



The University of  
**Nottingham**

UNITED KINGDOM · CHINA · MALAYSIA

# **School of Biosciences**

## **Integrated Agricultural Business Management**

### **Course Handbook**

**2016-2017**

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

This handbook is available in alternative formats. Please contact Kathy Wilson by emailing [Kathy.Wilson@Nottingham.ac.uk](mailto:Kathy.Wilson@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 26 September 2016 – Friday 16 December 2016

### *Spring Term*

Monday 16 January 2017 – Friday 7 April 2017

### *Summer Term*

Monday 8 May 2017 – Friday 23 June 2017

## **Semester dates**

### *Autumn Semester*

Monday 26 September 2016 – Saturday 28 January 2017

### *Spring Semester*

Monday 30 January 2017 – Friday 23 June 2017

## **Exam dates**

### *Autumn Semester*

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

### *Spring Semester*

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

### *Late summer resits*

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

## 2 Course Handbook

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

## 3 The School of Biosciences

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

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

You can find full and detailed information about the School and its staff on our Website – [www.nottingham.ac.uk/Biosciences](http://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/academicsservices/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 carry a diary in which to note appointments with tutors, module conveners, course diary, etc.*

## 6 Your School and Your Studies

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

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

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

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

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

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

## 7 Staff Roles

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

### Building Locations

BBSB = Bioenergy and Brewing Science Building

GB = Gateway Building

MB = Main Building

SL = South Lab Building

SO = School Office, Main Building

JCG = James Cameron Gifford Library

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

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

### **Building Locations**

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

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

### **Building Locations**

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

## 8 Academic Staff and Locations

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

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

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

### **\*Divisional codes**

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

# 9 Course Structure, Organisation and Choosing Your Modules

## The Academic Year

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

The following definitions might be helpful to you:

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

And for a Master of Nutrition and Dietetics or MSci degree

- Year 4 (120 credits) Level 4

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

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

## Choosing optional modules\*

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

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

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

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

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

## Modules outside Biosciences

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

A complete list of modules within the University can be found in the Catalogue of Modules at [modulecatalogue.nottingham.ac.uk/Nottingham](http://modulecatalogue.nottingham.ac.uk/Nottingham)

# 10 Integrated Agricultural Business Management

**Course Director:** Dr K Harris-Adams

**Contact details:** e: Keely.Harris-Adams@nottingham.ac.uk or el 115 951 6066

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

<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Taught</b>
D211A2	Animal Biology	10	Autumn
D211A3	Agricultural Business in the Global Economy	20	Autumn
D211F3	The Biosciences and Global Food Security	10	Autumn
D212A1	Grassland Management	10	Spring
D212A2	Contemporary Agricultural Systems	10	Spring
D212A3	Integrated Agri-Food Markets and Marketing	20	Spring
D211E5	The Ecology of Natural and Managed Ecosystems	20	Spring
D21BG1	Biosciences Tutorials (Academic Development) and Foundation Science	20	Full Year

Information on Years 2 and 3 will be made available to you during the academic year

## **11 Table of Modules**

		Agric (Production)	Agric (Business)	iABM	Ag & C	Ag & LS	Ani Sci	Biotech	Dietetics	Env Biol	Env Sci	Food Sci	Microbio	Nutrition	Nutri and Food Sci	Plant Sci
Title	Code															
Biosciences Tutorials (Academic Development) & Foundation Science	D21BG1	10 of 20	10 of 20	10 of 20	10 of 20	10 of 20	10 of 20	10 of 20				10 of 20	10 of 20	10 of 20	10 of 20	10 of 20
	D211F3	10	10	10	10	10	10	10	10			10	10	10	10	10
The Biosciences and Global Food Security																
Biochemistry – The Building Blocks of Life	D21BN2	10 of 20			10 of 20	10 of 20	10 of 20	10 of 20	10 of 20			10 of 20	10 of 20	10 of 20	10 of 20	10 of 20
Genes and Cells 1	D211P1	10			10	10	10	10	10				10	10		10
Animal Biology	D211A2	10	10	10		10	10									
Introduction to Nutrition	D21BN1					10 of 20	10 of 20		10 of 20			10		10 of 20	10 of 20	
Agricultural Business in the Global Economy	D211A3		20	20												
Microbes and You	D21BF3												10 of 20			
The Physiology of Microbes	D21BF7							10 of 20					10 of 20			
Dietetics Tutorial (academic Development)	D21BN6								5 of 10							
Introduction to Dietetics	D21BN5								5 of 10							
Food Commodities and Primary Processing	D211F4											10			10	
Food Materials and Ingredients	D21BF1											10 of 20		10 of 20	10 of 20	
The Physiology of Microbes	D21BF7															
Introduction to Health Behaviours	D21BN4								10 of 20					10 of 20		
Global Environmental Processes (UP)	C111E1									20	20					
Environmental Geoscience (UP)	C111E5										20					
Evolution, Ecology and Behaviour	C11EEB									10 of 20						
Dissertation in Environmental Science (UP)	C11BE1									10 of 20	10 of 20					
Environmental Science and Society	D212E4										10 of 20					
Life on Earth (UP)	C11LOE									10 of 20						
Social Psychology (UP)	C81SOC												10			
Molecules that Changed the World (UP)	F11MCW												10			
Plant Science Research Tutorials	D212P5				10											10

**NB Modules in semesters 2 - 6 may have pre-requisite modules. It is your responsibility to ensure you are taking the appropriate pre-requisites for later modules.**  
**Module choices are subject to timetabling constraints. It is therefore important to check the timetable and pre-requisites when making your module choices.**

