University of Nottingham

UK | CHINA | MALAYSIA

Master of Nutrition and Dietetics

Course Handbook

2017-2018

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 2018-2019. Any comments concerning this publication should be addressed to Kathy Wilson (Student Service Centre Manager) at the Sutton Bonington Campus or e-mail Kathy.Wilson@Nottingham.ac.uk.

This handbook is available in alternative formats. Please contact the Programme Team by emailing ss-programmes-sb@exmail.nottingham.ac.uk or the Student Services Centre at the Sutton Bonington Campus to request an alternative format.

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1 Dates for Your Diary

Term dates

Autumn Term
Monday 25 September 2017 – Friday 15 December 2017

Spring Term
Monday 15 January 2018 – Friday 23 March 2018

Summer Term
Monday 23 April 2018 – Friday 22 June 2018

Semester dates

Autumn Semester
Monday 25 September 2017 – Saturday 27 January 2018

Spring Semester
Monday 29 January 2018 – Friday 22 June 2018

Exam dates

Autumn Semester
Monday 15 January 2018 to Saturday 27 January 2018 – including Saturday 20 January 2018

Spring Semester
Monday 21 May 2018 to Saturday 9 June 2018 – including Saturday 26 May and Saturday 2 June 2018

Late summer resits
Monday 20 August 2018 to Wednesday 29 August 2018 – excluding Saturday 25 August 2018

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/academicservices/qualitymanual/assessmentandawards/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 keep a diary in which to note appointments with tutors, module conveners, course diary, deadlines 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** overseas 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** *See key at end of table*	**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 Head of Operations	Ms Susan Blencowe	MB	16010	Susan.Blencowe
Student Service Centre, Senior Manager	Ms Yvonne Allen	Barn	86500	Yvonne.Allen
Welfare Manager	TBC	MB	16003	SS-Welfare-SB
4-Year Degree Tutor (International Year)	Mrs Rachel Jessop	Barn	16162	Rachel.Jessop
Marketing Manager	TBC	MB	16607	
Student Service Centre Programme Administrator	TBC	Barn	86500	SS-Programmes-SB
IT Support Officer	Mr Dave Walters	JCG	16511	IT-Support-SB
U21 Co-ordinator	Mrs Rachel Jessop	Barn	16162	Rachel.Jessop
Student Service Centre Administrator	Mrs Elena Staves	Barn	18273	Elena.Staves
Student Service Centre Senior Administrator	Mrs Elisabeth Richmond	Barn	86500	SS-Assessments-SB

Building Locations

Barn = 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** *See key at end of table*	**Tel**	**Email @nottingham.ac.uk**
Animal Sciences	Prof Phil Garnsworthy	SL	16065	Phil.Garnsworthy
Agricultural and Environmental Sciences	Prof Sacha Mooney	GB	16257	Sacha.Mooney
Food Sciences	Prof Tim Foster	FS	16246	Tim.Foster
Nutritional Sciences	Prof Andy Salter	NL	16120	Andrew.Salter
Plant and Crop Sciences	Prof Mike Holdsworth	PCS	16323	Michael.Holdsworth

Key Roles	**Name**	**Building**	**Tel**	**Email @nottingham.ac.uk**
Warden Bonington Hall	Dr Ian Hardy	SL	16052	Ian.Hardy
Senior Tutors	Prof Martin Luck Dr Liz Bailey	SL	16309 16255	Martin.Luck Liz.Bailey
Semester 1 Tutor	Dr Kevin Pyke	PCS	13216	Kevin.Pyke
Exam Officer	Dr Matthew Elmes	NL	16183	Matthew.J.Elmes
Director of International Studies	Dr Marcos Alcocer	NL	16103	Marcos.Alcocer
Biosciences Director of Learning and Teaching	Dr Fiona McCullough	NL	16118	Fiona.Mccullough
Malaysia School Coordinator	Dr Marcos Alcocer	PCS	16103	Marcos.Alcocer
Study Abroad Co-ordinator (U21/University-wide, Erasmus+, Summer Schools abroad)	Mrs Rachel Jessop	Barn	16162	Rachel.Jessop
Industrial Placement Officers & School Placement Officers	Dr Judith Wayte Mrs Rachel Jessop	Barn	16171 16162	Judith.Wayte Rachel.Jessop

Building Locations

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

Course Directors	**Name**	**Building** *See key at end of table*	**Tel**	**Email @nottingham.ac.uk**
Agriculture Agricultural and Crop Science Agricultural and Environmental Science Agricultural and Livestock International Agricultural Science	Dr C Siettou	SL	16306	Christina.siettou
Animal Science	Dr A Waterfall	SL	16307	Alan.Waterfall
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 Amanda Avery	NS	16118	Amanda.Avery
Nutrition	Dr P Jethwa	NL	16604	Preeti.Jethwa
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	C09, Bioenergy and Brewing Science Bldg	0115 951 6103	NS
Dr R Anand-Ivell	B216, South Laboratory Building	0115 951 6298	AS
Dr 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, Food Sciences Building	0115 951 6146	FS
Prof M J Bennett	C06, Plant Sciences Building	0115 951 3255	PCS
Dr A Bishopp	C12, Plant Sciences Building	0115 951 6337	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	B20, Food Sciences Building	0115 951 6509	FS
Dr N Chapman	C34, Plant Sciences Building	0115 951 6032	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 Sciences Building	0115 951 6163	FS
Dr S Egan	C21, School of Veterinary Medicine and Science	0115 951 6659	VS
Mrs S Ellis	40, 1st Floor, North Laboratory Bldg	0115 951 6170	NS

