing students problem solving and other professional skills.

Learning Outcomes: On successful completion of this module, students will be able to:

- Apply relevant knowledge, gained from earlier modules and acquired during the activity, to assist in problem solving tasks.
- Compile and analyze appropriate data to be applied to the case study.
- Propose and evaluate a range of possible explanations for each scenario that emerges.
- Develop and demonstrate a range of professional competencies through interaction with team members in a time limited environment.

D223N6 Principles of Immunology

Module Convenor: Dr Marcos Alcocer Marcus.Alcocer@nottingham.ac.uk

Lecturers: Prof M Luck, Professor D Hannant (Special Professor) and invited external lecturers

Module Details: Level 2, Autumn Semester, 10 credits

Pre-requisite: D21BN2 Biochemistry–The Building Blocks of Life

Availability to Exchange Students Yes

Expected Number of Students Taking Module: 180

Target Students: All home and international students with an interest in animal and human biology.

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Summary of Content: The module will concentrate on: The innate immune system; the adaptive immune system; MHC and antigen presentation; antibodies and antibody responses; immune-techniques; regulation of the immune responses; effector mechanisms of immune responses; immunity to infection; immunology of reproduction; and immune-deficiencies.

Lecture Programme: The lecture timetable is provisional. Details will be provided at the beginning of the module. Topics to be covered will include:

- 1 The innate immune system
- 2 The adaptive immune system
- 3 The response to injury
- 4 MHC and antigen presentation
- 5 Antibodies and Antibody responses
- 6 Immunological techniques
- 7 Regulation of the immune responses
- 8 Effector mechanisms of immune responses
- 9 Vaccination and immunity to infection
- 10 Immunology of reproduction

Coursework: Coursework 1: a MCQ on-line exam.

Assessment: Exam, 70%, 1.5hour. Coursework 1, 30%

Aims: The module aims at introducing the students to: basic concepts of cellular and molecular immunology; current immune-techniques; modern concepts of immune-deficiency and hypersensitivities.

Learning Outcomes: On successful completion of the module students will be able to:

- Describe the main characteristics and features of the innate and adaptive immune system, their functions and how they relate to each other.
- Discuss the main events of the immune response when the body is infected by intra and extracellular parasites, essential components of many diseases.
- Analyse results from classical immune techniques that will help the reading and comprehension of scientific publications.
- Integrate the immune mechanisms and discuss current topics of animal and human diseases.

Recommended background reading: Reading lists are provided by each staff member teaching in the module.

D223NA Nutritional Regulation, Physiology and Endocrinology

Module Convenor: Dr P Jethwa Preeti.Jethwa@nottingham.ac.uk

Module Details: Level 2, Autumn Semester, 20 credits

Pre-requisites: D21BN1 Introduction to Nutrition
D21BN2 Biochemistry – The Building Blocks of Life

Expected Number of Students Taking Module: 105

Target Students: Students studying Master of Nutrition (B401), BSc Nutrition (B400) and BSc Food Sciences (D610) Food and Nutrition degrees (B4D6) and Exchange Students

Summary of Content: The physiology and regulation of the main endocrine systems, and its relation to diet, dietary energy and nutritional energetics and regulation of appetite and energy expenditure.

Timetable: Typically two 4 -hour timetabled sessions per week plus 100 student self-directed learning studies and revision. Personal timetables will be available to all students via www.nottingham.ac.uk/student-services

Lecture Programme: The programme is **provisional** and more detailed information will be given to you in the first session.

- 1 Module introduction
- 2 Introduction to Endocrinology (PJ)
- 3 Thyroid hormones (PJ)
- 4 Insulin, Glucose, glucagon (various)
- 5 Glucocorticoids and the adrenal axis (TP)
- 6 Growth hormone/IGF axis (JB)
- 7 Methods in Endocrinology (various)
- 8 Integration of metabolism (AS)
- 9 Energetics (PJ)
- 10 Energy requirements (JP)
- 11 Appetite regulation (PJ)
- 12 Malnutrition (JP)

Module Activities:

Activity	Number of Weeks	Number of sessions	Duration of a session
Lecture	11 weeks	2 per week	2 hours
Workshop	11 weeks	2 per week	1 hour

Assessment:

Exam 1	50	2 hour exam
Coursework 1	50	2000 word (or equivalent) report

Aims: This module aims to develop learners the principles of nutrition from dietary assessment and food analysis through to how the body utilizes the diets nutrients in energetics throughout the human lifespan and in different pathological states. The physiological systems that control homeostasis and metabolism will also be investigated, as well as examining how the body regulates various physiological responses to food, regulating appetite and energy expenditure.

Learning Outcomes: On successful completion of this module, students will be able to:

- Describe principles underlying nutrition energetics and relate this knowledge to energy requirements in humans
- Explain the regulation of energy balance and appetite
- Evaluate dietary needs of an individual using dietary assessment tools
- Discuss the principles food analysis
- Describe key endocrine systems and the regulation of nutrient metabolism

Recommended background reading:

- Endocrine Physiology by Patricia E Molina, McGraw-Hill Education, ISBN 0071796770
- Human Endocrinology by Paul R Gard, Taylor & Francis, ISBN 978074840655
- We also recommend the use of primary research papers specific ones will be provided during the sessions.

B12411 Medicine & Pathology

Module Convenor: Dr F Stephens

School: Life Sciences, University Park

Module Details: Level 2, Spring Semester, 10 credits

Pre-requisites: D224N0 Nutrition Metabolism and Disease

Expected Number of Students Taking Module: 40

Target Students: MNutr Students

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Summary of Content: The module will consider the causes of diseases including genetic, traumatic and infective factors. An overview of the immune system and its role in disease progression will be presented. Particular emphasis will be placed on cardiovascular disease, cancer and respiratory disease, endocrine and neurological disorders. Students will also be introduced to the concepts of disease diagnosis including: patient histories, physical and laboratory examinations. Students will consider simulated patient cases in tutorial groups and present a simulated case study as a short seminar and submit a written report of it.

Assessment Details:

Exam	70%	2 hour exam
Coursework	30%	

Aims: The aim of this module is to introduce students to the principles of disease aetiology and diagnosis and to consider the pathophysiological consequences of common diseases likely to be seen in clinical practice by qualified dietitians. The students will be introduced to history taking, clinical chemistry based assessments, nasogastric intubation and venepuncture, and will also practice the basic aspects of life support, and measurement of BP.

Learning Outcomes: After completion of this module students should understand the main causative factors in the development of disease, be able to describe the aetiology and functional consequences of common cardiovascular, respiratory, central nervous system, gastrointestinal and endocrine diseases, as well as a number of different forms of cancer. The students should also know the principles involved in taking a medical history and in interpreting clinical chemistry results. The students will also be expected to demonstrate competence in basic life support and measuring blood pressure, and to understand how procedures such as nasogastric intubation and venepuncture are performed. The students should also be able to demonstrate effective communication and problem solving skills by researching and presenting information relating to a number of clinical cases both in workshops and seminars.

D224N0 Nutrition, Metabolism and Disease

Module Convenors: Prof Andrew Salter Andrew.Salter@nottingham.ac.uk

Module Contributors: Dr A Murton, Dr J Brameld, Dr M Alcocer, Dr T Parr

Module Details: Level 2, Spring Semester, 20 credits

Pre-requisites: Nutritional Regulation, Physiology and Endocrinology (D223NA)

Expected Number of Students taking module - 100

Target Students - BSc Nutrition (B400), BSc Nutrition & Food Science (B4D6), Master of Nutrition & Dietetics (B401) and available to Exchange students

Summary of Content:

Nutrition, Metabolism and Exercise: Changes in metabolism associated with different forms of exercise, current concepts concerning the role of nutrition in enhancing sporting performance.

Obesity: Body composition and energy balance, control of food intake and energy expenditure, health and physiological considerations of obesity, treatment of obesity.

Diabetes: History of diabetes, role of insulin in regulating metabolism, impaired glucose tolerance, metabolic syndrome, Type 1 and Type 2 diabetes, diabetic complications, treatment of diabetes.

Liver Disease: Metabolic role of the liver, alcoholic fatty liver disease, non-alcoholic fatty liver disease

Lipoprotein Metabolism: Structure and function of lipoproteins, regulation of plasma lipoprotein concentrations, genetic and metabolic basis of the hyperlipidaemias

Cardiovascular Disease: Nature of the atherosclerotic plaque and the biochemical mechanisms underlying its development, cardiovascular disease risk factors, diet and cardiovascular disease

Disorders of Metabolism: Consideration of some selected examples of inherited disorders of metabolism and the metabolic rationale for some of the therapies used to alleviate their effects.

Module Web Links – Moodle

Timetable: Typically two 3-hour timetabled sessions per week and afternoon fifty-three lectures, four-hour practical (ran three times for different groups), six-hour workshops and eight hours student led studies and revision. Personal timetables will be available to all students via www.nottingham.ac.uk/student-services

Lecture Programme: Lecture programme is provisional and more detailed information will be given to you in the first session.

