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School of Biosciences

MSc Courses
Handbook
2017/2018

Contents

Introduction to the School of Biosciences

Welcome to the School of Biosciences. We hope your time in the School will be enjoyable. To help you settle in, both socially and academically, various events are arranged during the first few weeks of term which we hope you will attend.

We have aimed to make this handbook a reasonably complete reference document where you can find useful information and advice as and when you need it. We welcome your comments on it (please email student-service-programmes-sb@nottingham.ac.uk

General information about the School of Biosciences

The School of Biosciences is based in the Faculty of Science and is situated at the Sutton Bonington Campus. The Sutton Bonington Campus (SB) is situated about 11 miles south of Nottingham and is home to the School of Biosciences and the School of Veterinary Medicine and Science. Within the School of Biosciences are the Divisions of Agricultural and Environmental Sciences, Animal Sciences, Food Sciences, Nutritional Sciences and Plant and Crop Sciences which are home to approx. 800 undergraduate and 350 research and taught postgraduate students.

The school is ranked the no.1 research environment in the UK (for Agriculture, Veterinary and Food Science) in the 2014 REF (Research Excellence Framework).   97% of our work (in the Schools of Biosciences and Veterinary Medicine and Science) was judged to be of international quality.

Sutton Bonington Campus has its own facilities for most sports and social activities, and these are available to all students in the School. A free shuttle bus service operates between campuses.

The Enquiry Office in the Main Building SB, has details of when this service runs (see also http://www.nottingham.ac.uk/estates).

Your MSc course

The MSc, PG Diploma and Certificate Courses and postgraduate taught modules offered by the School of Biosciences are reviewed regularly by the MSc Course Directors and Managers and other senior members of the School.

Your **MSc Course Director** will be a member of academic staff and s/he will give you help and support in academic matters. Your Course Director or tutor will provide you with details of your individual performance (see Personal and Academic Development) and it is essential that you discuss your progress, in confidence, with her/him at regular intervals. Your Course Director/tutor can also support you in personal matters, or can direct you to professional support within the University if required. Tutors will be identified at your Induction Meeting (see Welcome Week Programme) and on the School Intranet.

Postgraduate Course Managers and Key Staff in the School of Biosciences

Head of School: Professor Simon Langley-Evans
Head of Operations: Dr Sarah Johnson
Postgraduate Tutors: Dr Dov Stekel
Chair of PG Taught Courses Committee: Dr Lisa Coneyworth

MSc/PGDip/MRes	Manager	Code	Director
Advanced Dietetic Practice MSc – PG Dip	Dr Amanda Avery / Dr Fiona McCullough ☎ 16118/16238	B410 B411	Dr Amanda Avery ☎ 16118
Animal Nutrition – MSc	Dr Gavin White ☎16068	D327	Prof Kevin Sinclair ☎16053
Applied Biomolecular Technology - MSc	Prof Steve Harding ☎ 16148	C715	Prof Steve Harding ☎ 16148
Applied Biopharmaceutical Biotechnology and Entrepreneurship - MSc	Dr. Jianhua Jia ☎ 16161	J790	Prof Steve Harding ☎ 16148
Brewing Science – MSc Brewing Sciences Practice and Principles – MSc Brewing Principles and Practice – PG Cert	Dr David Cook ☎ 16245	D637 D639 D63D	Dr David Cook ☎16245
Crop Improvement - MSc	Dr Rumiana Ray ☎16094	D406	Dr Rumiana Ray ☎ 16094
Dietetics MRes	Dr Fiona McCullough ☎ 16238	B416	Dr Fiona McCullough ☎ 16238
Clinical Nutrition – MSc Clinical Nutrition – PG Cert	Dr Amanda Avery / Dr Fiona McCullough ☎ 16118/16238	B40A B40B	Dr Amanda Avery ☎ 16118
Food Production Management - MSc	Dr Jian Jia ☎ 16188	D635	Dr Bettina Wolf ☎ 16134
Nutritional Sciences – MSc	Dr Lisa Coneyworth ☎ 16127	B408	Dr Lisa Coneyworth ☎ 16127
Biotechnology – MSc	Dr Tim Robbins – Plant Biotechnology ☎ 16329 Dr Nagamani Bora – Microbial Biotechnology ☎ 16011 Dr Ramiro Alberio – Animal Biotechnology ☎ 16304	J702	Dr Nagamani Bora ☎16011
Sensory Science	Dr Rebecca Forde ☎ 16685	D613	Dr Rebecca Forde ☎ 16685

Your **MSc Course Director** Help and support in academic matters

The Course Director will be assisted by an **MSc Course Manager**

Course structure

The University operates a modular system, taught over two semesters and the Summer Period. Full details are available in the Catalogue of Modules, available on the University website - http://nottingham.ac.uk/module-catalogue. Course details are also covered at the Induction Meeting for your particular degree course.