			Agric (Production)	Agric (Business)	iABM	Ag & C	Ag & LS	Ani Sci	Biotech	Dietetics	Env Biol	Env Sci	Food Sci	Microbiol	Nutrition	Nutri & Food Sci	Plant Sci
<b>General</b>	Module No																
Biosciences Tutorials (Academic Development) and Foundation Sciences	D21BG1		10 of 20	10 of 20	10 of 20	10 of 20	10 of 20	10 of 20	10 of 20				10 of 20	10 of 20	10 of 20	10 of 20	10 of 20
	D21BN2		10 of 20			10 of 20	10 of 20	10 of 20	10 of 20	10 of 20			10 of 20	10 of 20	10 of 20	10 of 20	10 of 20
	D212P3						10	10	10					10			10
Introduction to Nutrition	D21BN1						10 of 20	10 of 20		10 of 20			10 of 20		10 of 20	10 of 20	
The Physiology of Microbes	D21BF7								10 of 20					10 of 20			
Microbes and You	D21BF3													10 of 20			
Food Materials and Ingredients	D21BF1												10 of 20		10 of 20	10 of 20	
Contemporary Agricultural Systems	D212A2		10	10	10	10	10	10			10	10	10			10	
The Ecology of Natural and Managed Ecosystems	D211E5		20	20	20	20						20					20
Introduction to Dietetics	D21BN5									5 of 10							
Dietetics Tutorials (academic development)	D21BN6									5 of 10							
Introduction to Health Behaviours	D21BN4									10 of 20					10 of 20		
Grassland Management	D212A1		10	10	10	10	10	10			10	10					10
Microbial Physiology	D212F7												10				
Physiology for Food Scientists	D212F9															10	
Introductory Physiology	D212Z5							20	20	20					20		
Dissertation in Environmental Science (UP)	C11BE1										10 of 20	10 of 20					
Life on Earth	C11LOE										10 of 20						
Evolution, Ecology and Behaviour	C11EEB										10 of 20						
Integrated Agri-Food Markets and Marketing	D212A3			20	20												
Managing Tourism & the Environment: Conflict or Consensus (UP)	N12122											10					
Environmental Science and Society	D212E4										10 of 20	10 of 20					
The Anthropology of Human Ecology (UP)	AA1017										10	10					
Microorganisms and Disease (UP)	C51201										10			10			
Plant Science (UP)	C112P1		10			10			10		10	10					10

**NB Modules in semesters 2 - 6 may have pre-requisite modules. It is your responsibility to ensure you are taking the appropriate pre-requisites for your module choices. Module choices are subject to timetabling constraints. It is therefore important to check the timetable and pre-requisites when making your module choices.**

Black sections: core    Grey Sections: recommended options    (UP) = Module based at University Park

# 12 Timetable Information

## Academic Year 2016-2017 Week Pattern for the UK CAMPUS

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

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

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

# 13 Teaching Methods

## Lectures

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

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

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

## Practical Classes

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

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

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

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

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

## **Assessed Work**

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

## **IT Training**

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

## **Computer-aided Learning (CAL)**

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

# 14 Assessment, Progression, Compensation and Reassessment

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

The regulations can be found at:

[www.nottingham.ac.uk/academic/services/qualitymanual/studyregulations/studyregulationsforundergraduatecourses.aspx](http://www.nottingham.ac.uk/academic/services/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/qoQP3>

# 15 Extenuating Circumstances

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

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

Full details of the school's implementation of University policy is below. Meeting deadlines is an important part of working life. It is important that students develop time management skills and the ability to meet deadlines before undertaking work placements or entering the workforce on graduation. Coursework deadlines are normally set at the start of the module by the module convenor<sup>1</sup>, and clearly stated in module documents/introductory teaching sessions. This gives students the opportunity to identify periods of high workload within each semester and plan their time accordingly. Whilst course teams will try to adapt deadlines to avoid coursework 'hotspots', deadlines are set as appropriate for each individual module and it is the student's responsibility to plan their time accordingly.

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

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

## Length of Coursework

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

## Extension

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

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

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

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

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

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

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

# 16 Plagiarism and Paraphrasing

## Plagiarism and Paraphrasing

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

### USEFUL ADVICE FOR STUDENTS

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

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

### USEFUL WEBSITES

#### Academic integrity and plagiarism

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

#### Quality Manual

<http://www.nottingham.ac.uk/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 unacceptable in a scholarly community. Such action(s) will be considered under the University's Regulations on Academic Misconduct and this may lead to a penalty being imposed

### DEFINITION OF PLAGIARISM

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

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

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

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

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

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

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

Allen, N. B. (1992). *Coral Reef Biology*. Blackwells, London.

7. For chapters in edited volumes, the following style (author, date, title of chapter, title of book underlined or in italics, editors, page numbers, publisher, place of publication) applies:

Smith, A. J. (1987). Temperature and bleaching in corals. In: *Coral Reef Biology* (N. B. Allen and C. K. Hodges, eds.), pp. 65-90. Clumber Press, New York.

8. **Paraphrasing**, i.e. verbatim or almost verbatim restatement of a passage is a form of plagiarism frequently used in essays and dissertations. The following is paraphrased from C. H. Gordon, P. Simmons and G. Wynn (date unknown). *Plagiarism - What It Is And How To Avoid It*. University of British Columbia.

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

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

9. Examples.

### 9.1 Original

From Smith (1992):

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

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

### 9.2 Paraphrased version

Paraphrased from Smith (1992):

Smith (1992) has found that corals respond to high temperatures by expelling their zooxanthellae. This phenomenon, known as "bleaching", causes them to go white. Such

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

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

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

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

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

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

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

**To present your work like this would not constitute plagiarism.**

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

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

# 17 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

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

# 18 Academic Tutoring

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

The objectives of Academic Tutoring are to:

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

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

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

## **School of Biosciences Tutoring Statement**

The full Biosciences tutoring statement can be found in appendix 8 and at

<http://goo.gl/dPpFjU> Students are encouraged to read the statement.

## 19 Attendance Monitoring

Students must attend all teaching activities necessary for the pursuit of their studies, undertake all associated assessments and attend meetings and other activities as required by their School or the University. Where students face difficulty in attending sessions or undertaking assessments and examinations, it is their responsibility to inform their School of this fact and to provide a satisfactory explanation. Please see <http://www.nottingham.ac.uk/academic-services/quality-manual/registration-attendance-and-study/regulations-governing-attendance-and-engagement.aspx> for further details on attendance regulations at the University.

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

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

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

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

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

## 20 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.

## 21 Industry Placements

As an undergraduate student in the School of Biosciences, the vast majority of you can undertake an optional industry placement, between years two and three of your degree, extending your degree to a four year programme.

The year-long placement is open to you if you are studying one of the following degree programmes:

- BSc Agriculture
- BSc Integrated Agricultural Business Management with Industrial Placement Award <sup>1</sup>
- BSc Agricultural and Crop Science
- BSc Agricultural and Livestock Science
- BSc International Agricultural Science <sup>2</sup>
- BSc Animal Science
- BSc Biotechnology
- BSc Environmental Science
- MSci Environmental Science <sup>3</sup>
- BSc International Environmental Science <sup>2</sup>
- MSci International Environmental Science <sup>2 3</sup>
- BSc Environmental Biology
- BSc Food Science
- BSc Microbiology
- BSc Nutrition
- BSc Nutrition and Food Science
- BSc Plant Science

You apply for placements during your second year. The School Placement Team help and support you by organising a range of employer presentations on campus, sending email alerts of placement opportunities, running drop-in sessions and one-to-one meetings, and providing online resources.

Further information, profiles of student experiences and useful links can be found here: [www.nottingham.ac.uk/biosciences/placements](http://www.nottingham.ac.uk/biosciences/placements)

If you have any questions or want to find out more, contact the School of Biosciences Placement Team, Dr Judith Wayte and Mrs Rachel Jessop, on [biosciplacements@nottingham.ac.uk](mailto:biosciplacements@nottingham.ac.uk)

<sup>1</sup> If you are studying BSc Integrated Agricultural Business Management with Industrial Placement award, then a year-long industrial placement during year 3 is built into the 4 year degree programme.