Week	Subject	Staff
19	09.30 Introduction to Module	AS
	10.00 Integration of Metabolism in Health & Disease	
	14.00 Nutrition, Metabolism & Exercise	AM
20	09.30 Nutrition, Metabolism & Exercise	AM
	14.00 Nutrition, Metabolism & Exercise	AM
21	09.30 Obesity	JB
	13.30 Anthropometry Practical – Group A	AS
22	09.30 Obesity	JB
	13.30 Anthropometry Practical – Group B	AS
23	09.30 Metabolic Syndrome	AS
	13.30 Anthropometry Practical – Group C	AS
24	09.30 Diabetes	MA
	14.00 Anthropometry Practical –Data Analysis Workshop	AS
25	09.30 Diabetes	MA
	14.00 Liver Disease	AS
26	09.30 Lipoprotein Metabolism	AS
	14.00 Lipoprotein Metabolism	AS
31	09.30 Cardiovascular Disease	AS
	14.00 Cardiovascular Disease	AS
32	09.30 Disorders of Metabolism	TP
	14.00 Disorders of Metabolism	TP
33	09.30 Disorders of Metabolism	TP
	14.00 Disorders of Metabolism	TP
34	09.30 Revision Session	AS

Assessment details

Exam 1	70%	2 hour Examination
Coursework	30%	Practical write up

1

Aims:

- 1) To provide a basic understanding of the role of nutrition in a variety of physiological and pathological situations
- 2) To emphasise the interaction between the disciplines of biochemistry and nutrition

Learning Outcomes:

- Recall major factors associated with the metabolism of macronutrients during normal (healthy) metabolism
- Explain changes in macronutrient metabolism associated with common chronic diseases (obesity, diabetes and cardiovascular disease)
- Predict the impact of genetic mutations/polymorphisms on pathways of metabolism and disease outcomes
- Conduct and appraise different methods of assessing body composition.

D224N8 Communication Skills & Educational Methods

Module Convenor: Dr Kirsten Whitehead Kirsten.Whitehead@nottingham.ac.uk

Module Details: Level 2, Spring Semester, 10 credit

Pre-requisite(s): D21BN5 Introduction to Dietetics

Summary of Content: This module provides a sound insight into formal and informal methods of both written and verbal communication. Educational and learning theories will be taught. Students will be introduced to basic counselling skills and provided with the opportunity to practice such skills within a dietetics setting.

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Lecture

Programme:

Session and Date	Session theme	Lecturers
1	Introduction to the module. Writing skills Coursework 1&2 set	TBC
2	Critical analysis and structuring reports	TBC
3	Developing presentation skills and Teaching in theory and practice	TBC
4	Dietitians and the helping process 1 Coursework 3 set	KW, and others
5	Dietitians and the helping process 2	KW, and others
6	Dietitians and the helping process 3	KW, and others
7	Dietitians and the helping process 4 Coursework 1 hand in	KW, and others
8	Dietitians and the helping process 5	KW, and others
10	Assessment of Coursework 2 Student presentations	KW, TBC
11	Assessment of Coursework 2 Student presentations	KW, TBC
12	Introduction to communication skills assessment tool Module evaluation	KW
	EASTER HOLIDAY	
13	Study time Submission of Coursework 3 together with the presentation reflection sheet from Coursework 2	

KW=Kirsten Whitehead

Assessment:

Coursework 1	25%	Convert an academic paper into a magazine article (1200-words)
Coursework 2	25%	Oral Presentation
Coursework 3	50%	A Reflective portfolio to contain 1 x 1500 word essays, 4 Reflection sheets to complete (maximum one side A4) & 4 observation sheets which are completed in class.

Attendance at the sessions entitled 'Dietitians and the helping process' are compulsory. Failure to attend, unless appropriate documentation is provided, will result in 2% for each session missed being deducted from the overall coursework mark.

Aims: The aim of this module is to provide a broad understanding of communication skills and education and learning theories.

Learning Outcomes: At the end of the module and with extra reading students should be able to:

- (1) Demonstrate the skills needed to facilitate patient- centred practitioner/ patient relationships.
- (2) Apply an evidence based approach to providing information for the general population
- (3) Communicate clearly and effectively in a written and oral form.

Recommended Reading: To be provided at the start of the module

D22BN2 Food Composition and Modifications for Dietetics

Module Convenor: Dr C Raaff Carol.Raaff@nottingham.ac.uk

Module Details: Level 2, Year-Long, 20 credits

Pre-requisite(s): D21BN4 Introduction to Health Behaviours;
D21BN5 Introduction to Dietetics

Capped module at 30 – You will need permission from the module convenor/s to take this module unless it is compulsory for your course.

Target Students: Master of Nutrition (B401) only

Summary of Content: This module aims to add to the knowledge gained during the above level 1 modules and their practical application to dietetics. Students will become more familiar with the composition of foods, exchange systems and what happens to the nutritional value of foods during processes such as storage and cooking. Using case study based practical's students will be able to calculate nutritional requirements, adapt intakes to meet a particular need such as weight gain and consider the implications for the patient. Other aspects such as food labelling, health claims and new product development will be discussed.

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Assessment Details:

Assessment	Percentage	Requirements	Length
Coursework 1	65%	Group presentation, copy of slides and outline for the groups adapted session	30 minute group presentation, 1 side A4 session plan and 750 word rationale for changes
Coursework 2	32%	Essay	Approximately 1500 words
Coursework 3	3%	6 reflective learning points from an assigned practical session	6 short bullet pointed learning points

Aims: This module aims to add to the knowledge gained during the above level 1 modules and their practical application to dietetics. Students will become more familiar with the composition of foods, exchange systems and what happens to the nutritional value of foods during processes such as storage and cooking.

Learning outcomes:

1. Describe the process in planning suitable menus for a variety of different institutional settings.
2. Identify the nutritional considerations in food product developments, including food labelling and impact of processing and storage.

3. Estimate the nutritional requirements for individuals, assess current food intake for nutritional adequacy and make suggestions for those who need to follow a range of dietary restrictions.
4. To plan and prepare foods for individuals to meet dietary restrictions, using safe food hygiene practices.

YEAR 3 MODULES

B14804 Clinical Pharmacology

Module Convenor: Dr R Roberts

School: Life Sciences, University Park

Module Details: Level 4, Spring Semester, 10 credits

Number of Places: Master of Nutrition Students only

Summary of Content: Overview of clinical pharmacology, with particular emphasis on route of delivery of drug and principal aspects of pharmacokinetics, including factors influencing drug absorption, distribution, metabolism and elimination. The use of drugs in the treatment of diseases for which there is a dietetic input to the management, and the possibility of drug-nutrient interactions in these, and other patients will be covered.

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentsservices

Assessment:

Exam 1	60%	1 hour 30 minute examination.
Coursework 1	30%	Write up of case report
Presentation 1	10%	Presentation of Case Study

Aims: To introduce the main drugs used in the treatment of key diseases and outline their mechanism of action.

Learning Outcomes: By the end of this module students should have knowledge of the main drugs used in the treatment of cardiovascular disease, respiratory disease, gastrointestinal disease, diabetes, obesity, and the key neurological diseases. Students will have been introduced to the basic concepts of pharmacology and will have a basic understanding of the mechanisms of action of the drugs used to treat the above named diseases. Furthermore, students will know how nutrients are able to interact with drugs, which may result in a change in therapeutic response. Transferable (key) skills Communicate effectively in writing. Communicate effectively in oral presentation. Organize and manage their working time, schedule tasks, and meet deadlines. Work productively with others.

D236N0 Research Skills in Dietetics

Module Convenor: Dr Preeti Jethwa Preeti.Jethwa@nottingham.ac.uk

Lecturers: Dr Lisa Coneyworth (LC), Dr Simon Welham (SW), Dr Kate Millar (KM), Dr Fiona McCullough), Dr Kirsten Whitehead (KW), Dr Judy Swift (JS)

Module Details: Level 3, Spring Semester, 10 credits

Pre-requisites: all dietetic modules

Number of Places: Master of Nutrition Students only

Summary of Content: Covers theoretical and practical aspects of commonly used research methods. Includes hands on experience of statistical packages and laboratory skills, provides information on systematic reviews, practical and audit based projects, learning about the ethical nature of research. Preparatory study for dietetics research project.

Timetable: Typically 1 three hour lecture or 4 hour practical per week plus student led studies. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Lecture Programme

1. Module introduction and project proposal planning
2. Literature searching and access – information systems
3. Philosophy of science
4. Survey design
5. Systematic review
6. Data collection and presentation skills
7. Statistical analysis computer practical– analysing relationship/comparing means
8. Ethical considerations
9. Clinical Audit
10. Qualitative research

Non-lecture programme: Meetings with supervisor (at least 3), Project planning and self-directed learning

Assessment: 100% Coursework - Project planning report - 2000 words

Aims: To provide students with an understanding of established qualitative and quantitative research and audit techniques.