Dr M Elmes	53, 2nd Floor, North Laboratory Bldg	0115 951 6183	NS
Dr I Fisk	A28, Food Sciences Building	0115 951 6037	FS
Dr R Ford	C03, Bioenergy and Brewing Science Bldg	0115 951 6685	FS
Prof T Foster	B29, Food Sciences 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 6374	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, Food Sciences Building	0115 951 6147	FS
Prof S E Harding	A15, NCMH, 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, Food Sciences Building	0115 951 6169	FS
Dr J L Hobman	B22, Food Sciences Building	0115 951 6166	FS
Prof M J Holdsworth	301B, South Laboratory Building	0115 951 6046	PCS
Mrs Rachel Jessop	C05, Bioenergy and Brewing Science Bldg	0115 951 6162	FS
Dr P Jethwa	55, North Laboratory Building	0115 951 6604	NS
Prof I P King	C21, Plant Sciences Building	0115 951 6372	PCS
Dr J King	C26, Plant Sciences Building	0115 951 6780	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 K May	50, 2nd Floor, North Laboratory Building	0115 951 8823	NS
Dr S Mayes	301C, South Laboratory Building	0115 951 6082	PCS
Dr F S W McCullough	26, 1st Floor, North Laboratory Building	0115 951 6118	NS
Dr K Mellits	B26, Food Sciences 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 6234	PCS
Mrs J Orr	40, 1st Floor, North Laboratory Building	0115 951 6170	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
A/Prof K Porter	30, 1st Floor, North Laboratory Bldg	0115 951 6756	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, Bioenergy and Brewing Science Bldg	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 A Rasmussen	A15, Plant Sciences Building	0115 951 6504	PCS
Dr R Ray	303, South Laboratory Building	0115 951 6094	PCS
Dr C E D Rees	B23, Food Sciences 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 Building	0115 951 6038	FS

Prof A M Salter	32A, 1st Floor, North Laboratory Bldg	0115 951 6120	NS
Prof D Salt	A06, Plant Sciences Building	0115 951 6339	PCS
Dr D Scott	B19, Food Sciences Building	0115 951 6221	FS
Prof G Shaw	C29, The Gateway Building	0115 951 3206	AES
Dr C Siettou	C304, South Laboratory Building	0115 951 6082	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
Dr A Swali	A20, Food Sciences Building	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, 2nd 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 951 6104	NS
Prof G Tucker	C09, Bioenergy and Brewing Science Bldg	0115 951 6126	NS
A/Prof N Walker	49H, 2nd Floor, North Laboratory Bldg	0115 951 6594	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 6373	PCS
Dr H West	C28, The Gateway Building	0115 951 6268	AES
Mrs E Weston	A22, Food Sciences 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, Food Sciences Building	0115 951 6134	FS
Dr S Young	C25, The Gateway Building	0115 951 6256	AES

***Divisional codes**

AES	Agricultural & Environmental Sciences
AS	Animal Sciences
BABS	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.

10 Master of Nutrition and Dietetics B401

Director: Dr Kirsten Whitehead **Telephone**: 0115 951 6136

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

Qualifying Year (Year 1)
Compulsory
Students must take all modules in this group

Code	Title	Credits	Taught
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
D211F3	The Biosciences and Global Food Security	10	Autumn
D21BN4	Introduction to Health Behaviours	20	Full Year
D21BN5	Introduction to Dietetics	10	Full Year
D21BN6	Dietetics Tutorials (academic development)	10	Full Year

Part I (Year 2)
Compulsory
Students must take all modules in this group

Code	Title	Credits	Taught
B12411	Medicine & Pathology	10	Spring
D224N8	Communication Skills & Educational Methods	10	Spring
D223N6	Principles of Immunology	10	Autumn
D224N0	Nutrition, Metabolism and Disease	20	Spring
D223N0	Global Issues in Nutrition	20	Autumn
D223NA	Nutritional Regulation, Physiology and Endocrinology	20	Autumn
D22BNB	Fundamentals of Food and Dietetics	30	Full Year

Part II (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 modules in this group

Code	Title	Credits	Taught
D247N2	Dietetics Research Project	30	Autumn

D248N8	Advanced Dietetic Practice	60	Autumn
D248N8	Advanced Dietetic Practice	60	Spring
D247N7	Advanced Dietetics (Clinical and Public Health) and Professional Issues	30	Autumn

11 Timetable Information

Academic Year 2017-2018 Week Pattern for the UK Campus.