<sup>2</sup> If you are studying a degree with an international pathway where you study abroad at the University of Sydney for your second year, you can still undertake an industrial placement. You will need to apply for your placement whilst studying in Sydney. You should be aware that some companies will require you to attend an interview/assessment centre in person, whereas

others will be more flexible and will be able to interview you remotely. You can work together with the School Placement Team by email from Sydney.

<sup>3</sup> If you are studying for an MSci degree course, adding a year in industry will mean that the total length of your degree course is 5 years. If you are an international student on an MSci degree course studying in the UK on a Tier 4 visa, and you wish to undertake a year in industry, you need to be aware of the following:

- Once you have secured an industrial placement, you will need to change degree course and apply for a visa extension.
- You may need to make your application for a visa extension from overseas.

The maximum length of time you can study in the UK on a Tier 4 visa at undergraduate level is 5 years. An MSci course with a year in industry is therefore at the maximum length, so if you were to fail one or more modules, you would not have the opportunity of resitting a year in the UK.

If you have any questions or want to find out more, contact the School of Biosciences Placement Team, Dr Judith Wayte and Mrs Rachel Jessop, on [biosciplacements@nottingham.ac.uk](mailto:biosciplacements@nottingham.ac.uk)

## **21.1 Year Out and Erasmus**

The School of Biosciences has established an ERASMUS programme of Student Exchange with a number of European Institutions in France, Germany and Spain.

All students taking honours degrees in the School (except MNutr) are able to take an additional Certificate in European Studies (normal entry requirement is at least a grade B in the second language that the student intend to improve at GCSE level). The Certificate consists of an additional year over and above your 3-year BSc degree programme and commences after the second year in September of Semester 5 and concludes at the end of Semester 6. You will then re-join the normal 3-year programme at the beginning of Semester 7.

Students entering the School need to apply to take the Certificate following a meeting which outlines the principles of the Certificate. Once the application is confirmed, students must submit their application in writing to the School Office.

Students taking the Certificate follow preliminary language training during Year 2 (Part I) by taking 10 credits of French, German or Spanish languages (held in the Language Centre, University Park) and 50 credits of Science modules in each of semesters 3 and 4. In Semester 5 and 6; students will be on placement in an academic Institution in another European country where they will follow courses, including language modules in both of the semesters in placement; the courses must be taken in the language of the chosen Country. Students will also need to complete a European Placement module during semester 5 and 6.

The ERASMUS programme is on an exchange basis. Thus it is suggested that students make contact with ERASMUS students within the School who are from the host University together with those Biosciences students who were at the host University in the previous year. Both these contacts can be invaluable in providing assistance and information.

Further information about the scheme is available from Ms Elena Staves (Student Services Centre, The Barn) or Rachel Jessop (C05, Bioenergy and Brewing Science Bldg, SB).

## **SUPPLEMENTARY REGULATIONS FOR THE EUROPEAN CERTIFICATE**

*In addition to the normal progression rules for undergraduate study, the following progression rules apply to the European Certificate element.*

Part I candidates achieving a mark of 50% or more in each of the Autumn and Spring Semester language modules will progress to the language module in the Autumn of the year of the Certificate in European Studies (Biosciences). Part I candidates achieving a mark of 40-49% in the Autumn and/or Spring Semester language module(s) will normally be advised to discontinue with the Certificate in European Studies (Biosciences). Candidates achieving a mark of less than 40%, at first attempt, in the Autumn and/or Spring semester language module(s) will be advised to discontinue with the Certificate in European Studies (Biosciences). If, after reassessment, candidates do not achieve a mark of at least 50% in the Autumn and/or Spring Semester language module(s) they may not continue with the BSc with a Certificate in European Studies (Biosciences).

The above regulations as specified for candidates obtaining marks at first attempt. Candidates on the year of the Certificate in European Studies (Biosciences) between Part I and Part II who obtain a mark of less than 40% in the language module cannot progress onto placement in the following semester. Such candidates are offered the opportunity either:

- 1) to transfer to the equivalent 3-year BSc degree without European Studies at the start of the next academic year and thus do not take any further language modules.

or

- 2) to be reassessed in the Autumn Semester language module in the August/September reassessment period.

If, after reassessment, a mark of 50% or more is achieved candidates may re-join the Certificate in European Studies (Biosciences) in the following academic year. If a mark of less than 50% is achieved at reassessment candidates will be offered 1) above.

In order to proceed to Part II of the degree BSc with a Certificate in European Studies (Biosciences) candidates must attain pass marks in assessments related to the European Year. Candidates who fail to attain satisfactory marks in the assessment undertaken during the European Year shall be offered the opportunity to transfer to the 3-year equivalent BSc degree without European Studies.

Candidates who fail to achieve the criteria for progression onto the three year equivalent degree without European Studies shall not be permitted to continue on this degree but may be offered the opportunity to transfer to the Ordinary degree.

## MARKING SCHEME FOR THE EUROPEAN YEAR

### European Placement Module:

**Fifty percent of the mark correspond to the attendance and assessment of the courses taken abroad. The other fifty percent correspond to one scientific review, one cultural essay and one translation (see below for information).**

**50%: Attendance and assessment of courses taken abroad.**

**50%: Essays and translations.**

<i>Activity Type</i>	<i>Information</i>	<i>Length</i>	<i>Weighting</i>
Attendance and assessment of courses abroad	Students must attend and sit the exams abroad	Not applicable	50%
Essay 1	Scientific review	4000 words	17%
Essay 2	Culture research paper	4000 words	16%
Translations	Science into English	10 * 400 words	17%

## **21.2 Studying Outside the UK**

### **Malaysia Campus**

Students on the BSc Biotechnology, BSc Agricultural and Crop Science, BSc Nutrition, BSc/MSci Environmental Science, BSc Environmental Biology and BSc Plant Science courses may have the opportunity to study for one semester or full academic year at our Malaysia Campus as part of their three-year degree programme. All teaching at our Malaysia Campus is in English and the modules and exams are very similar to those in Nottingham. Students from the UK campuses pay a reduced tuition fee during their time abroad and living costs in Malaysia are lower than in the UK.

See link: [www.nottingham.edu.my/index.aspx](http://www.nottingham.edu.my/index.aspx)

### **Universitas 21**

Nottingham is a founder member of Universitas 21 which is a global alliance of key universities. You will be able to apply to spend one semester (the first of your second year) studying in one of our partner institutions (including Australia, China, Korea, Mexico, North America, New Zealand, Singapore). Competition for these placements is high but the rewards are considerable.