Learning Outcomes: On successful completion of this module, students will be able to:

- Execute basic concepts required to conduct laboratory research or systematic review.
- Plan a project, incorporating safety, ethical, analytical and experimental design issues as appropriate.
- Discuss presentation of data and statistical analysis as appropriate.
- Manage working time effectively and meeting deadlines.
- Summarize key relevant information succinctly in an abstract and to the lay public.

D23BD1 Principles and Practice of Dietetics

Module Convenor: Jennifer Kearns Jennifer.Kearns@nottingham.ac.uk

Module Details: Level 3, full year, 60 credits.

Pre-requisites: D21BN5 Introduction to Dietetics, D22BN2 Food Composition for Dietetics, D224N8 Communication Skills & Educational Methods

Co-requisites: None

Target Students: Students studying Master of Nutrition (B401)

Summary of Content: The module will be split into seven streams of content which have been brought together into a single module to facilitate learning and reflective development of the students as dietetic practitioners. The seven streams are: 1. Dietetic process, clinical reasoning and decision making (including ethics) 2. Nutrition support and texture modification 3. Structure and delivery of dietetic services 4. Delivery and communicating of dietetic interventions 5. Acute dietetic specialities (most of external dietetic lectures) 6. Long-term conditions (including acute episodes of care) 7. Issues through the life-course (including paediatrics, pregnancy and aging)

Timetable: Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Teaching Staff: Moira Taylor, Amanda Avery, Kirsten Whitehead, and external lecturers who are registered dietitians.

Assessment Details:

Exam 1	30%	3 hour spring exam
Coursework 1	25%	2000 word long term condition case study
Coursework 1	25%	2000 word case study acute feeding case
Coursework 1	10%	Presentation - Debate with reflection
Coursework 1	10%	Delivery of group education session (Presentation)

Aims: This module aims to link the underpinning science of nutrition developed over the first two years of the programme to the applied practice of dietetics. This will consider both the professional aspects of dietetics alongside the theory of the nutritional management of disease in individuals and populations. This should effectively enable students to be prepared to start their 12 week clinical placement (B placement).

Learning Outcomes: On successful completion of this module students will be able to:

- Critically analyse the role of the dietitian across a range of healthcare settings, including roles in public health.
- Analyse how dietitians interface with other health professionals and organisations as part of a multidisciplinary healthcare team, including others who promote nutrition within healthcare and community settings
- Identify key clinical, biochemical, nutrition and psychosocial information as part of the identification of nutritional needs of individuals and groups in a variety of settings and situations
- Calculate estimated nutritional requirements and critically consider the validity of applying recommendations for population nutrition reference values in clinical settings
- Apply appropriate nutritional diagnoses to clinical scenarios based upon a comprehensive dietetic assessment

- in cases presenting with multiple comorbidities and disease risks appropriate nutritional diagnoses based on a comprehensive dietetic assessment
- Design dietetics care plans appropriate for individuals and groups who may be presenting with multiple comorbidities and disease risks using the nutrition and dietetic care process
- Deliver a nutritional education session designed to meet the health and psychosocial needs of a specified service user group
- Evaluate possible clinical outcomes and the role of monitoring and evaluating in refining and justifying dietetic practice including the possible implication of dietetic interventions on aspects of wider aspects of health
- Identify the ethical, regulatory, professional and legal issues linked to nutritional interventions and dietetic practice
- Develop and reflect upon a patient centred approach, including and maintaining professional standards and NHS values when responding to clinical case situations.

D23BN1 Nutrition and the Health of Populations

Module Convenor: Jo Pearce Jo.Pearce@nottingham.ac.uk

Module Details: Level 3, full year, 20 credits

Pre-requisite(s): Introduction to Nutrition (D21BN1), Nutritional Regulations, Physiology and Endocrinology (D223NA)

Co-requisites: None

Expected Number of Students Taking Module: 90

Target Students: Students studying Master of Nutrition (B401), BSc Nutrition (B400), Nutritional Biochemistry (C770) and Nutrition and Food Science (B4D6).

Availability to Exchange Students Yes

Summary of Content: Module considers the influence of nutritional factors at all stages of life upon the development of specific disease states, it will provide an integrated programme of epidemiology, basic nutrition and molecular science and public health nutrition and policy. Nutritional assessment tools: will consider the perils and pitfalls of available methods for assessing nutrient intake and levels of physical activity. Nutritional epidemiology: Overview of approaches used in nutritional epidemiology and provide a guide to interpreting the findings of epidemiological studies. Nutrition in Pregnancy & Lactation, Infant Nutrition: Consider the impact of diet upon the normal development of the human fetus, the nutritional requirements of infants and the transition from milk to solid diets. Intervention strategies: When elements of the diet are identified as playing a role in the development of disease it may be desirable to intervene, perhaps by encouraging the population to eat more or less of particular foods, or to indulge in more exercise. Disease states in the developed world: Consider some of the known nutritional risk-factors for these cardiovascular disease, osteoporosis and cancer and consider how changes in diet may reduce risk. Issues in the developing world: For much of the population of the world food supply is insecure. Ageing: Consider specific aspects of nutrition that are important to the over 65 population and describe current theories of how we age at the cellular level.

Timetable: Typically two one-hour timetabled sessions per week: forty-four lectures, supporting journal clubs, and revision session. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Lecture Programme: The lecture programme is provisional and more detailed information will be given to you in the first session.

1. Introduction and Nutritional assessment (TBC & JP)
2. Nutritional assessment and physical activity (JP)
3. Nutritional epidemiology (JM)
4. Nutritional epidemiology (JM)
5. Intervention strategies (JP)
6. Nutrition and fertility (TBC)
7. Periconceptual nutrition and pregnancy (TBC & JP)
8. Nutrition and pregnancy (JP)
9. Developmental origins of disease (TBC)
10. Lactation and infant feeding (TBC)
11. Nutrition and infancy (JP)
12. Obesity in childhood (TBC)
13. Schools and nutrition (JP)

14. Nutrition and adolescence (JP)
15. The nutrition transition and developing countries (LC)
16. Diet and cancer (TBC)
17. Diet and cancer (TBC)
18. Diet and cardiovascular disease (JM)
19. Diet and cardiovascular disease and Nutrition and bone health (JM & TBC)
20. Nutrition and bone health, Nutrition and the elderly (TBC)
21. Nutrition and ageing (TBC)

TBC To Be Confirmed, JP- Jo Pearce, JM- Jon Majewicz, LC- Lisa Coneyworth

Coursework:

Coursework 1: Critical analysis of study designs in nutritional epidemiology (20% of module)

Coursework 2: Essay (2000 words), (20% of module)

Assessment: Exam 1 (60%) 3 hours exam. Coursework 1 (20%). Coursework 2 (20%).

Aims: This module will introduce students to the basic methodology used to explore relationships between diet, health and disease in human populations. An appreciation of these techniques will be used as the basis for in-depth exploration of current major public health priorities. The module will take a life course approach to explain and develop the concepts of human health and disease as affected by diet, dietary components and interacting factors. Specific material to be covered: o Nutritional epidemiology: terminology and basic methods. • Nutritional assessment at the population level. • Intervention strategies and public health priorities. • The nutritional requirements of women during pregnancy and lactation o The nutritional requirements of infants. • Diet and coronary heart disease. • Diet and cancer. • Nutritional requirements from childhood to old age

Learning outcomes: On successful completion of this module, students will be able to:

1. Assess the major concepts and principles of nutritional epidemiology
2. Critically interpret epidemiological data in relation to nutrition and health, constructing balanced evidence-based arguments.
3. Evaluate the contribution of nutrition to early human growth, development and physiological function
4. Analyse the common themes and concepts in human nutrition and relate these to all stages of the lifespan and changing nutrient requirements.
5. Examine the relationship between diet and disease and how it has an impact on a molecular level, the development of degenerative diseases and impacts public health nutrition and policy.

Recommended background reading: Langley-Evans SC (2015) Nutrition, health and disease: a lifespan approach. Wiley.

D23BN4 Changing Behaviour, Promoting Health

Module Convenor: Dr J Swift Judy.Swift@nottingham.ac.uk

Lecturer: Dr Kirsten Whitehead

Module Details: Level 3, full year, 20 credits

Pre-requisites: D224N0 Nutrition Metabolism and Disease

Co-requisites: None

Expected Number of Students Taking Module: 90

Target Students: Master of Nutrition, BSc Nutrition, BSc Nutrition and Food Science.

Timetable: The timetable will be finalised at the beginning of the semester, and viewed at www.nottingham.ac.uk/timetable

Summary of Content: Unhealthy 'lifestyle' behaviours such as poor nutrition, physical inactivity and smoking are major contributors to the burden of disease. This course is designed to explore the process of changing these behaviours to improve health, using examples from behavioural science, health education, and health promotion. Particular attention will be paid to the theoretical and evidence-base for all strategies discussed. Practical application of theory to health promotion practice will be included throughout.