Teaching starts Monday 28 September 2017

Syllabus+ Week	Teaching Week	Week Commencing	Comments
1	1	25/09/2017	Registration & Induction Week. Teaching begins 28 September
2	2	02/10/2017	Autumn Semester
3	3	09/10/2017	Autumn Semester
4	4	16/10/2017	Autumn Semester
5	5	23/10/2017	Autumn Semester
6	6	30/10/2017	Autumn Semester
7	7	06/11/2017	Autumn Semester
8	8	13/11/2017	Autumn Semester
9	9	20/11/2017	Autumn Semester
10	10	27/11/2017	Autumn Semester
11	11	04/12/2017	Autumn Semester
12	12	11/12/2017	Autumn Semester
13	Vacation	18/12/2017	Christmas Break
14	Vacation	25/12/2017	Christmas Break
15	Vacation	01/01/2017	Christmas Break
16	Vacation	08/01/2018	Christmas Break
17	Assessment	15/01/2018	Assessment
18	Assessment	22/01/2018	Assessment
19	1	29/01/2018	Spring Semester
20	2	05/02/2018	Spring Semester
21	3	12/02/2018	Spring Semester
22	4	19/02/2018	Spring Semester
23	5	26/02/2018	Spring Semester
24	6	05/03/2018	Spring Semester
25	7	12/03/2018	Spring Semester
26	8	19/03/2018	Spring Semester
27	Vacation	26/03/2018	Easter Break
28	Vacation	02/04/2018	Easter Break
29	Vacation	09/04/2018	Easter Break
30	Vacation	16/04/2018	Easter Break
31	9	23/04/2018	Spring Semester
32	10	30/04/2018	Spring Semester
33	11	07/05/2018	Spring Semester
34	12	14/05/2018	Spring Semester
35	Assessment	21/05/2018	Assessment
36	Assessment	28/05/2018	Assessment
37	Assessment	04/06/2018	Assessment
38	-	11/06/2018	-
39	-	18/06/2018	*Term finishes 22/06/18*
40		25/06/2018	
41		02/07/2018	
42		09/07/2018	
43		16/07/2018	
44		23/07/2018	
45		30/07/2018	
46		06/08/2018	
47		13/08/2018	
48	Assessment	20/08/2018	Re-sit Period

49	Assessment	27/08/2018	Re-sit Period
50		03/09/2018	
51		10/09/2018	
52		17/09/2018	

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 S*tudy 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 COSSH. 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/academicservices/qualitymanual/studyregulations/studyregulationsforundergraduatecourses.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/qoQPi3

Professional Requirements

In order to qualify for a Master of Nutrition and Dietetics 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

During your time with us you might experience significant personal difficulties that are outside of your control.

If these problems impact your ability to study or complete assessments, we recommend that you notify, for example, your Personal Tutor, PhD supervisor or a Welfare Officer, as soon as possible. These people will be able to provide advice and direct you to appropriate procedures or support services, if applicable.

If you've discussed your circumstances and you identify you need to make a claim under the Extenuating Circumstances policy, you will need to let us know by filling out an extenuating circumstances form.

Your case will then be looked at and you'll be informed of the outcome of your claim.

What you need to know

If you miss an assessment or coursework deadline, or your performance was affected by extenuating circumstances, you will need to complete an extenuating circumstances form. Coursework extensions should also be requested using this form, (also see below guidance on Academic and Disability referral forms).

We've produced a leaflet to help you understand what you need to know regarding time limits within the EC policy.

The extenuating circumstances form must be submitted before your coursework deadline or within seven days of your assessment. Supporting documents can be attached to the form or sent to student-services-ec@nottingham.ac.uk within 14 days of the assessment.

Students with Academic or Disability referral form

If you have an academic referral form (ARF) or disability referral form (DRF) that states on it that extensions to deadlines should be allowed on request wherever possible, you do not need to complete an extenuating circumstances form.

Instead you need to get the approval of the relevant module convenor/designated member of School staff on this form - Coursework Extension Request Form for students with an ARF/DRF, and submit it to a Service Centre. You do not need to include any supporting documentation. This form can only be used for one extension per assessment and must be submitted before the original deadline.

Submission can be in person or to studentservices@nottingham.ac.uk

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 that plagiarism is readily-detected**.

USEFUL ADVICE FOR STUDENTS

One good method for avoiding 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 in the legend.

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. It is bad practice to use this as a way of avoiding paraphrasing.

USEFUL WEBSITES

Academic integrity and plagiarism
http://www.nottingham.ac.uk/studyingeffectively/writing/plagiarism/index.aspx

Quality Manual
http://www.nottingham.ac.uk/academicservices/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 is unacceptable in a scholarly community. Such action(s) will be considered under the University's Regulations on Academic Misconduct and 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 grammatical 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.

The 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

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 authorised 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 numbers.