In case you are not familiar with this system, a **credit** indicates a quantity of assessed learning. They contribute to a cumulative indication of the **modules** a student has completed. Modules are based on a number of credits, and for MSc courses in the School of Biosciences the modules are based on multiples of 10 or 20 credits.

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. **Marks** are a numerical indication of the quality of the assessed work completed by a student in each module. Marks awarded are subject to the approval of the PG Taught Courses (Exam Board) Committee and are ratified by External Examiners. The Convener will also conduct a feedback exercise at the end of the module to gauge student opinion.

The Course Directors are directly responsible to the Head of School 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. A full list of Course Directors, Course Managers and academic staff in each Division can be viewed at
http://www.nottingham.ac.uk/biosciences/people/index.aspx

Student representatives

Each MSc course should also have a student representative who attends meetings of the Learning Community Forum. MSc course representatives should volunteer or be elected during Week One and one of these electives will usually be asked to attend the non-reserved business of the PG Taught Courses Committee. Training for course representatives is available and further information regarding this can be seen at http://www.su.nottingham.ac.uk/

Modules

All taught full-time MSc courses within the School of Biosciences are modular. To qualify for the award of the degree, students are required to accumulate 180 credits. The degrees comprise 120 credits in Part I, with a qualifying barrier for progression to the 60-credit Part II component. Part I of the courses are mainly provided as taught modules, and delivered in the Autumn and Spring semesters. Part II of the courses comprise of a 60-credit research project or dissertation, taken over the Summer vacation period.

The International MSc in Biosciences is based on 60 credits of taught modules and 120 credits for the research project.   All students take 20 credits of generic training modules, with the remaining 40 credits dependent on their research area.

To progress to Part II of the degree course, students must achieve a credit-weighted overall average Part I mark which is equal to or greater than 50%.

Assessment and reassessment

Please see the Supplementary Regulations (including the Progression Regulations) governing your specific MSc course. These can be found at http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/taughtmastersdegreespgdipsandpgcertcourseswef2016.aspx

Assessment and Reassessment

Assessment of your course may be by written coursework; written, oral or practical examination; industrial placement or project. The proportions of these and the nature of the coursework vary from module to module. Please note that handing in coursework late will incur a penalty of 5% per normal working day. Normal working days include vacation periods, but not weekends or public holidays. Full details of the policy can be found at http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/penalties-for-late-submission-of-assessed-coursework.aspx

Hand-in dates for specific courses will differ. During your MSc course there are two formal examination periods; January (Semester I) and May/June (Semester II).

A student who, at the first attempt, has not satisfactorily completed the taught stage or dissertation/project stage of the course has a right to one reassessment in each failed module where this might enable a student to satisfy progression requirements. If your progress is unsatisfactory, you will be given the opportunity to re-sit any failed modules (examinations) during a re-sit period in August/September or the following January. Marks achieved for the Autumn and Spring Semester modules (Part I) determine progression to Part II of your course (Summer Period).

In addition, if you have failed a coursework component of a module which is assessed by both coursework and examination, you may elect to re-submit remedial coursework, following discussion with the Course Director and/or module convener. However, coursework that has been passed may not be re-submitted. If you wish to take up the option of remedial coursework, you must make contact with the appropriate module convener (or his/her representative), following approval of the Course Director. Any remedial coursework must be submitted before the start of the August/September examinations. However, individual module conveners have the right to set earlier deadlines at the time of setting the coursework. If you have failed a module which is assessed entirely by coursework you will be required to re-submit those pieces of work with a mark of less than 50%.

Taught Masters Degrees, Postgraduate Diploma and Postgraduate Certificate courses

Full regulations are at:
http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/taughtmastersdegreespgdipsandpgcertcourseswef2016.aspx

Award of credit (regulation 6, 7, 8)

Regulation 6: The pass mark for a module comprising part of a Masters, Postgraduate Diploma or Postgraduate Certificate programme is **50%.**

Regulation 7: The **module specification** states how the components of the module will be combined to form a module mark and whether a particular mark must be gained in individual components of the module in order for the module as a whole to be passed. A student who passes the module will be awarded the credit for that module.

Regulation 8: A student who fails to pass a module may nevertheless be awarded the credit for that module in the circumstances set out in Regulations 10 and 11 below.