This is a highly interactive module. You will be expected to contribute to in-class discussions and work in groups to complete one of the summative assignments.

Autumn Semester

Week	Topic
1	Module introduction Health: Motivations, Morals & Meanings
2	The biomedical and biopsychosocial model of health and illness
3	Social vs individual determinants of health
4	Determinants of health: the social world
5	Determinants of health: social divisions and inequalities
6	Determinants of health: interpersonal relationships
7	Determinants of health: conditioning, rewards and incentives
8	Determinants of health: self-regulation
9	Determinants of health: emotion, stress and coping
10	Behaviour change: who, what, when, how?
11	In class ROGO for coursework 1

Spring Semester

Week	Topic
1	Recap of Semester 1 Introduction to Coursework 2
2	Behaviour change techniques
3	Designing and evaluating behaviour change interventions
4	National health promotion and public health strategies/policy
5	Health needs assessment and community development
6	Healthy alliances and working in partnership
7	Settings approach to health promotion
8	Coursework 2 preparation
9	Coursework 2 presentations

	EASTER
10	Module over-view and exam practice Module evaluation
11	REVISION WEEK

¹Timetable is indicative only and may change.

Assessment Details:

Exam	50%	ROGO 1.5 hour exam (end of Spring Semester, during exam period)
Coursework 1	20%	ROGO coursework assignment (end of Autumn Semester, during teaching week 11 or 12) -1.30 hours.
Practical	30%	Group poster presentation (Spring Semester, during teaching week 8 or 9)

Aims: This module aims:

1. To consider professional and lay concepts of health, disease and illness, and the contribution of behaviour to the burden of disease.
2. To provide an introduction to fundamental concepts from biological, individual differences, cognitive, social and developmental psychology and their contribution to the understanding of health behaviour.
3. To provide an introduction to fundamental concepts from sociology (including social divisions, social inequalities, social structures and social practices) and their contribution to the understanding of health behaviour.
4. To provide a sound theoretical underpinning for the process of changing health behaviour, and a critique of the evidence-base.
5. To describe and critique health promotion and health education strategies employed in the UK, and to make some comparisons with programmes from other countries.

Learning Outcomes: At the end of the module and with further reading students should be able:

1. To compare different concepts of health, disease and illness, and consider the implications of these when tackling the UK's major health challenges.
2. To understand fundamental concepts from psychology and sociology, and describe their contribution to the understanding of health behaviour.
3. To apply theories from sociology, psychology, and health promotion to the process of changing health behaviour.
4. To plan a behaviour change intervention citing an appropriate theory and evidence, a realistic project plan and appropriate evaluation.
5. To critical appraise behaviour change theory and evidence, work collaboratively with peer and self-direct their own learning.

YEAR 4 MODULES

D248N8 Advanced Dietetic Practice (60 credits)

Module Convenor: Dr Moira Taylor Moira.Taylor@nottingham.ac.uk

School: Life Sciences, University Park

Total credits: 60

Module details: Level 4, Spring Semester

Pre- requisite(s): D247N7 Advanced Dietetics (Clinical and Public Health) and Professional Issues

Summary of Content: Under the supervision of experienced Registered Dietitians, students will gain active experience in areas of health care that are appropriate to support subsequent application for dietetic registration. At the end of the Placement the student dietitian will have had the opportunity to work with clients/patients in the same way as a newly qualified dietitian. Students will then return to university for a period of consolidation prior to assessment.

Assessment Details:

Exam (50%)

3 hour exam - 3 questions out of 4 assessing the application of nutrition and the practice of dietetics. Candidates will be expected to demonstrate their ability to integrate and synthesize information.

Coursework: (50%)

A series of 3-4 clinical practice related activities taking approximately 20-25 minutes each (number of tasks to depend on nature of those selected). Examples include giving a presentation, interpreting clinical data, setting up an enteral feeding pump, completing a patient interview. Activities will examine skills competencies required by Dietetic students at the end of their training

Aims: To give students the opportunity to appraise and integrate academic theory with practical skills required as a Registered Dietitian in professional situations, under adequate supervision and guidance.

Learning Outcomes: By the end of the module students will be able to:

- 1) Critically interpret a range of qualitative and quantitative clinical, nutritional, biochemical and psychosocial information to holistically identify the nutritional needs of individuals and groups. (SOP 5, 13, 14; Model and Process for Nutrition and Dietetic Practice- BDA 2012)
- 2) Apply the integrated practical and theoretical basis of dietetics to formulate nutritional diagnoses based on global dietetic assessments (SOP 13, 14; Model and Process for Nutrition and Dietetic Practice-BDA, 2012)
- 3) Critically reflect upon calculated estimated nutritional requirements, based upon the available clinical and scientific evidence, for individuals and populations and with reference to health status. (SOP 13 and 14; Model and Process for Nutrition and Dietetic Practice- BDA, 2012)
- 4) Design, implement and review dietetic care plans, which address both group and individual needs. (SOP 5, 13, 14; Model and Process for Nutrition and Dietetic Practice- BDA, 2012)
- 5) Appraise the effectiveness of dietetic interventions, for individuals and populations; and with reference to influencing organizational strategic plans and meeting objectives. (SOP 2, 11, 12; Model and Process for Nutrition and Dietetic Practice- BDA, 2012)
- 6) Practice in line with the ethical, regulatory, organizational and legal frameworks for practicing dieticians to deliver care which respects and centres on the needs of service

users and with effective participation in multi- disciplinary teams. (SOP 2, 5, 6, 7, 9 15, Standards of Conduct, Performance and Ethics- HCPC 2012)

- 7) Communicate effectively using appropriate verbal and non- verbal communication skills when interacting with a diverse range of individuals, groups and communities, and to maintain practice records. (SOP 8, 10)
- 8) Reflect upon practice, and in practice as part of a commitment to maintain effective practice by self-directed, continuous personal and professional development (SOP 3, 11)
- 9) Meet the workload requirements of the NHS whilst practising as a safe, autonomous, resilient graduate healthcare professional, exercising their own judgement, but with an awareness of the limitations of their scope of practice. (SOP 1, 2, 4, 10)

Recommended background reading: students will be advised whilst on placement

D247N7 Advanced Dietetics (Clinical and Public Health) and Professional Issues (30 credits)

Module Convenor: Mrs A Avery Amanda.Avery@nottingham.ac.uk

Module Details: Level 4 module, Autumn Semester, 30 credits

Pre-requisite: D23BD1 Principles and Practice of Dietetics;
D23BN1 Nutrition and the Health of Populations

Summary of Content: This module considers the dietary management in specialist areas of advanced dietetic clinical practice and public health nutrition using individual student learning experiences and small group work. To consider aspects of management and leadership and professionalism that students require in order to be fit for purpose prior to registration as a dietitian.

Aims: To consider dietary management in specialist areas of advanced dietetic clinical practice and public health nutrition using individual student learning experiences and small group work. To consider aspects of management and leadership and professionalism that students require in order to be fit for purpose prior to registration as a dietitian.

Specific material to be covered:

- Advanced clinical dietetic practice knowledge (mainly through case study practice)
- Public health dietetic practice
- Understanding the profession presently (with reference to key BDA policy documents) and how it might develop in the future
- Clinical leadership and management (an introduction)
- Preparation for the first destination
- Communication skills development and professionalism focus

Lecture Programme: Will be announced at the beginning of the module.

Non-Lecture Programme: Self-directed learning to complete coursework.

Assessment:

Coursework 1	40%	OSCE
Coursework 2	30%	Professional practice project and reflections
Coursework 3	30%	Information Technology essay (2500words)

Learning outcomes: On successful completion of this module students will be able to:

1. Demonstrate appropriate autonomous dietetic practice underpinned by applying the evidence base, policy and clinical reasoning, for complex clinical and public health nutritional problems.
2. Appraise the role of social marketing, health informatics and information communications technology in prioritising the needs of a given population and promoting better health.
3. Critically assess the importance of incorporating sustainability into nutrition policy and the importance of building research capacity into community nutrition interventions.

4. Demonstrate communication skills that will enable him or her to communicate effectively within one-to-one patient consultations.
5. Summarise the issues governing clinical leadership and management both for the NHS and an individual.
6. Exercise professional practice and reflection that will allow her or him to behave appropriately both as a student and graduate dietitian.

Recommended background reading: Reading lists are provided by each staff member teaching in the module.

D247N2 Dietetics Research Project (30 credits)

Module Convenor: Dr Preeti Jethwa Preeti.Jethwa@nottingham.ac.uk

Lecturers: Supervision will be with a member of staff within the Division of Nutritional Sciences

Module Details: Level 4 module, Autumn Semester, 30 credits

Pre-requisite: D236N0 Research Skills for Dietitians

Summary of Content: It involves detailed research on the topic chosen in D236N0. Each project will involve collection of data by means such as experiment, questionnaire, observation and/or literature search as well as the analysis and interpretation of the data in the context of previous work. Reading and summarizing previous research by other scientists working in the area, and writing a clear concise final report is an essential component of the project.