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. It is avoided by paraphrasing and including your own original thoughts, interpretations or evaluations. 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 <u>not</u> 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	• Establish a strong factual base • Learn the basics of the scientific method and develop a questioning approach	• Link knowledge from diverse sources and develop an ability to relate information • Develop a critical and analytical approach to information	• Develop the ability to handle complex information • Evaluate information and synthesise ideas • Develop a creative approach to problem solving • Be able to accept emerging ideas
Skills acquired	• Cope with varying lecture styles • Make effective use of library and IT facilities • Acquire basic laboratory skills	• 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	• 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 • Be able to critically evaluate new ideas
Developing independence	• Learn to combine teacher-driven study with work based on individual initiative	• Make independent use of library and other information resources • Acquire experience in a range of learning styles	• 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 a 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 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.
- Tutorials/seminars within modules comprising your degree programme.
- Provision of specific credit-bearing academic tutoring and study skills modules 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 are published,
  - constructive comments provided by markers through individual appointments with module convenors
  - module evaluation forms collated from student 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 Student Service Centres.
- 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
You are encouraged to read the full Biosciences tutoring statement in appendix 8 or at http://goo.gl/dPpFjU.

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/academicservices/qualitymanual/registrationattendanceandstudy/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 Student 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 15 work 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 www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/feedback-to-students.aspx

25 Student Services/departments

27.1 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.

27.2 Libraries

The James Cameron-Gifford Library on Sutton Bonington (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 study spaces, 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
You can also stay up to date with library news and announcements via the Library Twitter account: @UoNLibraries

27.3 IT Facilities

Help and advice

Comprehensive advice and information for new users of the IT facilities is available on the Student Services web pages (http://www.nottingham.ac.uk/studentservices/services/it.aspx) and on the IT Services web site (http://www.nottingham.ac.uk/it-services/).
Several hard-copy guides and booklets are also available 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, or you may miss important information.

Computer rooms

There are a number of IT Services computer rooms on the Sutton Bonington campus which students can use, 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 IT Services Laptop Loan and Repair service, where longer-term loan periods are possible. This service operates from the Pope Building on University Park.

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 all students to save their work safely and securely! Each student has 1TB of personal file storage available through the University's Microsoft Office 365

'OneDrive' service. This storage is available through a web browser on any networked computer.

Never save your work onto the hard drive of Computer Room computers: your work will be lost when you log off! Save files to your OneDrive or to an external storage device.

Work created on your own computer also needs to be backed up. Use either OneDrive; an external storage device; or 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. Eduroam is also available in the CLV Ltd halls of residence at Sutton Bonington, although CLV also provide their own wireless service.

27.4 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/studentservices/supportforyourstudies/academicsupport/studyresources/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.

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 support. The Welfare Manager is part of a large cross campus team of Student Welfare support managers and officers that meets regularly to share good practice. The Welfare Manager in Biosciences is located in the Main Building and 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.

27.5 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 @UoNBioscicareers 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** – A10, Main Building, 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 if 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 Module Information
27.1 Qualifying (Year 1) Modules

D211P1 Genes and Cells: 1

Module Convenor: Dr A Parmar

Module Assessment Period: Autumn (Default) Assessed by end of Autumn Semester

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

Total credits: 10

Level: 1

Pre-requisite(s): None

Number of Places: 300

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

Lecture Programme: Lecture programmes will be given to Students at the beginning of module.

Practical Class Programme:

Lecture	1	2hrs 0min	Centrally
Practical	1	2hrs 0min	Centrally

Coursework:

Coursework 1	25%	Online portfolio of practical work

Assessment:

Exam 1	75%	1.5 hour Rogo based multiple choice exam	1 Hour 30 Mins
Coursework 1	25%	Online portfolio of practical work	

Aims and Objectives: 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

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 environmental signals and 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 response	1 lectures 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 Carl Stevenson)
Reproductive system	1 lecture (Dr Ravinder Anand-Ivell)
Stem cell physiology	1 lecture (Dr Ramiro Alberio)

Teaching Staff: Dr Reinhard Stoger, Dr John Harris, Dr Carl Stevenson, Dr Alan Waterfall, Dr Simon Welham, Dr Ravinder Anand-Ivell, Dr Ramiro Alberio.

Assessment:

Exam	75% 2 hour examination
Coursework 1	25% short answers & MCQ questionnaire (60 questions) based on the lab practicals.

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
- Recognise the interdependence of major physiological systems
- Identify the basic principles of cell communication
- Recognise cell-specific responses to 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), Nutrition and Food Science (B4D6), Food Science (D610), Animal Science (D320), Agriculture and Livestock (D420).

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 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/studentservices

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), Prof. Andrew Salter

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) , 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	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 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 & D23BN3 Molecular Nutrition.

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	TBC
4	Amino acids and protein structure	MA
5	Practical	ME,
6	Practical	ME
7	Practical	MA,
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	MA,
23	Practical	ME
24	Practical	MA,
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: Laboratory practical report.

Formative Assessment: MCQ moodle quiz

Summative Assessments:

Exam 1	60%	1.5 hour MCQ exam
Coursework 1	40%	Practical Write up in Spring (equivalent to 1000 words)

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.

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 Any student taking a degree in the School of Biosciences

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

Practical questionnaire (3 pages)	15%	500 words
Online assessment for a self-study session	15%	30mins
Written Exam (10 short answer questions)	70%	1hour

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:

Appreciate the roles of crop plants and farm animals in the provision of world food supply

- 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

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): None

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 sociology and psychology of food and eating behaviour, 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 influencing population-level health behaviours.