Completion of a Stage

Regulation 10: Students will normally proceed directly from the taught stage of their course to the dissertation/project stage. Where a student is undertaking assessment in August/September, they may request a deferral of the dissertation/project stage enabling them to undertake this in the next academic year. Where Schools require students to pass pre-requisite modules or demonstrate achievement of learning outcomes before proceeding to the dissertation stage, this will be explicitly stated in the relevant programme specification.

Regulation 11: A student who **fails** one or more modules for the taught stage of the course will **still** complete that stage and so be awarded the total credit for that stage provided that:

- They have passed modules worth at least 80 credits (or 40 credits for students on Postgraduate Certificate courses), and

- They have a weighted average for the taught stage of at least 50% with no module marks of less than 40%

Notwithstanding the above, unless **stated** in the programme specifications for Taught Masters Degrees and Diplomas, module marks for up to 20 credits can be below 40% (but not less than 30%) and be compensated if the student has passed modules worth at least 80 credits and has a weighted average of at least 50%.

Degree award

Regulation 19: A student will only receive a Masters award if they have successfully completed both the taught and dissertation/project stages of their course. A student who does not successfully complete the dissertation/project stage will be awarded a Postgraduate Diploma or Certificate if they have gained a pass mark of 50% or more in modules worth 120 credits (60 credits for the Postgraduate Certificate), or satisfy the requirements of Regulations 10 and 11 above unless PSRB or local government regulations preclude this. For the purposes of the award of the Postgraduate Diploma the dissertation mark will count.

Regulation 20: Postgraduate Diplomas or Certificates awarded under Regulation 19 above will have the same subject title as the Masters course on which the student was registered, unless the programme specification states an alternative subject title for those being awarded Diplomas or Certificates.

Students who do not meet criteria for MSc Award will be considered for the award of Postgraduate Diploma or Certificate in accordance with the University of Nottingham regulations at
http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/taughtmastersdegreespgdipsandpgcertcourseswef2016.aspx

Criteria for Merit/Distinction (Regulation 22)

Postgraduate Masters, Diploma and Certificates will be awarded with Merit to students who achieve a final credit-weighted mark of at least 60% and with Distinction to students who achieve a final credit-weighted mark of at least 70%.

Borderline Profiling (Regulation 24)

Students achieving borderline overall average marks below will be given the higher class if half or more of all credits are in the higher class.

68/69 Borderline Distinction
58/59 Borderline Merit

There is no borderline at Pass/Fail

See borderline full regulations at:
http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/degree-classification.aspx

Please see Appendix 1 – Assessment Criteria – for a full description of assessment criteria.

Modules available to MSc Students

For a complete listing of available modules please visit the following site:

Module Catalogue
http://modulecatalogue.nottingham.ac.uk/Nottingham/

Courses
http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

15 Extenuating Circumstances

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

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

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

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

What you need to know

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

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

Students with Academic or Disability referral form

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

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

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

Complaints procedure

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:

i)   Module Convener
ii)   Course Director
iii)   Head of Division
iv)   Head of School

Students are encouraged to involve their Course Director at any stage, whether the matter of concern is of an academic or personal nature (see Personal Academic Development [PAD] Scheme). Students also have the right via their course representative to bring matters of concern before the Postgraduate Learning Community Forum. Details regarding complaints procedures can be found at http://www.nottingham.ac.uk/academicservices/qualitymanual/student-engagement-and-complaints/studentcomplaintspolicy.aspx

Academic misconduct: cheating, plagiarism and paraphrasing

Plagiarism and Paraphrasing

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.

Further advice will on how to avoid plagiarism will be provided, where you will be shown how to check your work for plagiarism using Turnitin, click "TEST YOUR TEXT" at the top of your Moodle page.

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/academicservices/qualitymanual/assessment/academic-misconduct.aspx

ACADEMIC MISCONDUCT

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

Here is a range of cheating behaviours:

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

Unauthorised Collaboration, or Collusion, occurs where:
Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously collaborated on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorised another to use their work, in part or whole, and to submit it as their own.
Note: Legitimate input from University tutors or approved readers or scribes is not considered to be collusion.

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

Recycling or unauthorised, multiple submissions.

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

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

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

Useful information

Key Dates for your diary

Term dates, semester dates, examination and graduation dates can be found at:
http://www.nottingham.ac.uk/about/keydates/index.aspx#Terms

Public and bank holidays can found at
http://www.nottingham.ac.uk/about/keydates/closure-dates.aspx

Buildings will be closed on the following dates in the session 2017/18, except for any special arrangements for research work which may be made by Heads of Divisions or any arrangements which may be made by the Conference Office or in the Sports Centre.