Timetable: This module is not timetabled; tutorial support with the individual supervisor will be arranged throughout the semester.

Coursework: 100%

Assessment:

Coursework 1	60%	Report (6,000 word max) comprising a review of the literature, the methodology, outcomes and discussion written as a scientific paper
Coursework 2	30%	Laboratory, field or library research
Coursework 3	10%	Oral examination

Aims: The aim of this module is to provide students with expertise of planning and executing original research at the forefront of human nutrition and dietetics

Learning outcomes: On successful completion of this module, students will be able to:

- Execute their project plan by working productively with others, managing working time effectively and meeting deadlines.
- Acquire substantial quantities of information systematically and process it effectively.
- Summarise key relevant information succinctly in an abstract.
- Summarise the context of their research and its outcomes in relation to previous work in the discipline.
- Analyse information and data critically, drawing appropriate conclusions through independent thought whilst giving due weight to the published arguments of others.
- Construct a scientific research report using appropriate styles, conventions and terminology.
- Communicate effectively through oral presentation.

Recommended background Reading: Specified by individual supervisor

28 Appendices

- 1 Qualitative Assessment Criteria - General Guidelines for Examinations
- 2 Qualitative Assessment Criteria - General Guidelines for Essays & Reports
- 3 Qualitative Assessment Criteria - General Guidelines for Posters
- 4 Qualitative Assessment Criteria - General Guidelines for Oral Presentations
- 5 Qualitative Assessment Criteria – Research Project Experimental Work
- 6 Progression and Compensation Charts
- 7 Marking at Different Levels within Degree Programmes
- 8 School of Biosciences Tutoring Statement

Appendix 1

QUALITATIVE ASSESSMENT CRITERIA – GENERAL GUIDELINES FOR ESSAYS & REPORTS		
CLASS	%	
First		
A1	100	a. Excellent report structure with professional presentation of figures, tables, diagrams, references etc.; evidence of originality/novelty in presentation.
A2	90	b. Deep understanding of subject; all arguments carefully developed and clearly expounded.
A3	80	c. Considerable and effective use of literature information, beyond that supplied as taught material.
A4	73	d. Clear evidence of critical thinking, originality and novelty.
Upper Second		
B1	68	a. Well organised report; appropriate choice of illustrative figures, tables, diagrams etc.; clearly presented throughout.
B2	65	b. Sound grasp of subject material; generally logical arguments.
B3	62	c. Reasonable evidence of wider study beyond lecture material.
		d. Some evidence of independent thinking and originality.
Lower Second		
C1	58	a. Generally clear report conforming with accepted format but with some errors in style and/or omissions in presentation of illustrative figures.
C2	55	b. Reasonable understanding of subject material, but some flaws in the logic of arguments and factual errors.
C3	52	c. Only limited evidence of wider study and use of literature information.
		d. Very little evidence of independent thinking or originality.
Third		
D1	48	a. Little attention given to report structure; limited use of illustrative figures, tables etc.; serious flaws in presentation.
D2	45	b. Limited understanding of subject; considerable factual errors demonstrated.
D3	42	c. Virtually no inclusion of literature information beyond lecture material.
		d. Virtually no evidence of independent thinking or originality.
Soft Fail		
E	35	a. Very poorly structured; disorganised; missing sections; minimal presentation of supporting data, figures etc.
		b. Minimal understanding of subject; serious factual errors; general lack of any logical arguments.
		c. Virtually no inclusion of literature information.
		d. No evidence of independent thinking or originality.
Fail		
F1	25	Very poor coverage of material with little information that is relevant.
		Virtually no evidence of understanding the question; minimal attempt to provide a structured answer.
Fail		
F2	10	A few lines of relevant material
Fail		
F3	0	No relevant material

1. Only broad classes (A,B,C,D and E) have qualitative criteria attached; the division into (e.g.) C1, C2, C3 etc. is at the discretion of the examiner.
2. The qualitative criteria include consideration of :
 - a. The quality of the report/essay etc. - the use of sections; diagrams; figures etc.; citation of references; general neatness etc.
 - b. Student's knowledge of subject; depth and quality of answer.
 - c. Evidence of reading / study beyond regurgitation of standard taught material.
 - d. Independent or critical thinking / originality etc.

Appendix 2

CLASS	%	QUALITATIVE ASSESSMENT CRITERIA - GENERAL GUIDELINES FOR EXAMINATIONS
First		
A1	100	a. Deep understanding of subject; carefully balanced arguments clearly presented; all material highly relevant to the question.
A2	90	b. Considerable and effective use of literature information, beyond that supplied as taught material.
A3	80	c. Clear evidence of critical thinking, originality and novelty
A4	73	d. Excellent structure and good use of illustrative diagrams etc.; evidence of originality/novelty in presentation.
Upper Second		
B1	68	a. Sound grasp of subject material; presentation of logical arguments relevant to the question.
B2	65	b. Reasonable evidence of wider study beyond lecture material.
B3	62	c. Some evidence of independent thinking and originality.
		d. Well organised answer; appropriate use of illustrative diagrams; clear presentation.
Lower Second		
C1	58	a. Reasonable understanding of subject material, but some flaws in the logic of arguments and factual errors; possibly some irrelevant material.
C2	55	b. Only limited evidence of wider study and use of literature information.
C3	52	c. Little evidence of independent thinking or originality.
		d. Fairly clear presentation; generally conforming with accepted format but with some flaws in style; little use of illustrative diagrams.
Third		
D1	48	a. Limited understanding of subject; numerous flaws in the logic of arguments; considerable factual errors and/or irrelevant material.
D2	45	b. Virtually no inclusion of literature information beyond lecture material.
D3	42	c. Virtually no evidence of independent thinking or originality.
		d. Little attention given to structure; very limited use of illustrative diagrams; serious flaws in presentation.
Soft Fail		
E	35	a. Minimal understanding of subject; serious factual errors; general lack of any logical arguments; considerable amount of irrelevant material.
		b. Virtually no inclusion of literature information.
		c. No evidence of independent thinking or originality.
		d. Very poorly structured answer; disorganised and untidy; missing sections; virtually no use of illustrative diagrams.
Fail		
F1	25	Insubstantial answer; very poor coverage of material with little information that is relevant. Virtually no evidence of understanding the question and minimal attempt at structure
Fail		
F2	10	A few lines of relevant material
Fail		
F3	0	No relevant material

- Only broad classes (A,B,C,D and E) have qualitative criteria attached; the division into (e.g.) C1, C2, C3 etc. is at the discretion of the examiner.
- The qualitative criteria include consideration of :
 - Student's knowledge of subject; depth, relevance and quality of answer.
 - Evidence of reading / study beyond regurgitation of standard taught material.
 - Independent or critical thinking / originality etc.
 - The quality of presentation - structure of answer, the use of sections; diagrams etc., general neatness etc.

Appendix 3

CLASS	%	QUALITATIVE ASSESSMENT CRITERIA - GENERAL GUIDELINES FOR POSTERS
First		
A1	100	a. Excellent use of headings, text appropriate size, figures and diagrams clear and well-labelled, very easy to follow progression of poster theme.
A2	90	b. Visually very attractive and creative.
A3	80	c. Factually very accurate and informative with clear evidence of extensive knowledge of published literature.
A4	73	d. All relevant aspects of own data presented, where inclusion is appropriate.
Upper Second		
B1	68	a. Good use of headings, text of appropriate size, some loss of figure clarity or slight errors in labelling, easy to follow progression of poster theme.
B2	65	b. Visually quite attractive and creative.
B3	62	c. Factually accurate and informative with some evidence of knowledge of published literature.
		d. Most relevant aspects of own data presented, where inclusion is appropriate
Lower Second		
C1	58	a. Adequate use of headings, text a little too small, figures not clear and inadequately labelled, more difficult to follow progression of poster theme.
C2	55	b. Visually unstimulating.
C3	52	c. Some factual inaccuracies with only limited evidence of knowledge of published literature.
		d. Several aspects of own data omitted, where inclusion is appropriate.
Third		
D1	48	a. Very poor use of headings, text too small or hand-written, figures unclear and unlabelled, no obvious progression of poster theme.
D2	45	b. Visually unattractive and dull.
D3	42	c. Many factual inaccuracies with very limited evidence of knowledge of published literature.
		d. Most of own data omitted, where inclusion is appropriate.
Soft Fail		
E	35	a. No headings used and poster somewhat disorganised.
		b. Visually unattractive and dull.
		c. Inaccurate with virtually no evidence of knowledge of published literature.
		d. None of own data included.
Fail		
F1	25	a. No headings used and poster very disorganised and difficult to understand.
		b. Visually very unattractive and dull.
		c. Inaccurate with no evidence of knowledge of published literature.
		d. None of own data included.
Fail		
F2	10	A few lines of relevant material presented
Fail		
F3	0	No poster presented

1. Only broad classes (A,B,C,D and E) have qualitative criteria attached; the division into (e.g.) C1, C2, C3 etc. is at the discretion of the examiner.