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 Individual response to food (KP)
5. Individual food choice
6. Sociology of food (JS)
7 Psychology of eating (JS)
8 Working with case studies (JP)
9 Food modification (TF)
10 Introduction to epidemiology (JP)
11 Public health policies JP)
12 Health promotion (JO)
13 Health & Media (JP)
14 Influencing population-level behaviours (JP/JS)

Staff teaching on this module: JP – Jo Pearce (Module Convenor), JS – Dr Judy Swift, JO – Jemma Orr, TF – Professor Tim Foster, KP – Kirsty Porter

Assessment Details:

Coursework 1	50%	Case study anaylsis 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, public health policy and policies and the media 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: Typically students will have a two 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. 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. In addition to the lecture programme below students will be required to attend a 2.5 hour lecture relating to Interprofessional learning (usually at the end of Fresher's week) and two half day sessions over the first term. 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 1)
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 2 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	Obtaining and recording information relating to patients Introduction to the multidisciplinary teams and team working
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. 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 dowr 20% individual section, 55% group work) - to be submitted before Easter holidays.
Presentation (Coursework 2)	25%	5 minute presentation and reflection on the experience (10% of mark will be deducted if the reflection is 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 Summary 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 NHS, HCPC and the BDA relating to professionalism and confidentiality 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. 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 plagiairism 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 time set by tutor		Feedback on essay writing exercise. Also discuss exam preparation	Tutorial	Staff offices	Academic 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	100%	2000 word essay (plus abstract) completed in the Spring Semester

Formative coursework will also be completed as part of this study skills development module.

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.

27.2 Part I (Year 2) Modules

D223N6 Principles of Immunology

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

Lecturers: Prof M Luck, Prof 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.

D224N0 Nutrition, Metabolism and Disease

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

Module Contributors: 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:
Metabolism in the Fed, Fasted and Starved States: The role of carbohydrates, lipids and proteins as energy substrates. A review of how the metabolism of these macro-nutrients is integrated in the fed, fasting and starved states.
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.
Cardiovascular Disease, Lipoproteins, Hyperlipidaemia and Atherosclerosis: Cardiovascular Disease Risk Factors, Structure and function of lipoproteins. Regulation of plasma lipoprotein concentrations. Genetic and metabolic basis of the hyperlipidaemias Nature of the atherosclerotic plaque and the biochemical mechanisms underlying its development.
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 4 x 1h lecture/week for 7 weeks and 2 x 1h for three weeks During this 3 week period each student will attend a practical class for 1h at a designated time. 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.

Week	Date	Duration		Subject	Format	Rm No	Staff
		From	To				
19	30/01/17	13.30 15.00	14.30 16.00	Introduction to module Integration of Metabolism	Lecture	A03	AS
	01/02/17	09.00 10.30	10.00 11.30	Integration of Metabolism	Lecture	A03	AS

20	06/02/17	13.30 15.00	14.30 16.00	Nutrition, Metabolism & Exercise	Lecture	A30 (Vet) A02	TP
	08/02/17	09.00 10.30	10.00 11.30	Nutrition, Metabolism & Exercise	Lecture	A03	TP
21	13/02/17	14.00	17.00	Anthropometry Practical	Practical		AS
	15/02/17	09.00 10.30	10.00 11.30	Nutrition, Metabolism & Exercise	Lecture	A03	TP
22	20/02/17	14.00	17.00	Anthropometry Practical	Practical		AS
	22/02/17	09.00 10.30	10.00 11.30	Obesity	Lecture	A03	JB
23	27/02/17	14.00	17.00	Anthropometry Practical	Practical		AS
	01/03/17	09.00 10.30	10.00 11.30	Obesity	Lecture	A03	JB
24	06/03/17	13.30	14.30	Anthropometry Data Analysis Workshop	Workshop	A30 (Vet)	AS
	08/03/17	09.00 10.30	10.00 11.30	Metabolic Syndrome	Lecture	A03	AS
25	13/03/17	13.30 15.00	14.30 16.00	Diabetes	Lecture	A30 (Vet) A02	MA
	15/03/17	09.00 10.30	10.00 11.30	Diabetes	Lecture	A02	MA
26	20/03/17	13.30 15.00	14.30 16.00	Lipoprotein Metabolism	Lecture	A30 (Vet) A02	AS
	22/03/17	09.00 10.30	10.00 11.30	Lipoprotein Metabolism	Lecture	A03	AS
27	27/03/17	13.30 15.00	14.30 16.00	Cardiovascular Disease	Lecture	A30 (Vet) A02	AS
	29/03/17	09.00 10.30	10.00 11.30	Cardiovascular Disease	Lecture	A03	AS
28	03/04/17	13.30 15.00	14.30 16.00	Disorders of metabolism	Lecture	A30 (Vet) A02	TP
	05/04/17	09.00 10.30	10.00 11.30	Disorders of metabolism	Lecture	A03	TP
33	08/05/17	13.30 15.00	14.30 16.00	Disorders of metabolism	Lecture	A30 (Vet) A02	TP
	10/05/17	09.00 10.30	10.00 11.30	Disorders of metabolism	Lecture	A03	TP
34	15/05/17	13.30	15.00	Revision Session	Workshop	Gateway B01/02	AS
	17/05/17			No lectures			

Assessment details:

Exam 1	70%	1.5 hour examination
Coursework 1	30%	Practical write up

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.