Facilities

Student services centre

Student Services provide a range of support, information and specialist services to enhance your student experience. We form part of a comprehensive network of services at the University, designed to ensure that you have all the support and help you need while you are here.
Please see http://www.nottingham.ac.uk/ssc for further information

Library

The James Cameron-Gifford Library on Sutton Bonington Campus, George Green Library and Hallward Library at University Park provide information on all subject areas covered by the School. They are part of The University of Nottingham Library and the on-line catalogue enables you to search for material held at Sutton Bonington and all libraries at University Park and Jubilee Campuses. Material from other campuses can easily be obtained for you. See further information at
http://www.nottingham.ac.uk/library/index.aspx

Guild office

The Students' Union at Sutton Bonington is known as the Student Guild. The Office of the Guild located on the ground Floor in the Barn Building (Amenities Building).

Prayer rooms

The Open Prayer Room B14 in the Barn at Sutton Bonington Campus is available for all faith groups to use.

Details of chaplaincy and faith support can be found at:
http://www.nottingham.ac.uk/chaplaincy/index.aspx/

Sports centre

The campus has a £2.4m Sports Centre comprising a four court badminton sport's hall, two squash courts, a practice room for martial arts, table tennis and exercise classes as well as a fitness suite and new climbing wall. Outside are synthetic and grass pitches for soccer, rugby, hockey and tennis courts. The Student Guild runs several clubs including rugby union, soccer, netball, mixed hockey, basketball, rowing, karate, running and cricket. You can join on-line (see below), at the Sutton Bonington Fresher's fayre or at the Research Support Office with passport-sized photo. For information on fees, please go to http://www.nottingham.ac.uk/sport/

Eating and Drinking at Sutton Bonington

The Square Eatery
Situated on the first floor of The Barn

Opening Times
Term Time: Monday-Friday Lunch 12.00 noon-2.00pm, Evening Meal 5.30pm-7.00pm
Out of Term: Monday-Friday Lunch 12.00noon-1.30pm

We offer a varied day to day themed lunch menu whether you would like a hot or cold meal, soup of the day, jacket potato, salad, a snack or just a treat there's something for everybody. Open to all students, staff and visitors at Sutton Bonington for lunch and evening meal.

Dollys Deli
Situated on the ground floor of The Barn

Opening Times
Term Time: Monday-Friday 8.00am-3.00pm
Serving Breakfast Rolls until 10.30am and 'create your own' sandwiches along with hot and cold beverages and tasty treats.

The Baa
The campus bar is situated on the ground floor of The Barn
Opening Times
Term Time: Monday—Thursday 11.00am—3.00pm and 7.00pm—11.00pm, Friday 11.00am – 3.00pm and 5.00pm – 11.00pm
Weekend 12.00noon – 6.00pm
Hours may vary to accommodate events
The bar has something to suit all, along with great drinks offers.

Mulberry Tree Café
Opening Times
Term Time: Monday-Friday 8.00am-8.00pm Weekends 12.00 noon-8.00pm
Out of Term: Monday-Friday 8.00am-5.00pm
The go to place for a caffeine buzz, sticky pastry treat or grab and go lunch.

CostCutter
Opening Times
Term Time: Monday-Friday 8.00am-8.00pm Weekend 12.00 noon-8.00pm
Out of Term: Monday-Friday 8.00am-5.00pm
Your on campus convenience store offering a wide range of products, such as grab and go lunch, fresh fruit & vegetables, groceries, frozen goods, household essentials, newspapers, magazines, stationary and much more.
Meal deal - sandwich, snack and drink for £3.50
Look out for our offer bays to grab a bargain.

Evening Meal Plan
Your evening meal plan is a 3 course evening meal from The Square Eatery that is served term time Monday-Friday from 5.30pm-7.00pm, that includes:

Starter :
Soup of the day

Main :
A choice of main (4 options offered, 2 of which are vegetarian), an accompanying side, Salad or seasonal vegetables

Dessert:
Hot dessert, cold dessert or a piece of fruit
You will need to activate your student card for the meal plan and provide us with dietary requirement details at the Sodexo stand in The Barn at the welcome weekend. If you cannot attend welcome weekend and you need to get your card activated, please come and see us at The Square Eatery Monday-Friday between 2.00pm-5.00pm. You will then need to bring this card with you to scan with the cashier at every evening meal. There will be options available to suit dietary requirements, please ask the Sodexo team at the counter for what is suitable.

If you would like to contact us to discuss any dietary requirements prior to you arriving please call 0115 951 6176 or Email: BoningtonFunctions@sodexo.com.