2. The qualitative criteria include consideration of :

- Structure and organisation of the poster.
- Visual impact and attractiveness.
- Accuracy and completeness of the content.
- Where appropriate, inclusion of students' own experimental data.

Appendix 4

QUALITATIVE ASSESSMENT CRITERIA - GENERAL GUIDELINES FOR ORAL PRESENTATIONS		
CLASS	%	
First		
A1	100	a. Clearly audible, well-paced presentation delivered without obviously reading from notes in the time allocated. Addressed to the audience.
A2	90	b. Very well-planned with a clear logical structure focused on the topic being presented. Excellent introduction and summary.
A3	80	c. Excellent use of visual aids which are easy to read and understand. Main points of slides clearly explained.
A4	73	d. Content of presentation very well-researched with relevant data where appropriate. Response to questions asked indicates thorough understanding.
Upper Second		
B1	68	a. Clearly audible, well-paced presentation delivered with some reading from notes in the time allocated. Mainly addressed to the audience.
B2	65	b. Quite well-planned with logical structure focused on topic being presented. Good introduction and summary.
B3	62	c. Good use of visual aids which are quite clear to read and understand. Good attempt to explain main points of slides.
		d. Content of presentation quite well-researched with relevant data where appropriate. Response to questions asked indicates good understanding.
Lower Second		
C1	58	a. Audible presentation which may be too fast or too slow. Tendency to read from notes and to address floor or ceiling. May be outside time allocated
C2	55	b. Some flaws in structure and not always focused on the topic being presented. Weak introduction and summary.
C3	52	c. Adequate use of visual aids which are not always easy to read and understand. Little attempt to explain main points of slides.
		d. Some omissions in literature research and little relevant data presented. Response to questions asked indicates incomplete understanding.
Third		
D1	48	a. Difficult to hear. Too fast or too slow. Read from notes and little attempt to address the audience. Outside allocated time.
D2	45	b. Poorly-structured, rambling presentation which strays from topic being presented. Very weak introduction or summary.
D3	42	c. Poor visual aids which are difficult to read and understand. Poor explanation of main points of slides.
		d. Little evidence of literature research and no data presented. Response to questions indicates poor understanding.
Soft Fail		
E	35	a. Mumbled, halting presentation. Much too fast or too slow. No attempt to address audience and well outside allocated time.
		b. No discernible structure to presentation with some relevant material. No introduction or summary.
		c. Very poor visual aids. No explanation of main points of slides.
		d. Poor literature research and no data presented. Response to questions shows serious weakness in understanding.
Fail		
F1	25	a. Extremely difficult to hear presentation and well outside allocated time.
		b. No discernible structure and very little relevant material. No introduction or summary.
		c. No visual aids used.
		d. Little evidence of research. Response to questions shows minimal understanding.
Fail		
F2	10	Very minimal attempt to give a presentation.
Fail		
F3	0	Failed to give a presentation.

- Only broad classes (A,B,C,D and E) have qualitative criteria attached; the division into (e.g.) C1, C2, C3 etc. is at the discretion of the examiner.
- The qualitative criteria include consideration of :
 - Presentation of talk; audibility, speed, use of notes, addressed to audience, time keeping.
 - Organisation of talk; logical coherent progression with introduction and summary.
 - Use of visual aids; clarity and explanation of salient points.
 - Research and response to questioning; evidence of extensive reading, presentation of own data (where relevant), evidence of wider understanding.

Appendix 5

CLASS	%	QUALITATIVE ASSESSMENT CRITERIA - RESEARCH PROJECT EXPERIMENTAL WORK
First		
A1	100	a. Extremely independent and able to work with minimal direct supervision. Shows a great deal of initiative and perseverance when things go wrong.
A2	90	b. Very well organised; able to plan time in laboratory/field with minimal assistance.
A3	80	c. Technically extremely competent; learns new methods quickly with minimal training.
A4	73	d. Excellent critical ability and able to appreciate limitations of techniques used.
Upper Second		
B1	68	a. Able to work independently with little direct supervision. Shows some initiative and perseverance.
B2	65	b. Well organised; able to plan time in laboratory/field with little assistance.
B3	62	c. Technically competent; learns new methods quite quickly when given training.
		d. Some critical ability and appreciation of limitations of techniques used.
Lower Second		
C1	58	a. Needs quite close supervision and shows little initiative. Tendency to give up too quickly when things go wrong.
C2	55	b. Quite well organised but needs considerable help to plan experiments and time spent in laboratory/field.
C3	52	c. Technically quite competent, but liable to make mistakes is not supervised closely. Slow at learning new techniques.
		d. Limited critical ability and little appreciation of limitations of techniques used.
Third		
D1	48	a. Little or no ability to work independently. Shows very little initiative. Liable to give up when things go wrong.
D2	45	b. Poorly organised; unable to plan time in laboratory/field without direct instruction.
D3	42	c. Technically incompetent. Liable to make mistakes even when supervised closely. Very slow at learning new techniques.
		d. Virtually no critical ability or appreciation of limitations of techniques used.
Soft Fail		
E	35	a. No ability to work independently. Minimal effort put into work.
		b. Poorly organised and liable to miss planned work sessions.
		c. Technically very incompetent. Often makes mistakes, even when closely supervised. Extremely slow at learning new techniques.
		d. No critical ability or appreciation of limitations of techniques used.
Fail		
F1	25	a. Rarely does any experimental work.
		b. Very likely to miss planned work sessions.
		c. Often makes errors when carrying out simple procedures.
		d. No critical ability or appreciation of limitations of techniques used.
Fail		
F2	10	Very minimal laboratory/field work attempted.
Fail		
F3	0	No laboratory/field work attempted

- Only broad classes (A,B,C,D and E) have qualitative criteria attached; the division into (e.g.) C1, C2, C3 etc. is at the discretion of the examiner.
- The qualitative criteria include consideration of :
 - Independence and initiative. Perseverance when work does not go according to plan.
 - Organisational ability; can the student plan their use if time effectively and efficiently?
 - Technical ability; can the student carry out work competently and learn new techniques quickly
 - Critical ability and appreciation of the limitations of the work.

Progression and Compensation BSc Hons (to Parts I and II) and MNUtr (to Part I)