D223N0 Global Issues in Nutrition

Module Convenor: Dr L J Coneyworth (lisa.coneyworth@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 (if space allows)

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	12 weeks	1 per week	2 hours
Workshop	12weeks	1 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 analyse 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.

D223NA Nutritional Regulation, Physiology and Endocrinology

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

Lecturers: Dr Tim Parr, Dr John Brameld, Prof Andy Salter, Jo Pearce, Prof Fran Ebling

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/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 Endocrinology (PJ)
2Thyroid hormones (PJ)
3 Insulin, Glucose, glucagon (AS)
4 Glucocorticoids and the adrenal axis (TP)
5 Growth hormone/IGF axis (JB)
6 Chronobiology (FE)
7 2nd messenger signaling pathways (TP)
8 Insulin signaling pathway (JB/TP
9 Integrated endocrinology: the response to nutrition (TP)10 Appetite regulation (PJ)
11 Energy Metabolism (PJ)
12 Human Energy requirements (JP)
13 Recent research in Endocrinology (various)

Assessment:

Exam 1	70	2 hour exam
Coursework 1	30	2000 word (or equivalent) report

Aims: To introduce students to the physiology of the mammalian endocrine system and to the endocrine control of homeostasis and metabolism and to understand their interaction with nutrients.

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

- Describe how the central nervous system interacts with the main endocrine axes, and how these axes regulate major physiological and metabolic systems
- Explain how the main groups of hormones and growth factors interact with and change the functions of their target cells.

- Explain the relationships between cellular and molecular aspects of hormonal function
- Explain the regulation of energy metabolism and appetite control
- Anticipate the likely response of the endocrine system to a range of common challenges to homeostasis
- Read, understand and evaluate the content of a contemporary research paper within the general field of endocrine science; be able, as part of a small team, to present this information publically and respond to questions about the content.

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: Professor IA Macdonald

Module Assessment Period: Spring (Default) Assessed by end of Spring Semester

Target Students: MNutr Students

Total credits: 10

Level: 2

Pre-requisite(s): No pre-requisite modules. D224N0 is a co-requisite for MNutr students.

Number of Places: 40

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.

Lecture Programme: Lecture programmes will be given to Students at the beginning of module.

Practical Class Programme: Activities consist of lectures, case study seminars, workshops, a practical and a course review. Please refer to the module timetable online for up to date information on contact hours.

Coursework:
Coursework 1 - 30%

Assessment:
Exam 1 - 70% - 2 hour exam

Aims and Objectives: 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.

D224N8 Communication Skills & Educational Methods

Module Convenor: Dr Kirsten Whitehead Kirsten.Whitehead@notingham.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 active listening 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	Session theme	Lectu
1	Introduction to the module. Writing skills **Coursework 1 set**	KW
2	Developing presentation skills and Teaching in theory and practice	KW
3	introduction to behaviour change patient autonomy and consent	KW
4	Dietitians and the helping process 1 **Coursework 2 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	**Preparation of formative** Student presentations	KW, TBC
11	Student presentations-Formative assessment	KW, TBC
	EASTER HOLIDAY	
12	**Coursework 2 hand in** Introduction to communication skills assessment tool **Module evaluation**	KW
13	**No teaching**	

KW=Kirsten Whitehead

Assessment:

Coursework 1	50	Create a patient information leaflet (maximum 2 sides of A4)
Coursework		Group Oral Presentation-formative
Coursework 2	50	A Reflective portfolio to contain 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 mark for coursework 2

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.

D22BNB Fundamentals of Food and Dietetics

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

Module Details: Level 2, Year-Long, 30 credits

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

Capped module at 35 – 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 in prerequisite level 1 modules and the A placement, providing a comprehensive knowledge base of the composition of foods and its practical application to dietetics, whilst developing the skills that area fundamental to dietetic practice. Students will become more familiar with what happens to the nutritional value of foods during processes such as storage and cooking. Through lectures and classroom-based workshops, students will learn about modifications that dietitians can recommend, which will then be trialled during practical sessions in the Diet Lab. The module considers aspects of food provision for a variety of groups and settings in the UK and includes institutional catering, food labelling, health claims, menu planning, costing, recipe analysis and new product development. The module details 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 and practicals, 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.

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

Assessment Details:

Assessment	Percentage	Requirements	Length
Coursework 1	30%	Blog-style article	Approximately 750 words
Coursework 2	20%	Group presentation	30 minutes for each group
Coursework 3	50%	Case study report	Approximately 2000 words

Aims:
This module aims to add to the knowledge gained during the above level 1 modules and their practical application to dietetics. Specifically, the module aims to provide a comprehensive knowledge base for the composition of foods and its practical application to dietetics, considering changes to the nutritional value of foods and the modifications that dietitians can recommend. Furthermore, it aims to familiarise students with the dietetic care process for patient-centred assessment.