Social Media and Promotions
Follow us on Facebook, Twitter and Instagram 'Big Mouth SB' for daily menus, food offers and promotions. You will receive a weekly bulletin via email to keep you up to date with what is happening at Sutton Bonington.
Download the 'Sodexo Reward Tree' app to take advantage of our loyalty programme or if you'd prefer you can also do this on the loyalty card cup sleeves.
Bring your own cup and receive 10p off all hot drinks, you can purchase a travel mug for £4.00 including a coffee from Mulberry Tree Café.
CostCutter Meal Deal only £3.50

Taught Postgraduate Support Programme

The School of Biosciences recognise that as a taught postgraduate student you will be following an intensive 12 month course. Therefore, this support programme provides a wide range of both compulsory and optional workshops and activities specifically designed to introduce you to the University and resources available, help you to settle in, and aide a seamless transition from undergraduate to postgraduate level studies. Postgraduate students on taught courses (MSc, PG Cert, PG Dip& MRes) will automatically be registered to participate in the Taught Postgraduate Support Programme. See further information
http://moodle.nottingham.ac.uk/course/view.php?id=62806

Postgraduate association

The Postgraduate Association at Sutton Bonington has as its aims and objectives:
*   To facilitate communication between postgraduates
*   To ensure representation of all postgraduates on relevant boards and committees and provide channels for dissemination of resulting information
*   To establish opportunities for postgraduates to participate in sports at all levels

The Association can be contacted through divisional representatives or the Chair of the Student Guild.

Postgraduate community

Information on the University's postgraduate community can be found at
http://www.nottingham.ac.uk/currentstudents/postgraduates/index.aspx

The graduate centre at Sutton Bonington

The role of the Centre is to encourage networking between postgraduate students across a wide range of different disciplines. The Centre provides a programme of events including regular presentations from future employees and seminars on CV writing and interview techniques as well as organising social events. You can contact Centre Manager on extension 68584 for further information. The Graduate Centre is located in the Barn Building (Amenities) with complimentary tea, coffee, biscuits & daily newspapers.

See further information http://goo.gl/syM3gV

International society

The International Society at Sutton Bonington is part of the Student Guild and the International Students' Bureau of the University. International members of the School or British citizens with overseas origins are automatically considered as ordinary members. However, any student can apply for membership.

Shuttle bus service between University Park, Sutton Bonington and Jubilee campuses

Details of the free bus service are available from the Enquiry Office, Main Building and are posted on notice boards and also on the web at
http://www.nottingham.ac.uk/estates

University counsellors at Sutton Bonington

There are trained members of staff available to talk to any student about any problems which they don't feel they can talk to their tutor about.   Appointments can be made with a University counsellor through the Student Services Centre at SB Campus (the Barn) or by emailing counselling.service@nottingham.ac.uk

University counselling service at University Park

The University provides a confidential, free counselling service with a staff of trained counsellors. They are available to talk over any problem with a student. You should make an appointment by checking http://www.nottingham.ac.uk/counselling/ for further information.

Personal information and emergency contacts

The University keeps a central record of all postgraduate students. We must have your home and local addresses and telephone numbers in case we need to contact you or your family in an emergency. These details should be completed at registration or at the student portal.

Equal opportunities

The University operates an equal opportunities policy. To fulfil this policy, it is important to ensure that no student or member of staff is subjected to any form of harassment, be it sexual, racial or in less well-defined ways such as bullying.

To fulfil its commitment the University has set up a network of harassment advisors who have received training to help you deal with situations which could arise. You are welcome to consult an advisor at any time. Please contact the Human Resources Department on extension 67388 or see the University website at **http://www.nottingham.ac.uk/staff-handbook/section-3/harassment-policy.php** if you feel that you have a problem. You are welcome to talk to an adviser at any time, based either at Sutton Bonington or at University Park.

Laboratory practices within the School of Biosciences

These informal notes are intended as guidelines only for new postgraduate students and set out some of the policies and research practices that exist within the School. Please read these carefully and use them for reference.

Equipment - Divisions have limited budgets and all research workers are asked to treat research equipment with the utmost respect. Equipment must only be used after proper instruction and training in its use has been given. Laboratory coats are provided within the laboratories where they are required to be worn.

In some areas major items of equipment have a booking system and use a book where individuals record when the equipment was used and the period of time that was spent on it. This allows us to maintain records for safety purposes as well as service contracts. All students and research workers should leave equipment in a working and clean condition.

If equipment runs out of a resource (e.g. printer paper) it is your responsibility to get it replaced via the technical staff. Failure to do so could render the user liable to restricted access to equipment. The School has small workshops for the repair and servicing of equipment.   Please report to your nominated technician any faulty piece of equipment. Under no circumstances should you attempt to repair faulty equipment, nor should you modify equipment or remove parts of it to service other apparatus. If equipment or glassware is broken, please report this to the technical staff so a replacement can be purchased.