Find out more about study abroad opportunities at [www.nottingham.ac.uk/internationalstudents/exchanges/index.aspx](http://www.nottingham.ac.uk/internationalstudents/exchanges/index.aspx)

### **Interested? What to do next**

Don't miss the Study Abroad Fair, organised by the International Office, which will take place in November 2016. Here, you will learn about all the study abroad options open to you and how to apply. You will also be able to meet with students who have already studied at overseas campuses.

Interested students are advised to find the Study Abroad Team on Facebook to be kept updated with deadlines and events at: [www.facebook.com/UoNStudyAbroad](https://www.facebook.com/UoNStudyAbroad) and the International Office website:

[www.nottingham.ac.uk/internationalstudents/exchanges/index.aspx](http://www.nottingham.ac.uk/internationalstudents/exchanges/index.aspx)

## 22 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](http://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](http://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>

## 23 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.

## **24 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.

## 25 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.

## 26 Coursework and Examination Feedback

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

### Coursework Feedback

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

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

### Examination Feedback

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

## **General Feedback**

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

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

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

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

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

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

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

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

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

## 27.3 IT Facilities

### Help and advice

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

### Getting online

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

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

### Computer rooms

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

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

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

### Computer loans

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

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

### The Portal; and Virtual Learning Environment

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

### Saving your files and backing up your data

It is the responsibility of each student to save their work safely and securely! Each student has 4GB of personal file storage available on the University's networked servers. This is

available as the 'Home Drive' from any IS Computer Room computer, as well as via the web at [files.nottingham.ac.uk](http://files.nottingham.ac.uk).

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

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

## **Printing**

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

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

## **Wireless**

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

## 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/studentsservices/supportforyourstudies/academicsupport/studyrresources/index.aspx>

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

e: [disability-support@nottingham.ac.uk](mailto:disability-support@nottingham.ac.uk)  
[dyslexia-support@nottingham.ac.uk](mailto:dyslexia-support@nottingham.ac.uk)

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

### **Student Welfare Manager**

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

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

## **School Welfare Manager**

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

## 27.5 Careers and Employability Service

### Careers and Employability Service

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

You could:

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

For more information about the Advantage Award, Unitemps or other ways to make the most of university life you can visit our webpages [www.nottingham.ac.uk/careers](http://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](http://www.nottingham.ac.uk/careers/login)

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

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

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

## 28 Health, Safety & Security

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

### Fire

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

### Safety

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

### Accidents & First Aid

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

### Food & Drinks

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

## 29 Modules

# Year 1 Modules

# D211A2 Animal Biology

**Module Convenor:** Dr. Carl Stevenson [carl.stevenson@nottingham.ac.uk](mailto:carl.stevenson@nottingham.ac.uk)

**Module Details:** Level 1 Autumn Semester, 10 credits

**Pre-requisites:** None

**Co-requisites:** None

**Number of Students Taking Module:** 110

**Target Students:** Animal Science, Agriculture, and Biotechnology

**Summary of Content:** The module will introduce basic animal evolution and ecology before discussing the basis of animal behaviour and their interactions with humans (i.e. domestication). The module will then cover the way in which animal production systems have developed and explore the way in which animal product quality can be manipulated.

**Timetable:** The timetable can be viewed at [www.nottingham.ac.uk/timetable](http://www.nottingham.ac.uk/timetable)

**Assessment Details:**

Exam 80% Multiple choice exam (50 questions) 2 hours

Coursework 1 10% Online practical assessment

Coursework 1 10% on line practical assessment

**Aims:** To develop a basic understanding of how animals behave and interact with humans, and how humans have developed and optimised animal production systems.

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

- Understand basic animal evolution and ecology
- Understand basic animal behaviour and interaction with humans
- Describe how animal productions systems have been developed
- Understand the ways in which animal product quality can be manipulated
- Discuss the role animal production plays in global food security

# D211A3 Agricultural Business in the Global Economy

**Module Convenor:** Dr Christina Sietto [Christina.sietto@nottingham.ac.uk](mailto:Christina.sietto@nottingham.ac.uk)

**Module Details:** Level 1 Autumn Semester, 20 credits

**Expected Number of Students Taking Module:** 20

**Target Students:** For students studying BSc integrated Agricultural Business Management, BSc Agriculture and related subjects and Exchange students.

**Summary of Content:** The module provides an overview integrating agricultural business within the context of the global economy. Fundamental concepts of global economic and market drivers are introduced via a series of lectures, with these concepts being further developed by computer aided learning sessions which enable students to undertake opportunity enabled learning. Students will undertake directed student centred learning, enabling them to place information from lectures and computer aided learning sessions within the context of Agri-business.

**Timetable:** Typically three one-hour timetabled sessions per week. The timetable can be viewed at [www.nottingham.ac.uk/timetable](http://www.nottingham.ac.uk/timetable)

## Lecture Programme:

Week	Subject	Format
	Introduction to Agriculture and the Economy	Lecture
	Presentation and discussion of how global events affect individual agricultural businesses	Workshop
2	Exploring the concepts of Demand and Supply – Part 1	Lecture
	Class Discussion – Exploring useful Agricultural website	Workshop
3	Exploring the concepts of Demand and Supply – Part 2	Lecture
	Class discussion on relevant media articles	Workshop
	Exercises on microeconomic elements – part 1	Tutorial
4	The Global Economic Environment	Lecture
	Class discussion on relevant media article	Workshop
	Exercises on microeconomic elements – Part 2	Tutorial
5	Comparative Advantages, Competitiveness and Trade	Lecture
	Interactive workshop	Workshop
	Exercises on macroeconomic elements – Part 1	Tutorial
6	Guest lecturer	Lecture
	Exercises on macroeconomic elements – Part 2	Tutorial
7	Contemporary Global and Agricultural Issues: The Environment	Lecture
	Interactive workshop	Workshop
8	Contemporary Global and Agricultural Issues: Consumer Issues and Ethics	Lecture
	Interactive workshop	Workshop

	In class short essay writing on Contemporary Global Agricultural Issues	Tutorial
9	Business visit	Practical
10	Presentations	Lecture
11	Revision session	Lecture

**Staff:** CS: Christina Sietto, KHA: Keely Harris-Adams

**Coursework:** Global Economy Assignment. Drawing upon data sources students will undertake an assessment of the impact of global economy drivers on Agricultural Businesses

**Assessment:** One 2-hour examination (60%); Global Economy Assignment (40%)

**Aims:** The module will integrate agricultural business within the context of the global economy. Fundamental concepts of global economic and market drivers are introduced via a series of lectures, with these concepts being further developed by computer aided learning sessions which will enable students to undertake opportunity-enabled learning. Subjects covered include: agriculture within the global economy, supply and demand for agricultural commodities, trade, trade organisations, exchange rates, interest rates and the importance of these drivers within Agricultural business contexts.