Learning outcomes:
1. To gain knowledge about the variety of roles that dietitians can have in promoting

positive health, whilst considering the potential barriers to achieving outcomes
2. To develop an understanding of, and experience in, using the dietetic care process in conducting assessments
3. To evaluate and explain the appropriateness and the limitations of routine anthropometric measurements
4. To estimate nutritional requirements, assess food intake for nutritional adequacy and to propose appropriate dietary recommendations
5. To plan and prepare food to meet individual dietary restriction or need
6. To identify the nutritional considerations involved in food product developments, including food labelling, nutritional claims and the impact of processing and storage
7. To critically appraise the scientific literature and to use it to evidence recommendations appropriately

27.3 Part II (Year 3) Modules

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 Regulation, Physiology and Endocrinology (D223NA)

Co-requisites: None.

Expected Number of Students Taking Module: 95

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

Availability to Exchange Students: Yes

Summary of Content: This 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: An 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. Nutrition in childhood and adolescence. 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 (JP)
2. Nutritional assessment and physical activity (JP)
3. Nutritional epidemiology (JM)
4. Nutritional epidemiology (JM)
5. Intervention strategies (JP)
6. Nutrition and fertility (JO)
7. Periconceptual nutrition and pregnancy (JO & JP)
8. Nutrition and pregnancy (JP)
9. Developmental origins of disease (SE)
10. Lactation and infant feeding (JP & JO)
11. Nutrition and infancy (JP)
12. Obesity in childhood (JO)

13. Schools and nutrition (JP)
14. Nutrition and adolescence (JP)
15. The nutrition transition and developing countries (LC)
16. Diet and cancer (SE)
17. Diet and cardiovascular disease (JO)
2*. Nutrition and bone health, Nutrition and the elderly (SE)
21. Nutrition and ageing (SE)

JP- Jo Pearce, JM- Jon Majewicz, LC- Lisa Coneyworth, JO – Jemma Orr, SE – Sarah Ellis

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 lifecourse 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: • 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 • 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: B21BN4 Introduction to Health Behaviours

Co-requisites: None

Expected Number of Students Taking Module: 90

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

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

Summary of Content: Unhealthy 'lifestyle' behaviours such as poor nutrition, physical inactivity and smoking are major contributors to the burden of disease. During the first Semester of this module, students will explore some of the psychological and sociocultural factors that drive health behavior. The second semester will involve the practical application of this learning as students develop "real-life" behavior change interventions. 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. Students may find this module different from other modules they have completed. Although the content is scientific and evidence-based, philosophical and ethics issues will also be covered. This requires students to work with concepts for which there may be no 'right or wrong' answer. Students will, therefore, be judged on their ability to discuss these concepts from different perspectives and how they might apply to various situations. 81% of students taking this module (in 2015/16) agreed that this module challenged and developed their thinking. Furthermore, 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	Subject
1	Health: morals and meanings
2	The biopsychosocial model of health and illness
3	Social vs. individual determinants of health
3	Structure and agency
4	Implications for interventions of prioritising structure or agency
4	The ethics of intervention
5	How social structures can affect behaviour
5	Why social structures can affect behaviour
6	Social divisions and health inequalities
6	Social divisions and health inequalities
7	Individual-level interventions to change health behaviours

7	Cognitions (knowledge, attitudes, and beliefs)
8	Conditioning, rewards and incentives
8	Conditioning, rewards and incentives
9	Emotion, stress, and coping
9	Emotion, stress, and coping
10	Revision week (plus optional coursework clinic)
11	Revision week (plus optional coursework clinic)
12	COURSEWORK 1

Spring Semester'

19	Recap of Semester 1 Coursework 2 set
20	Behaviour change techniques
21	Designing and evaluating behaviour change interventions
22	National health promotion and public health strategies/policy
23	Health needs assessment and community development
24	Healthy alliances and working in partnership
25	Settings approach to health promotion
26	Poster presentations preparation
27	Poster presentations
28	Module over-view and exam practice Module evaluation

Timetable is indicative only and may change.

Assessment Details:
Exam 1 30% ROGO 1 hour exam 30% (end of Spring Semester, during exam period)
Coursework 1 40% ROGO coursework assignment 40% (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, 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, 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.

B14804 Clinical Pharmacology

Module Convenor: Dr R Roberts

Module Assessment Period: Spring (Default) Assessed by end of Spring Semester

Target Students: MNutr Students

Total credits: 10

Level: 4

Pre-requisite(s): B12411Medicine & Pathology

Number of Places: 40

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

Summary of Content: Overview of clinical pharmacology, with particular emphasis on route of delivery of drug and principal aspects of pharmacokenetics, 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.

Lecture Programme: Lecture programmes will be given to Students at the beginning of module.