Radiochemicals - Anyone wishing to use radiochemicals must attend the course in October organised by the University Radiation Officer. If you do not attend this course, you might have to wait one year. Further details are given in the Week One Programme and can also be viewed at: http://www.nottingham.ac.uk/safety/training/training.aspx.

Animal-related work - There are strict regulations governing work with animals. Course Director will advise students about training courses necessary before animal work may be carried out.

Research collaboration - As a general rule, the University is extremely happy for students and researchers from one Division to use equipment within another Division, but please make sure you proceed through the official channels, normally via your Supervisor or Course Director. We have close and friendly relationships with a number of different Divisions/Schools but these can be prejudiced by students who do not use the correct methods of contact. A researcher from one Division damaging essential equipment in another Division might negate years of good will and close inter-relationships.

Visitors - Casual visitors must not be allowed into laboratory areas and, unless strictly necessary, children should not be brought into the buildings. If you are expecting official visitors please inform your Course Director or MSc Course Administrator.

Ordering - Both SB and UP have stores from which items can be obtained. Each Course and Division has a different policy for ordering and your Supervisor or Course Director should be consulted about the procedures.

IT Facilities

All postgraduate students in the School are encouraged to make effective use of computers in their work. Such use includes communication by email, accessing academic information services within and outside the University, the collection, storage and analysis of research data, and the preparation of text and graphics for reports, presentations and theses.

In general, the computing facilities available to a postgraduate student are either centrally provided or belong to a particular Division. The centrally provided computing facilities are interlinked by a network spanning the whole university which in turn is linked to the Joint Academic NETwork (JANET) linking academic institutions in the UK. Most Divisional computers are also linked to the university network.

Every person using any computer connected to the university network must be registered with the Information Services. In order to self-register you will need to have with you the number listed on your personal University card (issued at registration or shortly afterwards).

You can request that the user-code be registered on further file servers and central host computers as the need arises. Once registered, you will be entitled to use computers in the Cripps Computing Centre managed public user areas to access the central services. Before using Divisional computers check with your supervisor for local rules.

Help and advice

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

Getting online

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

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

Computer rooms

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

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

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

Computer loans

The JCG library counter offers a short-term laptop and tablet loan service, with loans restricted to use within the Library and Learning Hub areas only. Students may also make use of the Information Services Laptop Loan service, where longer-term loan periods are possible. This service operates from an office at University Park (Pope Building).

The Portal; and Virtual Learning Environment

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

Saving your files and backing up your data

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

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

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

Printing

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

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

Wireless

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

Installation of computer software

The law relating to installation of software onto PCs is very clear:

It is a criminal offence to install unregistered software on a computer

The School must protect its good name. Accordingly, it is necessary to register all installed software, including those covered by the University's site licence, with the appropriate computer officer. Each copy has a unique serial number. Items of freeware supplied as "free" by companies are obviously exempt. Shareware becomes illegal when the suppliers trial period for the package expires.

An internal audit may take place at any time. Any package not registered with the School will be removed without notification. The School will not be responsible for loss resulting from its removal. If it were not illegal, it would be foolish to install pirate software. Viruses are introduced in this way and could rapidly contaminate many of the School's computers.

The potential consequences of the discovery by Custom and Excise, the policing body, of illegal, i.e. pirated, software can be very serious and include:

- o Payment of the full retail cost of the package
- o Confiscation of the computer and all accompanying software, for an unlimited period, with no redress
- o Confiscation of all of the School's computers (as was recently done at a neighbouring university. Seizure was for 12 months)
- o A fine (a university computing department was recently fined £10,000)
- o Imprisonment.

Any member of the School who has knowingly installed pirated software which causes the School any penalty will be held personally fully liable for all costs which ensue. Any member of the School will face internal disciplinary action if they have caused, directly or indirectly, pirated software to be placed on School computers. For a postgraduate student penalties can include termination of course.

Safety guidelines

In addition to the information in this Handbook you should read the Safety Handbook, available on the School intranet pages. Students must seek advice and instruction regarding safety rules and procedures operating within their own particular division. The Division Safety Representatives will issue all new staff/students/visitors with a questionnaire which should be completed and signed before work in laboratories commences. The safety questionnaire can be found at the end of this Handbook (Appendix 6).

An important issue for consideration is that of ensuring the safety of yourself and others. Safety matters in the School are dealt with by the School Safety Committee which includes undergraduate and postgraduate representatives. There are named Divisional Safety Officers who will offer guidance on any safety issue about which you may be uncertain.