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

- Demonstrate the importance of integrating microeconomic and macroeconomic understanding and knowledge within successful Agri-Business Management.
- Illustrate how global economic drivers impact upon decision making within the Agricultural Business environment.
- Analyse information from a range of sources to present information to aid business-related decision making.

# D211F3 The Biosciences and Global Food Security

**Module Convenor:** Dr Kevin Pyke [kevin.pyke@nottingham.ac.uk](mailto:kevin.pyke@nottingham.ac.uk)

**Module Details:** Level 1, Autumn Semester, 10 Credits

**Expected Number of Students Taking Module:** 250

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

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

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

**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.

**Timetable:** The timetable can be viewed at [www.nottingham.ac.uk/timetable](http://www.nottingham.ac.uk/timetable)

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

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

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

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

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

# D212A1 Grassland Management

**Module Convener:** Dr Matt Bell [matthew.bell@nottingham.ac.uk](mailto:matthew.bell@nottingham.ac.uk)

**Lecturers:** Dr Stephen Ramsden, Prof Paul Wilson.

**Module Details:** Level 1 Spring Semester, 10 credits.

**Expected Number of Students Taking Module:** 40

**Target Students:** Students registered on BSc Agriculture, Agricultural and Crop Science, Plant Science, Animal Science, Biotechnology, Environmental Biology degrees and Exchange students.

**Summary of Content:** This module is delivered through e-learning, supported by tutorials and farm visits and covers the morphology and physiology of forage grass species, identification of grass species, grassland systems in the UK and worldwide and conservation of grass (hay/silage). The module will consider grassland management within mixed farming systems and specific requirements for environmental stewardship schemes.

Week	Subject
1	Introduction to the module and course work
2	Student centred learning
3	Student centred learning
4	Grass physiology practical
5	Student centred learning
6	Pasture budget tutorials
7	Student centred learning
8	Student centred learning
9	Student centred learning
10	Student centred learning
11	Farm visit

**Timetable:** Typically two one-hour timetabled sessions per week: twenty-three lectures, regular tutorials/examples classes, forty hours student led studies and revision. The timetable can be viewed at [www.nottingham.ac.uk/timetable](http://www.nottingham.ac.uk/timetable)

**Coursework:** On-line test on grass morphology; written report on farm visit

## Assessment:

Exam 1	50%	1 hour exam
Coursework 1	20%	Online test
Coursework 2	30%	Farm visit report. 1500 words.

## Aims:

- To provide students with an appreciation of the different grassland management systems employed throughout the world.
- To provide students with an understanding of grass morphology and physiology.
- To develop skills in the use of keys to identify plant species.
- To encourage students to develop self-study skills early in their University careers.

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

- Identify the key structures of a grass plant.

- Describe the mechanisms of grass growth, production and utilisation and how these are influenced by management practices.
- Discuss the latest developments in grassland management and the policy issues associated with them.
- Calculate a pasture budget

**Recommended Reading:**

Finch, HJS, Samuel, AM and Lane, GPF (2002) *Lockhart and Wiseman's crop husbandry; including grassland*. (8<sup>th</sup> edition). Woodhead, Cambridge.

Hopkins, A (2000) *Grass: its production and utilization*. (3<sup>rd</sup> edition). Blackwell Science, Oxford.

Frame, J and Laidlaw, S (2011) *Improved grassland management*. Crowood Press.

# D212A2 Contemporary Agricultural Systems

**Module Convenor;** Dr Matthew Bell [matthew.bell@nottingham.ac.uk](mailto:matthew.bell@nottingham.ac.uk)

**Lecturer:** Prof Paul Wilson (PW); Dr Stephen Ramsden (SR); Dr Michael Davies (MD); Keely Harris-Adams (KHA); Dr Scott Young (SY), Dr Helen West (HW)

**Module Details:** A level 1 module taught in the Spring Semester at Sutton Bonington. The module consists of an overview lecture followed by farm visits and student centred learning based on four farm research reports. 10 credits

**Expected Number of Students Taking Module:** 60

**Target Students:** For students studying Agriculture and related subjects

**Availability to Exchange Students** – If relevant in their first year

**Summary of Content:** The module provides an overview of practical agricultural systems within commercial UK farm contexts. Fundamental concepts of agricultural systems and techniques are introduced via a series of on-farm visits and explanations, with these concepts being further developed by student centred learning, placing the information gained from the visits in the context of contemporary markets, policies and research findings.

**Timetable:** The timetable can be viewed at [www.nottingham.ac.uk/timetable](http://www.nottingham.ac.uk/timetable)

## **Lecture Programme:**

*Week 1:* Introduction: Farm Business Systems - core concepts

*Week 2:* Business

*Week 3:* Dairy

*Week 4:* Waste and Bioenergy

*Week 5:* Soils

*Week 8:* Fruit and Vegetables

*Sheep 9:* Sheep

*Week 11:* Agri-environmental interactions

## **Non Lecture Programme:**

Please note that the order of the programme may change. Topics may vary depending on the issues affecting the agricultural industry in any one year.

*Week 3:* Dairy

*Week 4:* Waste and Bioenergy

*Week 5:* Soils

*Week 6:* Arable Production

*Week 7:* Labour and Machinery

*Week 8: Week 9:* Sheep

*Week 10:* Mixed System visit

*Week 11:* Agri-environmental interactions

**Coursework:** Coursework will count for 100% of the overall mark for this Module and consists of four 'Farm Research Reports' (maximum 1000 words). The reports will follow, although not necessarily be restricted to, four of the farm visits. The reports will test students' ability to place the information gained from the visits in the context of contemporary markets, policies and research findings.

**Assessment:**

Coursework 1	50	Farm System Report: Calculations, production of tables and 1000 words text
Coursework 2	50	Farm System Report: Calculations, production of tables and 1000 words text

**Aims:** The module aims to provide an overview of practical agricultural systems within commercial UK farm contexts. A range of fundamental concepts of agricultural systems and techniques are introduced via a series of on-farm visits and explanations. The topics of the visit may vary dependent upon the issues affecting the agricultural industry in any one year, but example topics covered include the following: dairy production, arable production, soils, agri-environment interactions, labour and machinery management, farm business systems, water and waste management, mixed farming systems. Students will further develop the concepts introduced via directed student centred learning, including integration of current research findings, leading to the production of four assessed reports.

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

1) Demonstrate and understanding of contemporary issues facing agriculture within the context of farm systems, enterprises and resource implications. 2) Use appropriate terminology to communicate issues and evidence-base proposals to agricultural and associated professionals 3) Analyse information from a range of sources and apply this information to an agricultural systems context.