Practical Class Programme:
Further Activity Detail: Activities consist of lectures, private study work on clinical case studies and a review and feedback session. Students will also give short presentations on the cases and hand in a written report. Please refer to the module timetable online for up to date information on contact hours.

Coursework:

Coursework 1	30%	Write up of case report

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 and Objectives: 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. Organise 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 Kirsten Whitehead (KW), Dr Judy Swift (JS), Jo Pearce (JP)

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 -
LO1, 2, 4, 5, Project planning report - 2000 words (80%)
LO3 Statistics portfolio – (in class assessments) (20%)

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:
LO1 Execute basic concepts required to conduct laboratory research or systematic review.
LO2 Plan a project, incorporating safety, ethical, analytical and experimental design issues as appropriate.
LO3 Discuss presentation of data and statistical analysis as appropriate.
LO4 Manage working time effectively and meeting deadlines.
LO5 Summarize key relevant information succinctly in an abstract and to the lay public.

D23BD1 Principles and Practice of Dietetics

Module Convenor: Dr Fiona McCullough Fiona.McCullough@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%	2 hour spring exam
Coursework 1	20%	2000 word long term condition case study
Coursework 1	20%	2000 word case study acute feeding case
Coursework 1	15%	Presentation - Debate with reflection
Coursework 1	15%	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.

27.4 Part III (Year 4) Modules

D247N2 Dietetics Research Project (30 credits)

Module Convenor: Dr Preeti Jethw 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.

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

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 (2500words)	30%	Information Technology essay

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.

D248N8 Advanced Dietetic Practice

Module Convenor: Dr MA Taylor, Mrs N Walker

Module Assessment Period:
Autumn Assessed by end of Autumn Semester
Spring (Default) Assessed by end of Spring Semester

Target Students: Master of Nutrition and Dietetics students only

Total credits: 60

Level: 4

Pre-requisite(s):
- D247N2 Dietetics Research Project
- D247N7 Advanced Dietetics (Clinical and Public Health) and Professional Issues

Students usually would be required to have all learning outcomes signed off from their placement prior to undertaking the university assessments.

Number of Places: 30

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

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 (although still under supervision). Students will then return to university for a period of consolidation prior to assessment.

Lecture Programme: Lecture programmes will be given to Students at the beginning of module.

Practical Class Programme: Clinical placement (min.12 wks statutory hrs of full- time dietitian in the NHS of which a min. of 2 hrs per wk on average devoted to private study).Preplacement group (1 hour) and individual tutorial (20mins).During placement (not extra to working day for student):2 hour visit by tutor. Post placement: 1.5 days taught, voluntary individual tutorial (20 minutes).

Coursework:

Coursework 1	50%	Assessment of 3-4 dietetic practice related activities

Assessment:

Exam 1	50%	3 hour exam - 3 questions out of 4	3 Hours
Coursework 1	50%	Assessment of 3-4 dietetic practice related activities	

Aims and Objectives: To give the 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 organisational 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, organisational 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) Note: Standards of proficiency (SOPs) refer to the Health and Care Professions Council document, ‘Standards of proficiency for Dieticians’ (2013). The SOPs and other professional documents referred to may also be relevant to other learning outcomes. Those indicated are considered to be the most relevant in each case.

28 MyNottingham Terminology

The University of Nottingham is introducing a new student records system across its campuses in the UK, Malaysia and China. Students will access the new system through a web portal called **MyNottingham**.

When **MyNottingham** is launched in the UK it will introduce some new terminology that you will need to understand and become familiar with. The guide below has been developed to help prepare you for this change. You will receive more information about MyNottingham and what this means for you before we launch the system to UK students.

MyNottingham Language	Current Language	Definition	Examples
Academic Plan	**Course or Programme of Study**	An approved plan of study that provides a coherent learning experience and leads to a qualification.	BSc Nursing – Adult; Chemical Engineering MEng; Music and Philosophy BA; Brewing Science MSc; Law with French and French Law BA.
Accommodation	**Reasonable adjustment**	Learning adjustments for a student's particular circumstances (not a reference to living accommodation).	Alternative examination arrangements.
Advisee	**Tutee/ Student**	A student receiving advice from a tutor, supervisor or advisor.	N/A.
Career	No direct equivalent	Qualification level.	Undergraduate, Postgraduate.
Class	No direct equivalent	An umbrella term for specific units of teaching.	Lectures, seminars or labs.
Course	**Module**	A self-contained, formally-structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria.	Applied Ethics, Advanced Financial Economics, Biochemistry of Disease, Public Health and Epidemiology.
eDocs	No direct equivalent	Electronic document repository for documents that are uploaded and attached to a student record	Evidence in support of an extenuating circumstances claim etc.
Financial Aid	No direct equivalent	An umbrella term for any scholarships, stipends or other funding awards given to students.	Core bursaries, Aspire scholarships, industry scholarships etc.
Session	No direct equivalent	A specific teaching period, usually one semester but other defined teaching periods may exist.	Autumn Semester, Spring Term etc.
Term	**Academic Year**	A defined period of time, refers to the academic year, which runs from September to August.	September 2017 to August 2018.

29 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