Appendix 6

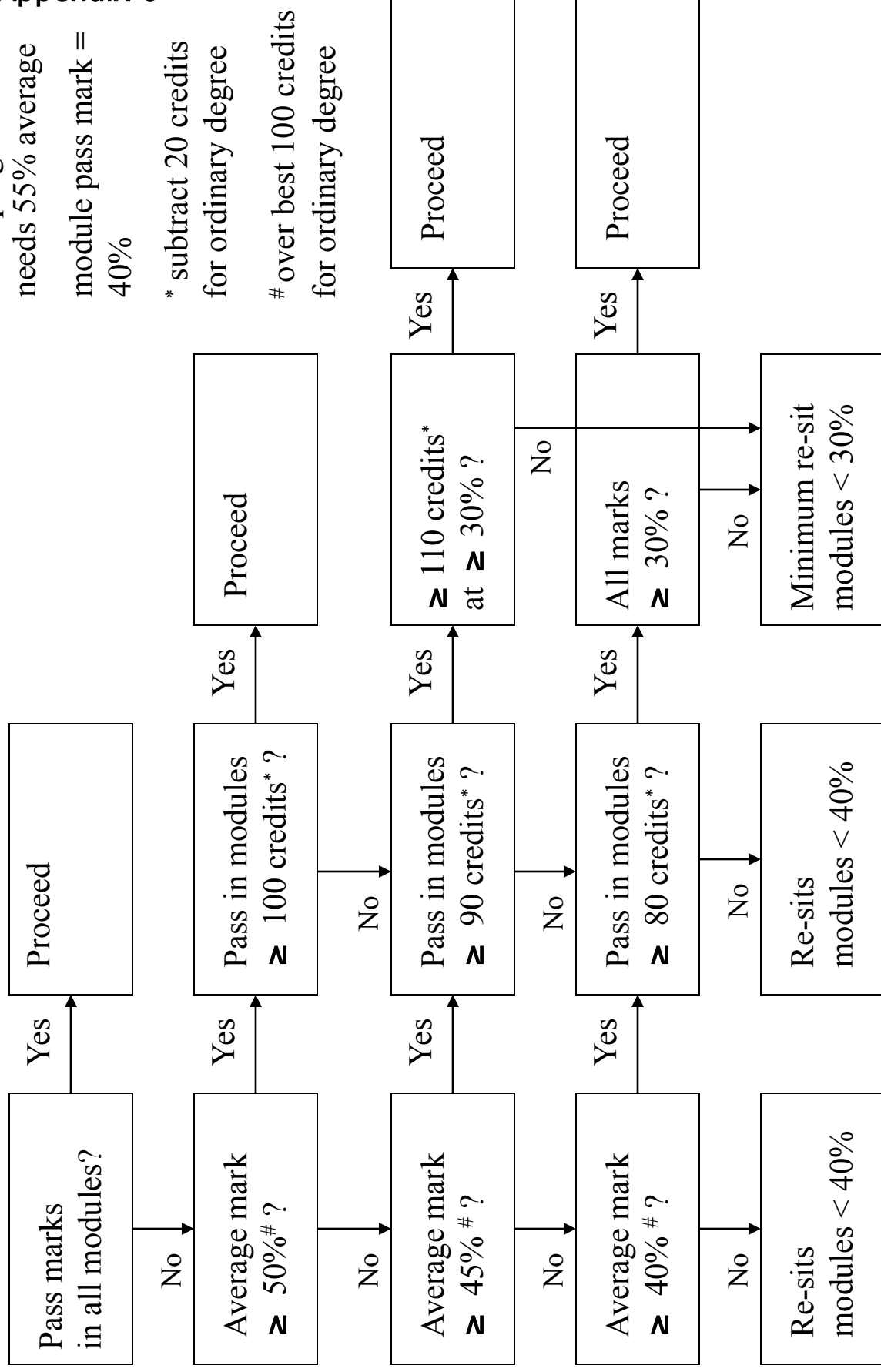
MSci prog to Part II

needs 55% average

module pass mark = 40%

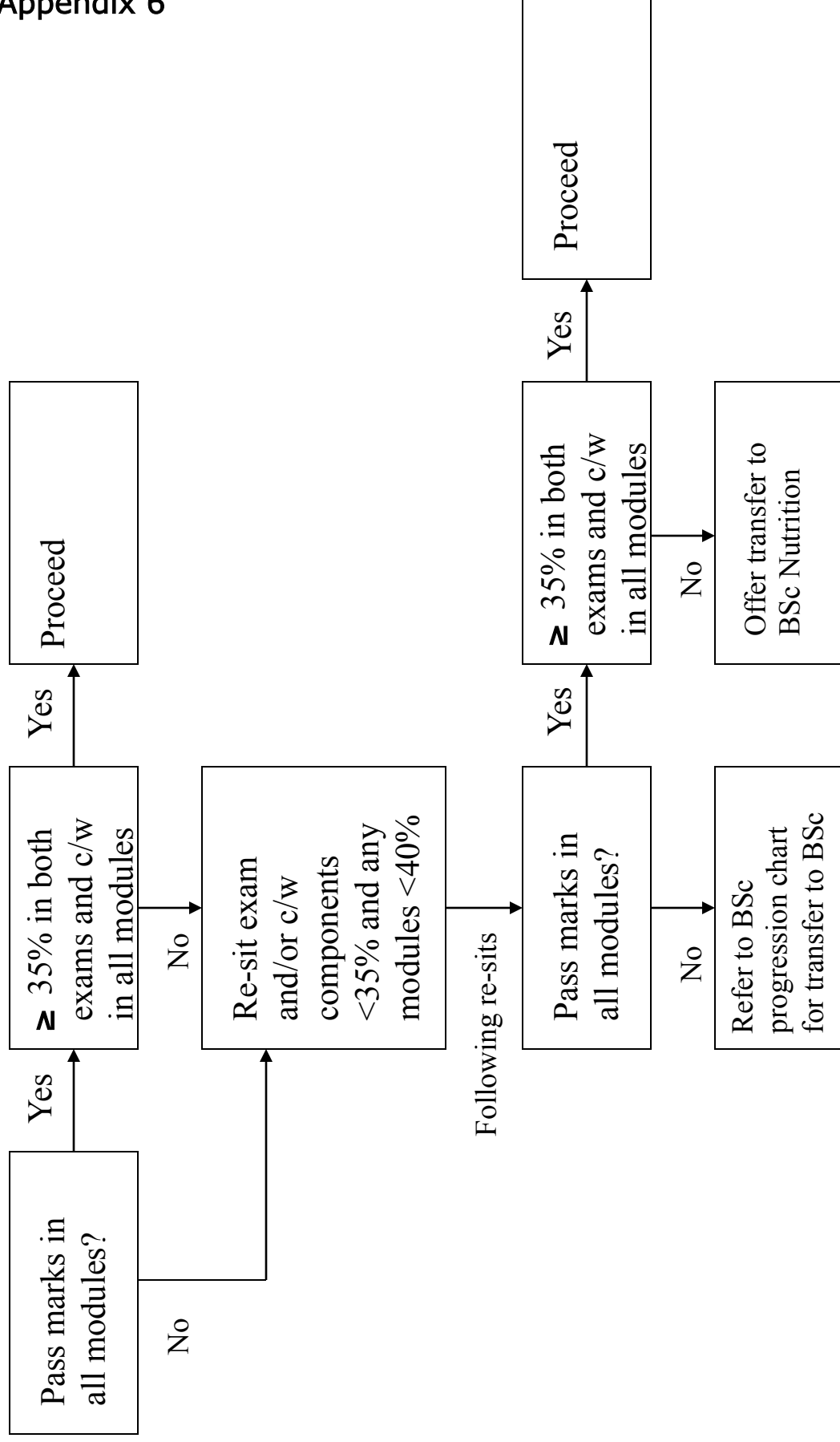
* subtract 20 credits for ordinary degree

over best 100 credits for ordinary degree



Progression and Compensation MNutr (to Parts II and III)

Appendix 6



Appendix 7

School of Biosciences Qualitative Marking Schemes Supplementary Guidelines

Marking at Different Levels Within Degree Programmes

The School's qualitative marking schemes provide general guidance for assessment of various types of work. However, in applying these schemes to individual assessments, account must be taken of the level at which students are working. The criteria outlined below provide general guidance, and not all criteria will be applicable to all forms of assessment.

Academic Levels

- Level 1** Certificate level, generally qualifying year students
- Level 2** Diploma level, generally taken by year 2 students
- Level 3** Degree level, generally taken by year 3 students
- Level 4** Masters levels, generally taken by post-graduate or year 4 undergraduate students

Major considerations

Mark Class A

- Level 1:** Draws on available evidence to make sound conclusions supported from a range of sources.
- Level 2:** There is evidence of further reading and careful analysis offering alternative views.
- Level 3:** There is critical analysis offering alternative views. There is clear expression of own views, which are supported by appropriate literature. Draws on available evidence to make persuasive conclusions.
- Level 4:** Detailed, orderly and critical work with clearly specified focus/foci exhibiting rigorous analysis, synthesis and evaluation. There must be evidence that the student has developed their own arguments.

Mark Class B

- Level 1:** Content is accurate and relevant with appropriate use of supporting material.
- Level 2:** There is sound analysis with good expression and argument with evidence of independent thinking supported by appropriate material.
- Level 3:** There is sound critical analysis. Alternative views are expressed using supporting evidence from a variety of sources.
- Level 4:** Evidence of originality and significant critical analysis. There is evidence of integration of material from a variety of sources.

Appendix 7

Mark Class C

- Level 1:** Content is largely accurate and relevant with some evidence of understanding.
- Level 2:** There is adequate analysis with limited evidence of wider study.
- Level 3:** There is reasonable understanding, with some attempt at analysis and limited use of supporting material.
- Level 4:** There is reasonable understanding and analysis supported by a range of relevant evidence.

Mark Class D

- Level 1:** Some relevant content but with evidence of only very limited understanding.
- Level 2:** Some relevant content with limited understanding but little evidence of wider study.
- Level 3:** Basic understanding with limited evidence of wider study.
- Level 4:** Basic understanding with limited evidence of understanding and some attempt at analysis.

Mark Classes E/F

- All levels:** Work does not demonstrate above criteria and reference should be made to the qualitative criteria in deciding final mark.

Modules offered at levels A-C are considered intermediate between Levels 1-2, 2-3 and 3-4 respectively.

School of Biosciences: Tutoring Statement

The following statement demonstrates how each of the specific outcomes of the University's principles of tutoring are delivered in the School of Biosciences.