You are strongly advised to pay particular attention to the safety hazard information on practical handouts and verbal instructions issued by members of staff. Any practical tasks which you are asked to complete will have undergone a COSHH risk assessment within the Division.

You must read all information carefully as your safety, and that of others, depends upon your knowledge of safety guidelines.

Safety courses

Please refer to the Week One programme for dates of safety training sessions organised by the University Safety Office for new postgraduates or visit
http://www.nottingham.ac.uk/safety/training/training.aspx

Security and late Working

All staff and students should be aware of their site and Divisional rules concerning security and late working. Students should also be aware of the various fire exits and fire regulations that exist in the School and familiarize themselves with the location of fire extinguishers and first aid equipment.

The front and rear doors of buildings are normally open during the working day. You will need to sign the late-working ledger at any of the doors if you work in any building outside these hours.

See full details at http://goo.gl/FiCvi8.

Safety policy

Consult your local Safety Officer regarding any queries on safety procedures.
All students and research workers should note that it is the legal responsibility of every person to investigate fully all risks and hazards which may occur during their research in the School.

Before any chemical can be purchased or used a full COSHH assessment must be carried out and a detailed written experimental protocol approved by your Supervisor or Course Director. The member of academic staff concerned may need to refer any potential purchase or experimental protocol to the safety committee. All of the chemicals currently in each Division have been assessed and the records are kept within a database to which you will have access. Ask your Divisional Safety Officer for information on how to access the database.

Working Areas - Please note that no eating or drinking is permitted in the buildings except in designated areas, eg tea/coffee rooms. Smoking is only permitted in designated areas and strictly forbidden in all buildings.

Good Laboratory Practice and Safety in Laboratories - It is essential that each postgraduate student takes responsibility for keeping the research laboratories clean and tidy. Not only do untidy laboratories lead to potential hazards in case of fire and accident, but it does not create a good impression when the School has visitors.

Emergency first aid and fire procedure

Emergency first aid

Please read information available here http://www.nottingham.ac.uk/safety/policies-and-guidance/first-aid/first-aid.aspx

There are trained first aiders at the Sutton Bonington Campus, see list at http://www.nottingham.ac.uk/~sazintra//docs/safety/emergency/First%20Aider%20List%202016.pdf?ts=1506278497184

All members of the School must ensure they know the positions of the nearest fire alarm call point, internal and external telephones, fire extinguishers and exit routes.

Emergency Procedures
In the event of a major fire, the following procedure should be followed: Activate the nearest fire alarm and telephone **8888** to alert the emergency services. Only attack the fire if it is safe to do so. After activation or on hearing the evacuate alarm:
1) Leave the building immediately by the nearest exit, closing all doors and windows.

Do not use the lifts.
2) Go to the fire assembly point.
3) Do not re-enter the building until told to do so by the responsible authority.

If you are the first person past a fire token please follow these procedures:
1)   Collect the area Fire Token.
2)   Check that all rooms in the area indicated by the token are clear.
3)   Leave the building in a quiet and orderly fashion following the arrows to the nearest fire exit.
4)   Hand the tokens and report clearance of the area to the fire coordinator (wearing a yellow jacket) at the fire assembly point.

The Estates Office tests the fire alarm system each week. A fire drill to test the School's procedures will be held at least annually. Refer to Local Area Safety Handbooks for local arrangements for fire evacuation.

First aid
Details of emergency first are given in the University Safety Handbook
http://www.nottingham.ac.uk/safety/safetyhandbooksect4.htm

Accidents – Minor

Many members of staff are trained in first aid, a few also have received additional training in the use of a defibrillator (AED), details can be found on the School Health & Safety pages and in the foyer of most buildings. First aid boxes are located in all teaching and research areas for the treatment of minor injuries. The exhaustion of any item should be reported to the member of staff in charge of the area, to the Local Area ****Safety Officer or to a member of the safety committee.

Accidents - Major
In the event of a major accident, dial 8888 and ask for the Ambulance Service - summon interim first aid. When the Fire Brigade or Ambulance Service has been alerted, state clearly where help is required – building, room number/laboratory number - also give your name.

Accident and Incident Reporting
All incidents (injuries, occupationally acquired illness, dangerous occurrences and near misses) should be reported using the on-line reporting system available at:

http://www.nottingham.ac.uk/safety/reporting/reporting-incidents.aspx

Anyone with access to the University network is able to report incidents on line. Systems have been put in place for School Safety Officers and Line Managers to be automatically notified (by email) of incidents for investigation in their areas. The Safety Office will also be able to view all incidents that are submitted.

For those who are not able to access the University network, the paper forms are still be available to complete. The details will then need to be entered onto the electronic system by the local Area Safety Officer or School Safety Co-ordinator.