Intellectual Skills: 1) Evaluate the importance of individual aspects of agricultural practice with the context of an individual enterprise or activity and across the farm as a business system. 2) Develop approaches to integrating introductory material across a range of subjects 3) Assess the motivations and drivers for decisions made within a contemporary agricultural context.

Practical/Professional Skills: 1) Ability to interact and engage with professionals and practitioners in the agricultural industry 2) Understanding of the terminology used within different aspects of agricultural practice. 3) Place knowledge gained from research into a practical application and context.

Transferable/Key Skills: 1) Appraise the relevance of key information to a range of familiar and unfamiliar contexts 2) Present information from a wide range of sources in a professional manner 3) Generate the confidence to engage with professionals in the industry in order to develop one's own understanding of a particular subject 4) Develop a skill set of terminology and practical knowledge that will be essential for a future career in agriculture and agricultural professional practice. 5) To listen to people 6) To evaluate the relevance of research results to contemporary agriculture.

**Recommended Reading:** Nix, J. (2015). Farm Management Pocketbook 2016, The Andersons Centre. Library location: S561.N4.  
Soffe, R.J. (2003). Primrose McConnell's The Agricultural Notebook, Twentieth Edition, Oxford: Blackwell Science.

# D212A3 Integrated Agri-Food Markets and Marketing

**Module Convenor:** Miss Keely Harris-Adams [keely.Harris-adams@nottingham.ac.uk](mailto:keely.Harris-adams@nottingham.ac.uk)

**Module Details:** level 1 spring semester, 20 credits

**Expected Number of Students Taking Module:** 10

**Target Students:** For students studying BSc Integrated Agricultural Business Management, BSc Agriculture and related subjects

## Availability to Exchange Students

**Summary of Content:** The module provides an overview of agri-food markets and marketing within the context of agri-business management. Fundamental concepts of agri-food markets and marketing techniques are introduced via a series of lectures, with these concepts being further developed by computer aided learning sessions which enable students to undertake opportunity enabled learning. Students will undertake directed student centred learning, enabling them to place information from lectures and computer aided learning sessions within the context of agri-business.

**Timetable:** Typically one four-hour timetabled session per week: eight lectures, nine workshops, and five computer-aided tutorials. The timetable can be viewed at [www.nottingham.ac.uk/timetable](http://www.nottingham.ac.uk/timetable)

## Provisional timetable:

Week	SUBJECT	LECTURER
1	Introduction to Concepts in Integrated Agri- Food Marketing Workshop: Application of marketing tools	Keely Harris-Adams
2	Supply and demand trends and drivers Workshop: Trends in agricultural commodities Tutorial: Computer Aided Learning	Keely Harris-Adams
3	The food consumer Workshop: application of marketing tools Tutorial: Computer Aided Learning	Keely Harris-Adams
4	Agri-food chains: Value and supply Workshop: Products and markets Tutorial: Computer Aided Learning	Keely Harris-Adams
5	Guest lecture: Food retailing and sourcing	tbc
6	Contemporary Integrated Agri-Food Marketing Issues (1) Workshop: Consumer trust Tutorial: Computer Aided Learning	Keely Harris-Adams

7	Regulations, quality and traceability Workshop: Regulations and the food consumer Tutorial: Computer Aided Learning	Keely Harris-Adams
8	Workshop: Marketing in the dragon's den	Keely Harris-Adams
9	Contemporary Integrated Agri-Food Marketing Issues (2) Workshop: More contemporary issues Tutorial: Computer Aided Learning	Keely Harris-Adams
10	Business Visit	Keely Harris-Adams
11	Optional revision session	Keely Harris-Adams

**Coursework:** Market Assignment. Drawing upon data sources students will undertake a Market assessment with an Agri-Food Context

**Assessment:** One 2-hour examination (60%); Market Assignment - 1500 words (40%)

**Aims:** The module aims to provide an overview of agri-food markets and marketing within the context of agri-business. Fundamental concepts of these markets and marketing techniques are introduced via a series of lectures, with these concepts being further developed by computer aided learning sessions which will enable students to undertake opportunity enabled learning. Subjects covered include: food and non-food markets including biofuel; demand trends; value and supply in agri-food chains; market structure and power; food retailing and sourcing; regulations, quality and traceability; consumer understanding; green marketing.

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

- Demonstrate the importance of applying agri-food market information and agri-food marketing management approaches to agricultural, food marketing and agri-business firms and organisations.
- Illustrate the contributions of marketing approaches to the successful development of products, brands and firms.
- Analyse information from a range of sources to present information to aid business-related decision making.

**Aims:** The module aims to provide an overview of agri-food markets and marketing within the context of agri-business. Fundamental concepts of these markets and marketing techniques are introduced via a series of lectures, with these concepts being further developed by computer aided learning sessions which will enable students to undertake opportunity enabled learning. Subjects covered include: food and non-food markets including biofuel; demand trends; value and supply in agri-food chains; market structure and power; food retailing and sourcing; regulations, quality and traceability; consumer understanding; green marketing.

# D211E5 The Ecology of Natural and Managed Ecosystems

**Module Convenors:** Dr R Blunt [ruth.blunt@nottingham.ac.uk](mailto:ruth.blunt@nottingham.ac.uk), Dr ICW Hardy [ian.hardy@nottingham.ac.uk](mailto:ian.hardy@nottingham.ac.uk), and Dr H West [Helen.west@nottingham.ac.uk](mailto:Helen.west@nottingham.ac.uk)

**Module Details:** Level 1, Spring semester, 20 Credits

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

**Expected Number of Students Taking Module:** 65

**Target Students:** Environmental Science and Agriculture students

## Availability to Exchange Students

**Summary of Content:** This module introduces the principles of ecology at a first year level. The module covers: Evolutionary aspects of ecology. Organisms and their environment: physical, chemical and biotic factors limiting species distribution; capture and utilization of resources by organisms; the niche concept; life cycles and dispersal. Population Ecology: intraspecific and interspecific competition; predation; parasitism and mutualism. Community Ecology: diversity and stability of communities; patterns of species richness; the concept of a climax community; energy flow and nutrient cycling. The module explores definitions of biodiversity and explores the value of biodiversity through different ethical frameworks. The loss of species and habitats is discussed with particular reference to semi natural and managed habitats such as woodland, hedgerows, meadows, and agricultural land.

**Timetable:** The timetable can be viewed at [www.nottingham.ac.uk/timetable](http://www.nottingham.ac.uk/timetable)

## Lecture Programme: (Provisional)

Introduction to the module, The Nature of Ecology

Trophic Levels and Food Webs

4 Lab Practical

Energy Inputs and Agricultural Systems- Sustainable agriculture

Plant Ecology

Genetics and Niche Theory

Populations and Demography

Practical: Population Models

Behavioural Ecology

Ethics and Ecology

Habitat Loss Biodiversity and Conservation

## Assessment:

Exam 100% 2 hour exam – Rogo

**Aims:** Educational Aims: To give students a general understanding of the interactions of organisms with one another and with the physical and chemical environment. Students will learn about different levels from the biosphere to the population and learn how an understanding of ecology can help us manage our environment.