Principle	Outcome achieved in Biosciences through . . .
1. The student should feel acknowledged, recognised and accepted within their school/department as an individual with distinct academic needs and preferences.	<p>A detailed Week One programme incorporating course-specific teaching and learning support sessions.</p> <p>A specific Course Manager for each degree from whom students can obtain individual academic advice.</p> <p>Module registration days (three times/year) when students can obtain individual academic guidance on their module choices.</p> <p>Each student is allocated a personal tutor and this is one of the first people they meet when they arrive in the School.</p>
2. The student should feel part of the school/department community , experiencing frequent contact with academic staff on an individual or small group basis and building relations with particular members of staff over an extended period.*	<p>Three formal meetings with tutors/year, in addition to which students are encouraged to meet mid-semester with their personal tutors.</p> <p>Learning Community Forum deals with all issues affecting campus life (eg social, residential and catering) as well as academic issues.</p> <p>Close working relationship developed with project supervisor during final year of studies.</p> <p>Student Guild – an SB-based branch of the Students' Union which has combined social and representational roles.</p> <p>Semester One tutor appointed to give particular assistance to first year students at the start of their course. Semester One discussion group at end of first semester to seek feedback on students' experiences.</p> <p>Most first year students and many from later years reside in Bonington Hall. The Hall is closely integrated with all aspects of Campus and School life and is central to the SB community.</p> <p>Campus-based alumni organisation (OKA) provides continuity for graduates and is also involved with travel awards, fund-raising, communication and development.</p>

<p>3. The personal development of the student should be promoted; leading to improved communication skills and greater confidence in presentation and dealing with the unfamiliar.</p>	<p>Many modules require presentations, group working and practical skills to be developed – see: http://www.nottingham.ac.uk/biosciences/study-with-us/employability/employability-skills.aspx.</p> <p>Final year research project involves significant personal development as an individual researcher and scientist. MSci students take undertake an additional project in which their professional skills are further developed. MNutr students undertake clinical placements giving them first-hand experience of communicating with the public.</p> <p>Project assessment includes an oral presentation.</p>
<p>4. Students should receive prompt, helpful and detailed feedback on their assessments, in a manner that enhances learning and improves future assessment performance.</p>	<p>Coursework returned to students (within a 21 day turn-around time) with individual comments – often on a standard assessment feedback form. Models of good practice in feedback are provided on School intranet.</p> <p>Standard module feedback which is provided at the end of each module on performance over the course of the module, including the formal summative assessment.</p> <p>Module timetables routinely specify submission and feedback dates for coursework.</p>
<p>5. Students struggling with aspects of individual modules, or more generally with their programme of studies, should have clearly signposted and ready access to a reasonable level of academic advice and support designed to remedy their difficulties.</p>	<p>Guidance available from Course Manager, Module Convener, Module Registration Days, Personal tutor and School Office staff.</p> <p>Colleagues from Academic Support hold drop in sessions on campus throughout term-time.</p> <p>In 2014-15, appointment of a new Student Experience and Support Officer.</p>
<p>6. Students should receive the level of support in developing their study skills necessary to perform satisfactorily on their programme of studies.</p>	<p>A well-developed Study Skills Handbook, to which students are introduced during a specific session in Week One. Personal tutors also provide study-skill advice.</p> <p>A year-long Academic Development and Employability module delivered to first year students.</p> <p>Provision of self-assessment materials from the Virtual Writing Centre for students' use.</p> <p>Course staff provide specific aspects of guidance, especially in relation to coursework.</p>

	<p>All students receive detailed Module Handbooks appropriate to all years of their course. Year 2 and 3 students receive a detailed Research Project handbook. Information in these documents is explained and reinforced during discussions with Personal Tutors, project supervisors and module staff.</p>
<p>7. Students with personal circumstances adversely affecting their studies should feel able to make these known to the school/department without difficulty and to be directed to the appropriate support service.</p>	<p>Personal tutor, the School's Senior Tutors (undergraduate or postgraduate), any other member of academic staff, and/or School Office staff who are available to talk to students about difficulties facing them. All staff are aware of support mechanisms available such as the Student Services Centre and Counselling Service.</p> <p>A well-publicised extenuating circumstances procedure, which students are encouraged to make use of as appropriate.</p> <p>The Student Experience and Support Officer who provides support for students with extenuating circumstances.</p>
<p>8. Students should receive the necessary careers information, advice and guidance to equip them to make informed choices about their future, to understand the options open to them, and to take advantage of available opportunities.</p>	<p>Workshops on taking an industrial placement year, CVs and application forms, mock assessment workshops are run by Careers and Employability Service during the Autumn Semester. In addition, regular employer presentations from relevant business are hosted on campus throughout each year.</p> <p>Additional drop-in clinic for CV feedback offered to finalist students in June each year.</p> <p>Careers appointments available on the Sutton Bonington Campus throughout the year.</p> <p>2014-15 a new Careers Fair held on campus in February.</p> <p>MSc mentoring scheme for interview skills/CV development.</p> <p>Some modules deliver integral employability skills.</p> <p>Guidance from tutor, PhD supervisor/assessor and external lectures.</p>
<p>9. Students should be made aware of the importance of developing and articulating their employability skills, including possible participation in the Nottingham Advantage Award.</p>	<p>Course and subject area staff provide guidance on opportunities in their own disciplines or facilitate connections with specialist resources/alumni/industrial partners/research organisations.</p> <p>Some subject areas promote placement opportunities directly; an Industrial Placement Officer provides general employment advice and opportunities for year-long internships</p>

	<p>Personal tutors provide general employment guidance.</p> <p>Additional School Placement Officer to be recruited for start of 2015-16.</p> <p>Personal tutors, project supervisors and other staff provide referee statements to support employment applications.</p> <p>Introduction to the Nottingham Advantage award given during formal Week One Induction programme and students supported to achieve this.</p> <p>Integral employability skills built into the second year and MSc curriculums.</p>
<p>10. Students should receive appropriate advice and support when considering changing their programme of study or contemplating leaving the University.</p>	<p>The following sources of advice and support are available to students considering changing their course of study or withdrawing from the University: Personal Tutor, Course Manager, School Manager (Academic Administration), Student Services – financial team.</p> <p>These resources are detailed in the Study Skills book.</p>
<p>11. Students should be prepared for periods of study away from their home campus and appropriately supported during those periods.</p>	<p>Students receive general information during Week One induction about the possibilities for study abroad. Students following specific courses where placement is a recognised option or obligation receive guidance and support from course staff and from the ERASMUS and Study Abroad Coordinator, and Industrial Placement Officer. Students undertaking a period of study at the Malaysian campus are provided with School briefing prior to departure. The provision of continued support for students who are studying away is a defined responsibility of personal tutors.</p>
<p>12. The procedures for submitting extenuating circumstances regarding assessments should be straightforward and well publicised.</p>	<p>Information about the extenuating circumstances process which is provided to all students through the Study Skills Handbooks. This is articulated to students during Week One induction.</p> <p>Reminders about how and when to submit extenuating circumstances which are sent to students twice/year.</p> <p>Tutors, Course Managers and Student Experience and Support Officer who are all able to give advice and support to students with extenuating circumstances.</p>

Appendix 8

13. Students with disabilities should be clear as to the support they will receive and where it is available, and the support should be in line with University policies.	<p>The Study Skills Handbook which gives information about support available for students with disabilities. This is articulated during Week One by the Disability Liaison Officer (DLO) who gives a presentation to all new students. The DLO provides support to students throughout their course, and directs students to relevant support services.</p> <p>Tutors who are trained to deal with students with disability.</p> <p>A close working relationship which is maintained between the School's DLO and the University's Senior Disability Officer, who is available on the Sutton Bonington campus once/week.</p>
14. The procedures for submitting academic appeals and complaints should be well publicised and staff should be aware of their responsibilities within these procedures.	<p>The process for submitting academic appeals and complaints which is publicised in the students' Study Skills Handbooks and Course Handbooks.</p> <p>The School Manager (Academic Administration) who gives advice and support to students who wish to submit a complaint or an appeal.</p> <p>Guidance available from tutors and Course Managers.</p> <p>Learning Community Fora provide an opportunity for complaints to be resolved informally.</p>
15. Students being subjected to the academic offences procedure should receive clear information and advice.	<p>Information about what constitutes plagiarism and how to avoid it which is provided in the students' Study Skills Handbooks and Course Handbooks. This information is articulated in a dedicated session during Week One.</p> <p>On-going guidance on how to avoid plagiarism provided by module conveners and tutors.</p> <p>Personal tutors and the School Manager (Academic Administration) who give support for students being subjected to the academic offences procedure.</p>
16. Students should receive relevant health and safety guidance, especially in laboratory or workshop-based subjects.	<p>General information on health and safety is provided to all students during Week One induction and in the School's Study Skills Handbooks. Specific information related to laboratories and practical classes is included in module documentation. Students' attention is drawn to safety matters, including risk assessments and safety procedures, by individual course staff at times appropriate to their application. Some courses, such as those where pathogens will be used, contain a compulsory lab safety module.</p>
17. Students should be directed in a timely and appropriate manner to	<p>The School's Study Skills Handbooks, Course Handbooks, Personal Tutor, Senior Tutor,</p>

Appendix 8

University support services for assistance with all of the above matters as necessary.	School Office staff and the Student Services Centre.
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The student Study Skills book is produced annually and provided in hard copy to all new students. It can also be found online at <http://www.nottingham.ac.uk/~sazinfra/student/current/docs/Biosciences%20Study%20Skills%20-%20updated%20July%202014.pdf>

January 2015