All major incidents & accidents within the School must be reported to the following people as soon as possible & preferably on the day of occurrence:
Director of Operations – Dr Sarah Johnson (16000)
Head of School – Professor Simon Langley-Evans (16139)
School Safety Co-ordinator – Sue Woodward (16308)
University Safety Office 0115 951 3401

This is particularly important if a casualty has been taken for further medical treatment at hospital or their GP

Further information is available on the School intranet health & safety page at
http://www.nottingham.ac.uk/~sazintra/

Appendices

1. Assessment criteria
2. Other useful contacts
2. Further help in the University
3 Accessibility and Academic Support
4. Code of Discipline for students

Appendix 1

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

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

d. Independent or critical thinking / originality etc.

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

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. Student's knowledge of subject; depth, relevance and quality of answer.
         b. Evidence of reading / study beyond regurgitation of standard taught material.
         c. Independent or critical thinking / originality etc.
   d. The quality of presentation - structure of answer, the use of sections; diagrams etc., general neatness etc.

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

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

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

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

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. Presentation of talk; audibility, speed, use of notes, addressed to audience, time keeping.
        b. Organisation of talk; logical coherent progression with introduction and summary.
        c. Use of visual aids; clarity and explanation of salient points.
d. Research and response to questioning; evidence of extensive reading, presentation of own data (where relevant), evidence of wider understanding.

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

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. Independence and initiative. Perseverance when work does not go according to plan.
b. Organisational ability; can the student plan their use if time effectively and efficiently?
c. Technical ability; can the student carry out work competently and learn new techniques quickly
d. Critical ability and appreciation of the limitations of the work

**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 level, 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.

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 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.

Appendix 2

Other useful contacts

Accommodation Bonington Halls

Accommodation at Sutton Bonington Campus is operated by CLV UK. Detailed information about the residential facilities and services can be found online at **http://www.myvillageguide.co.uk/bonington-student-village-sutton-bonington/**

Tel: +44 (0) 1509 673750
Fax: +44 (0) 1509 674014
E-Mail:boningtonhalls@clvuk.com

Appendix 3

Further help in the university

Support for your studies

The University of Nottingham provides a range of services to support your studies. Please explore these pages to find out more about how we can help you.

The University of Nottingham is committed to equality of opportunity for all its students; it is also mindful of its requirement to comply with legislation affecting access to Higher Education specifically the Disability Discrimination Act and more recently the Equality Act 2010. The University will arrange for assessment of the requirements of its disabled students and make recommendation for suitable equipment and services. Liaison is undertaken with potential funding sources for the equipment and services required. The University does not discriminate according to whether a student has Disabled Students Allowance or not

The Office offers confidential advice and one-to-one or small-group tuition on academic and study skills problems. The Unit gives specialist help in dyslexia. Appointments are available on most days at University Park. A local service at SB is offered, subject to demand, on Wednesday afternoons. Extension 15991/2. Please see http://www.nottingham.ac.uk/student-support/ for further information.

Centre for english language education (cele)

Additional English support classes are available at the SB campus, subject to demand. Please contact extension 14405 for further information or view information at http://www.nottingham.ac.uk/cele/index.aspx

Careers and employability service

The **Careers and Employability Service** can help you plan for your future. You can discuss your career prospects with one of the assigned careers advisors, who specialise in the Biological Sciences.

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

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

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

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

Study skills books

Of more than a 100 books available which offer advice on how to study, recommended are:

School of Biosciences: Study Skills Booklet (available in each student pack)

Kirkman, J (1992) *Good Style: Writing for Science and Technology*

Luck, M.R (1999) *Your Student Research Project*

Malmfors, Garnsworthy and Grossman (2003) *Writing and Presenting Scientific Papers*

Palmer, R (1993) *Write in style: A Guide to Good English*

Pechenik, J. & Lamb, B. (1995) *How to Write About Biology*

Turk, C & Kirkman, J (1989) *Effective Style: Improving Scientific, Technical and Business Communication*

Appendix 4

Accessibility and Academic Support

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

We can assist with queries regarding:

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

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

The Accessibility Team have online study resources which relate to almost all of the areas you cover in the guide, see
http://www.nottingham.ac.uk/studentservices/supportforyourstudies/academicsupport/studyresources/index.aspx

If you would like to contact us please phone the Student Services Centre on (0115) 951 3710
e: disability-support@nottingham.ac.uk
   dyslexia-support@nottingham.ac.uk

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

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.

Appendix 5

Code of Discipline for students

http://www.nottingham.ac.uk/governance/documents/code-of-discipline.pdf