**Learning Outcomes:** Knowledge and Understanding - to learn of 1) Ecology and its component sub-disciplines. Intellectual Skills - the ability to 1) Critically analyze and interpret information and data 2) Derive and analyze material from a range of sources. Practical/Professional Skills - the ability to 1) Invertebrate identification 2) Work safely in the laboratory. Transferable/Key

Skills - the ability to 1) Communicate via poster 2) Team working 3) Find relevant information in the library and the web 4) Time management.

### **Recommended Reading**

Cotgreave P & Forseth I (2002) Introductory Ecology, Blackwell Science (**course book**)  
Townsend C R, Harper J L & Begon M (2002) Essentials of Ecology, Blackwell Science  
Beeby H (1993) Applying Ecology, Chapman Hall  
Krebs C (1987) Ecology, Harper & Row  
Krebs JR & Davies NB An introduction to Behavioural Ecology, 3<sup>rd</sup> Ed<sup>n</sup>, Blackwell Science  
Krebs JR & Davies NB (1997) Behavioural Ecology, 4<sup>th</sup> Ed<sup>n</sup>, Blackwell Science  
Stiling G (1996) Ecology: Theories & Application, Prentice Hall  
Plus appropriate Journals.

Additional Key literature will be suggested during the lecture course.

# D21BG1 Biosciences Tutorials (Academic Development) and Foundation Science

**Module Convenor:** Professor Matt Dickinson [matthew.dickinson@nottingham.ac.uk](mailto:matthew.dickinson@nottingham.ac.uk) , Dr Dov Stekel [dov.stekel@nottingham.ac.uk](mailto:dov.stekel@nottingham.ac.uk)

**Module Detail:** Level 1, Full Year new module, 20 credits

**Pre-requisite(s):** Biosciences Tutorials (Academic Development) and Foundation Science and Exchange students.

**Summary of Content:** The content is as follows: The tutorials component is intended to enhance the transition into university and guide students through the academic expectations of their degrees. This part of 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, oral presentation, data handling and presentation of results, preparation for examinations, and essay writing skills relevant to the Biosciences. The Foundation Science content has three elements: Chemistry, Maths & statistics and Physics. The Chemistry element will include: elements and periodic table; atomic structure and bonding; intermolecular attractions, chemical equilibrium; acids and bases, oxidation and reduction; rates of reaction; basic organic chemistry, isomerism, and rings. The Maths and Stats element will include: calculations, algebra, functions and relationships, powers, logarithms, descriptive statistics, significance, regression and presenting data. The Physics element will include: - units and dimensions; power, energy and heat; light and the electromagnetic spectrum; attenuation/absorption; and radioactivity. There is also an IT element, which interfaces with generic IT training for undergraduates provided within the University.

## Assessment Details:

Coursework 1	25%	1500 word essay completed in the Autumn semester
Coursework 2	12%	200 word quantitative exercise completed in the Spring semester
Coursework 3	13%	300 word abstract of a scientific paper to be completed in the Spring semester
Inclass Exam 1 (Written)	25%	Chemistry tests (45 minutes)
Inclass Exam 2 (Written)	25%	Mathematics and statistics tests (45 minutes)

**Aims:** The aims of this module are twofold: The Tutorial elements are to enhance the academic and professional development of students via small group work within tutor groups. Working in small groups will encourage active participation and knowledge transfer. This part of 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. The Foundation Science element will complement this by providing foundation level knowledge of mathematics, physics and chemistry for undergraduate students entering the School of Biosciences. The module aims to compensate for gaps in knowledge caused by differences in individual prior education and to ensure that all students have the basic knowledge of these key disciplines required to underpin their future studies in the School of Biosciences. The syllabus has been developed in conjunction with degree programme leaders across the School.

**Learning Outcomes:**

- Recognise the significance of the core topics in foundation level physics, chemistry and mathematics to their future degree study in the Biosciences.
- Understand a range of fundamental concepts in physics, maths and chemistry which form core knowledge for scientists of all disciplines.
- Understand the importance of using the correct scientific units and be able to convert between different units of measurement (e.g. SI and non-SI units).
- Manipulate mathematical equations and perform calculations designed to improve confidence in dealing with logarithms, exponentials, powers, scientific notation.....etc.
- Recognise the basis of fundamental scientific equations, their interpretation and meaning.
- Use Microsoft Excel at a basic level to analyse scientific data, enter formulae and plot graphs
- Summarise 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.

## **30 Appendices**

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

# Appendix 1

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

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

## Appendix 2

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

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

# Appendix 3

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

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

2. The qualitative criteria include consideration of :

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

# Appendix 4

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

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

# Appendix 5

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

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

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

## Appendix 6

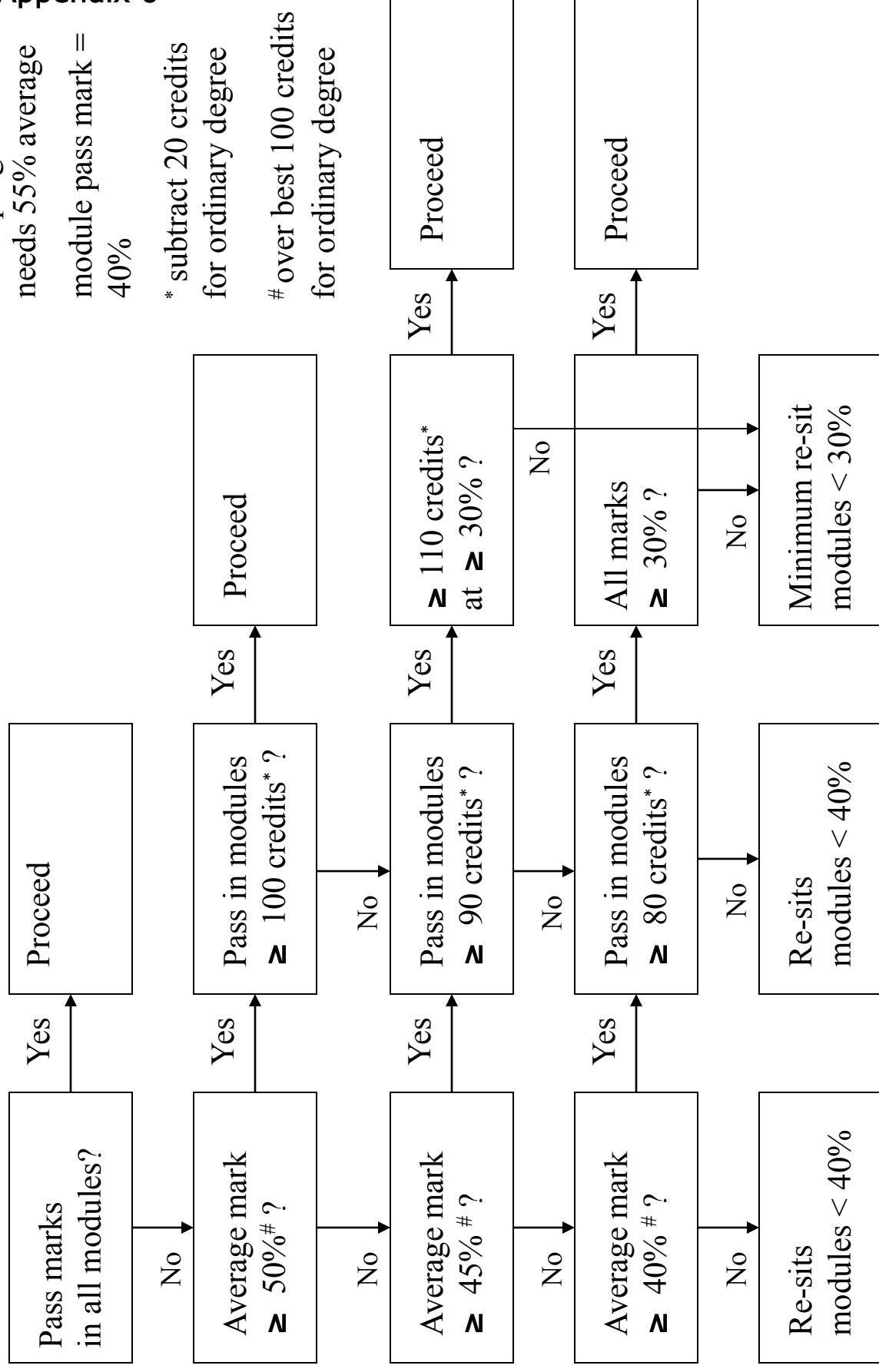
MSci prog to Part II

needs 55% average

module pass mark = 40%

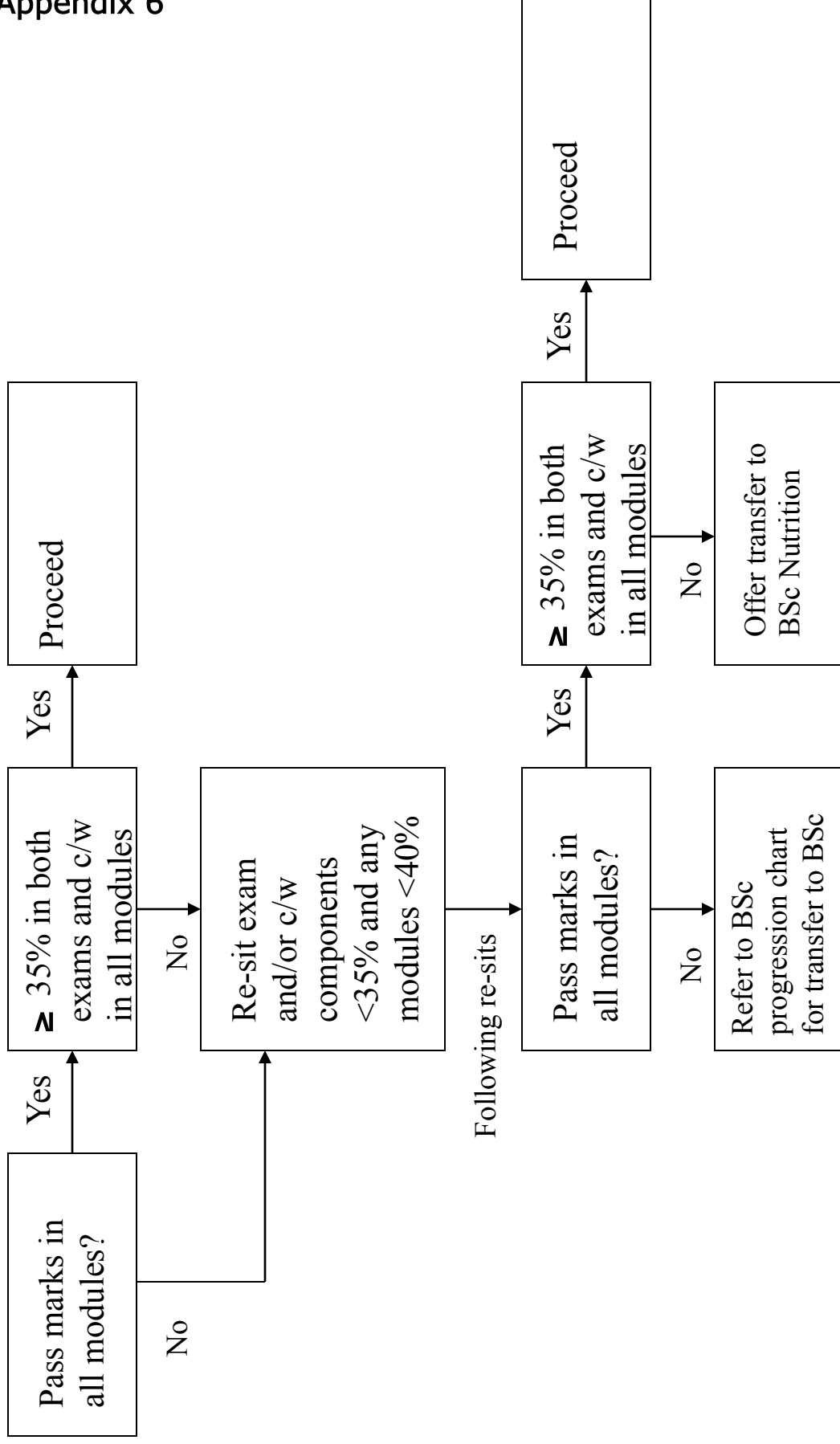
\* subtract 20 credits for ordinary degree

# over best 100 credits for ordinary degree



# Progression and Compensation MNutr (to Parts II and III)

## Appendix 6



## Appendix 7

### School of Biosciences Qualitative Marking Schemes Supplementary Guidelines

#### Marking at Different Levels Within Degree Programmes

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

#### Academic Levels

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

#### Major considerations

##### Mark Class A

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

##### Mark Class B

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

## **Appendix 7**

### **Mark Class C**

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

### **Mark Class D**

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

### **Mark Classes E/F**

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

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

### School of Biosciences: Tutoring Statement

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

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

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

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

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

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

## Appendix 8

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

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